

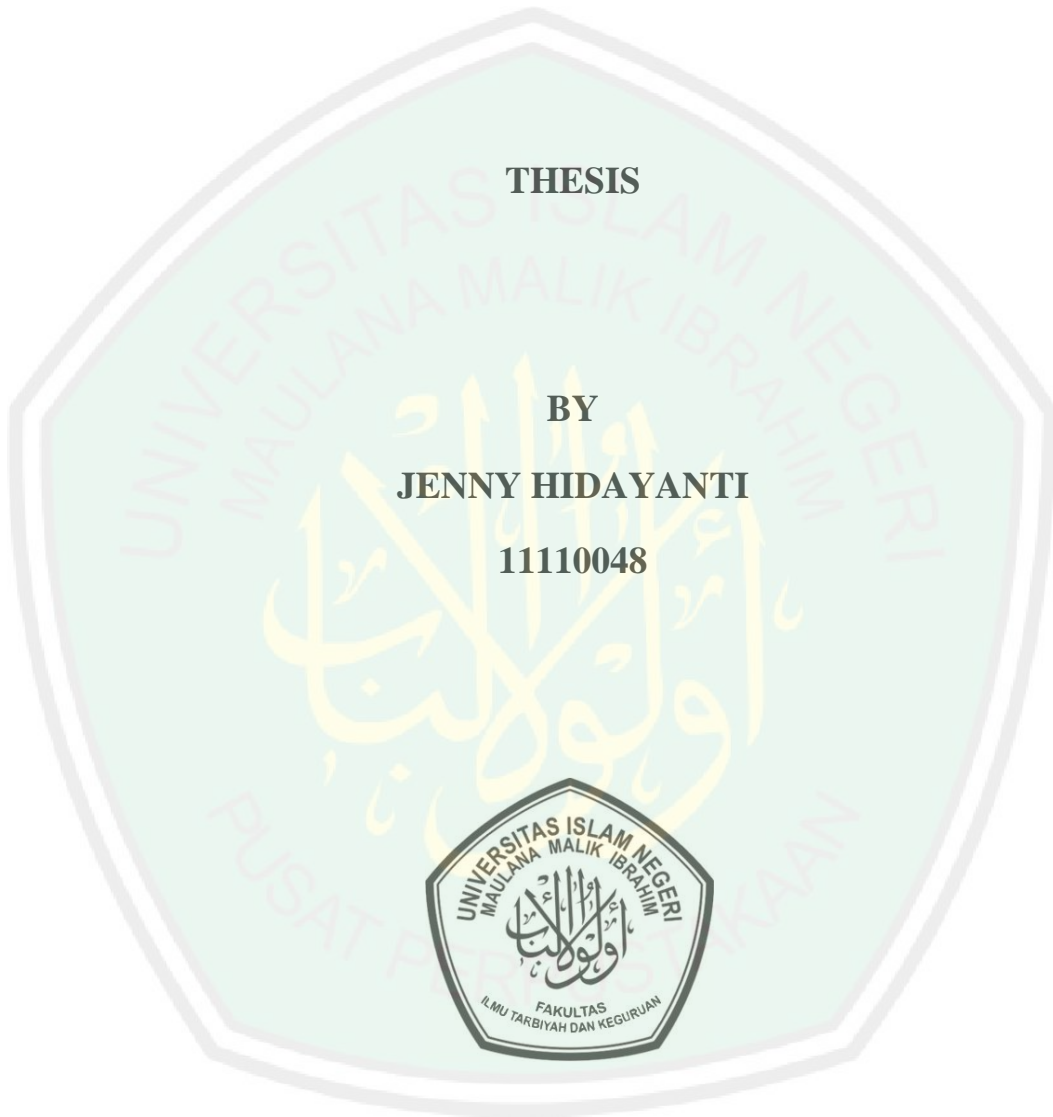
**THE IMPLEMENTATION OF CURRICULUM 2013 ON
ISLAMIC EDUCATION LESSON AT SENIOR HIGH SCHOOL
8 MALANG**

THESIS

BY

JENNY HIDAYANTI

11110048



**ISLAMIC EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHING TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC
UNIVERSITY OF MALANG**

2015

**THE IMPLEMENTATION OF CURRICULUM 2013
ON ISLAMIC EDUCATION LESSON
AT SENIOR HIGH SCHOOL 8 MALANG**

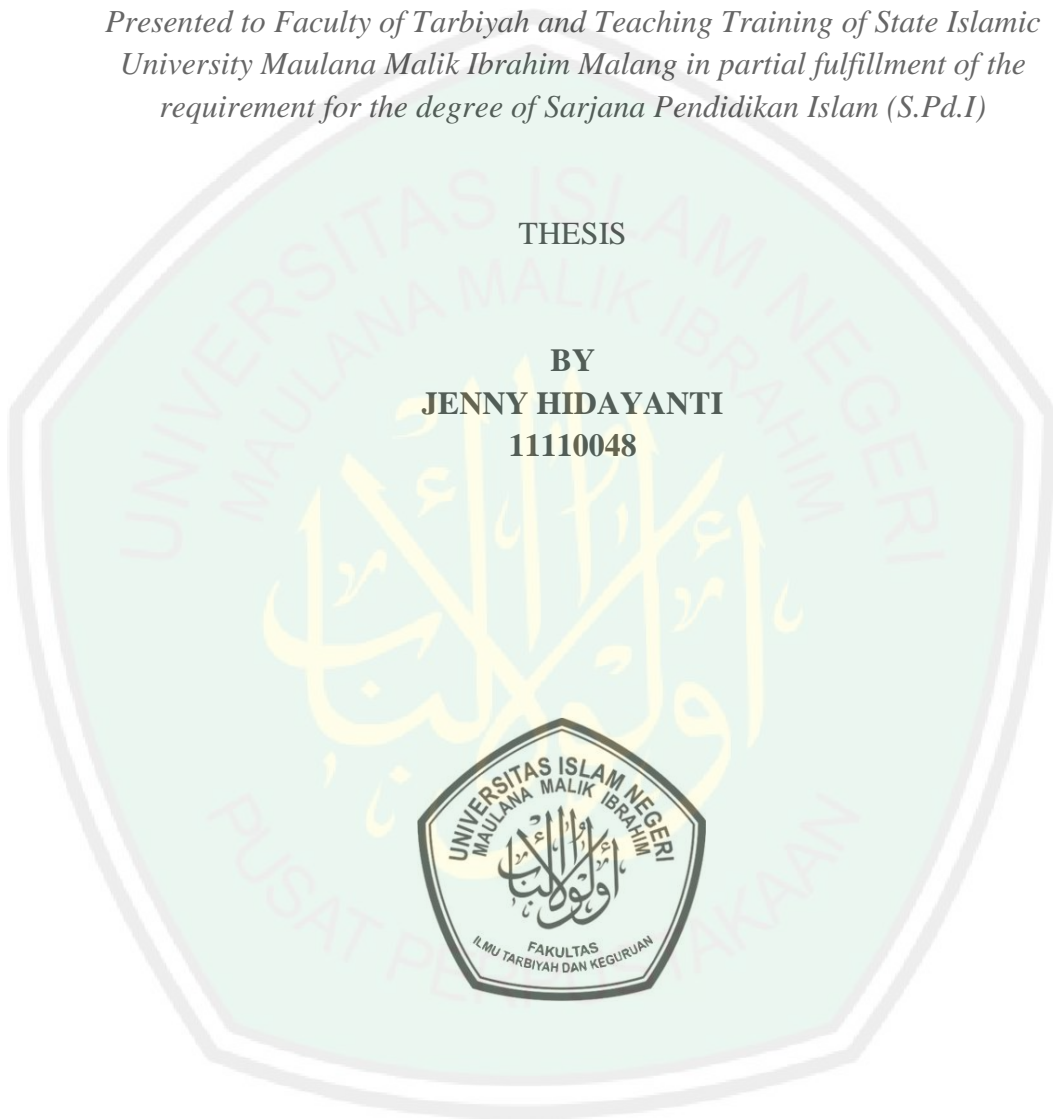
*Presented to Faculty of Tarbiyah and Teaching Training of State Islamic
University Maulana Malik Ibrahim Malang in partial fulfillment of the
requirement for the degree of Sarjana Pendidikan Islam (S.Pd.I)*

THESIS

BY

JENNY HIDAYANTI

11110048



**ISLAMIC EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHING TRAINING
UNIVERSITY MAULANA MALIK IBRAHIM STATE ISLAMIC
OF MALANG**

2015

APPROVAL SHEET

THE IMPLEMENTATION OF CURRICULUM 2013
ON ISLAMIC EDUCATION LESSON AT SENIOR HIGH SCHOOL
8 MALANG

THESIS

BY

JENNY HIDAYANTI

11110048

Approved by
Advisor:

Dr. H. Nur Ali, M.Pd

NIP. 196504031998031002

Acknowledged by,
The Head of Islamic Education Department

Dr. Marno Nurullah, M.Ag

NIP. 19720822 2002121 001

LEGITIMATION SHEET

APPROVAL SHEET

THE IMPLEMENTATION OF CURRICULUM 2013 ON ISLAMIC
EDUCATION LESSON AT SENIOR HIGH SCHOOL 8 MALANG

THESIS

Prepared and compiled by
Jenny Hidayanti (11110048)
has been defended in front of the board of examiners on
July 9, 2015
and has been approved by the board of examiners as the
requirement for th degree of Sarjana Pendidikan Islam
(S.Pd.I) on April 9, 2015

The Board of Examiners		Signature
Chairman of the board examiners Dr.H.M. Zainuddin, M.A NIP.		
Secretary of the board examiners Dr.H.Nur Ali, M.Pd NIP. 196504031998031002		
Advisor, Dr.H.Nur Ali, M.Pd NIP. 196504031998031002		
Main Examiner Dr.H.A. Malik Karim Amrullah,M.Pd.I NIP.		

Approved by
The Dean of Faculty of Tarbiyah and Teaching Training
State Islamic University Maulana Malik Ibrahim Malang

Dr. H. Nur Ali, M.Pd
NIP. 196504031998031002

DEDICATION

My gratitude to Allah SWT, God are first universe, God the most Gracious. A deep yearning on the Prophet Muhammad, who have demonstrated true things and things bathil. I presented this work no other to those very I love :

My beloved Parents

Samun Sardī and Supriatī

the biggest motivator in my life who never tired of prayer and love me. over all sacrifice and patience to until now. Nobody will ever I can reciprocate the love of mother and father to me.

My Beloved adoptive parents

H.Muhammad Buang and Hj.Supinah

that has been guiding,taking care from children until adult and always pray for me

My Beloved Brother and Sister Siblings

Dicky Saputra dan Dilla

with great affection had taught me the meaning and the maturity and nephew

Athaya Nakhlan Rakkani

My Beloved adopted Sisters

(Tartī Ningsih, Sri Wahyuni, Fitriana)

that has give me the passion, advice and prayer that incessant gushing.

MOTTO

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ^ط

Indeed, Allah will not change the condition of a people until they change what is in themselves QS.Ar-Ra'd 13:11)¹



¹ *Al-Quran dan Terjemahannya*, Bandung: Penerbit Cordoba, Page 250

Dr.H.Nur Ali, M.Pd
The Lecturer of Tarbiyah and Teaching Training Faculty
The State Islamic University of Maulana Malik Ibrahim Malang

ADVISOR OFFICIAL NOTE

Matter : Thesis Jenny Hidayanti

Malang, 15 June 2015

Appendixes : 4 (Four) Exemplar

Dear,

The Dean of Tarbiyah and Teaching Training Faculty

At

Malang

Assalamu'alaikum Wr. Wb.

After carrying out at several times for guidance, both in terms of content, language and writing techniques, and after reading the following thesis:

Name : Jenny Hidayanti

NIM : 11110048

Program : Pendidikan Agama Islam

Title of Skripsi : Implementation of Curriculum 2013 on Islamic
Education Lesson at Senior High School 8 Malang

As the advisor, we argue that this skripsi has been proposed and test decent

So, please tolerate presence

Wassalamu'alaikum Wr. Wb

Advisor.

Dr. H. Nur Ali, M.Pd
NIP. 196504031998031002

CERTIFICATE OF SKRIPSI AUTHORSHIP

I certify that skripsi I wrote to fulfill the requirement for Sarjana Pendidikan Islam (S.Pd.I) entitled The Implementation of Curriculum 2013 on Islamic Education Lesson at Senior high 8 Malang is truly my original work. It does not incorporate any materials previously written or published by another person, except those indicated in quotations and bibliography. Due to fact , I am the only person who responsible for the thesis of there is any objection of claim from others.

Malang, 15 June 2015



Jenny Hidayanti

ACKNOWLEDMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praise we extend this presence of Allah SWT, because the top of the overflow of grace, Taufik, and Guidance, so that we can resolve this with thesis research without any constraints in the settlement.

Research Thesis entitled "Implementation of a Curriculum of 2013 on Islamic Education Lesson at Senior High School 8 Malang" was written in order to meet assignment late lectures and to gain the title of holders of Undergraduate Education of Islam (S.Pd.I).

This research will not be resolved without involving many parties who helped complete. Therefore, we would like to thank:

1. My Beloved Parents Samun Sardi dan Supriati educate with love, sincerely praying for and giving spirit, so that the author can complete bachelor degree studies at UIN MALIKI Malang
2. Prof. Dr. H. Mudjia Rahardjo, M.Si as the Rector of the State Islamic University Maulana Malik Ibrahim
3. Dr. H. Nur Ali, M.Pd as the Dean of Tarbiyah and Teaching Training State Islamic University Maulana Malik Ibrahim
4. Dr. Marno, M.Ag as the Head of Islamic Education Department State Islamic University Maulana Malik Ibrahim

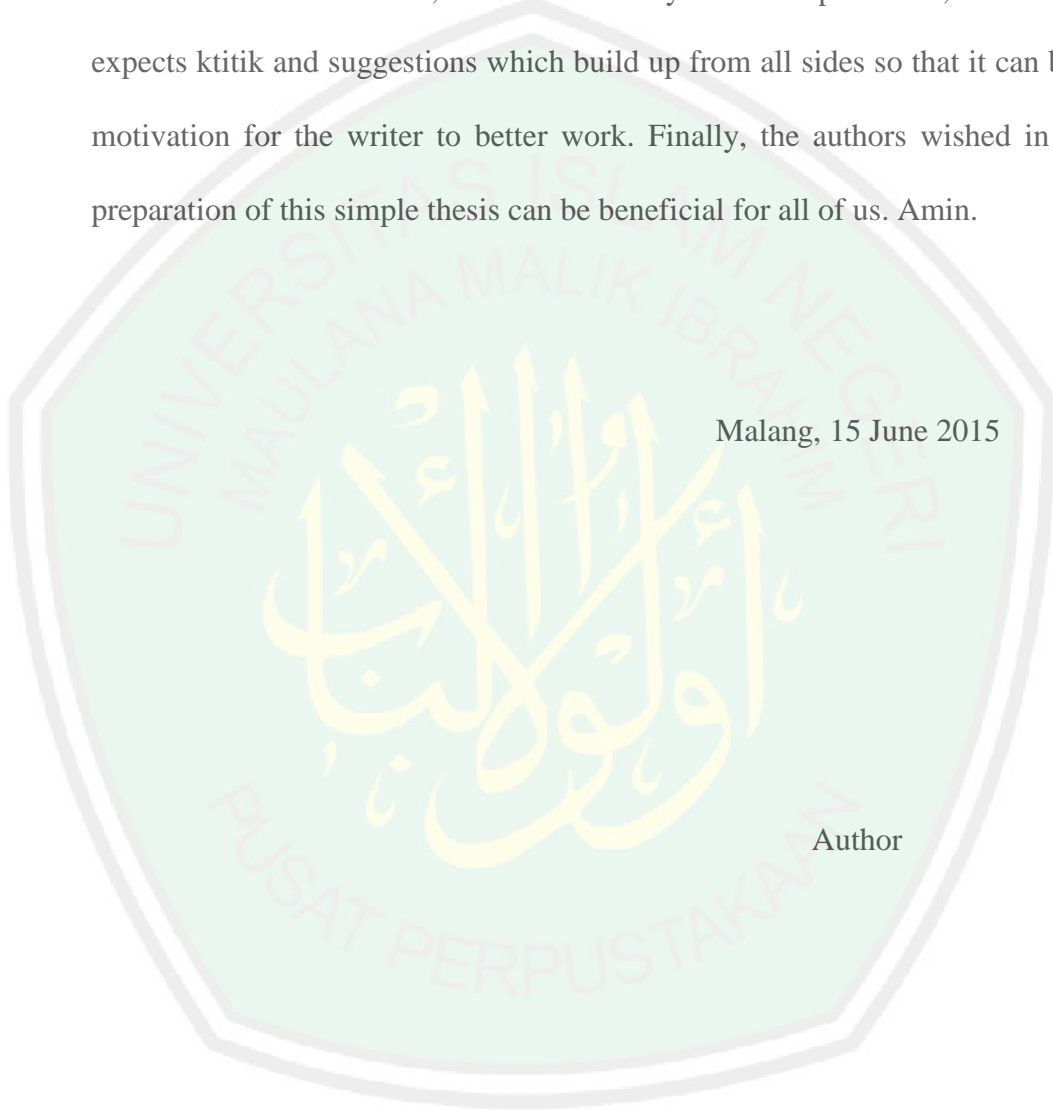
5. Dr. H. Nur Ali, M.Pd as Advisor full of the wisdom, diligence and patience have delighted in taking the time to provide guidance, direction and gave instructions for the sake of finishing writing this thesis.
6. All Lecturers Faculty of Tarbiyah and Teaching Training State Islamic University Maulana Malik Ibrahim Malang, who has been with full sincerity Guide and devote their knowledge to the author.
7. Drs. H.Moh. Sulthon M.Pd as the Principal of Senior High School 8 Malang who gave their time and information to the writer
8. Drs Mubasyir dan Juswadi S.Pd.I as Islamic Education Teachers of Senior High School 8 Malang who gave their time and help writer to do research in schools
9. My Beloved Frienda of International Class Program 2011 that has provided continuous support
10. My Beloved Friends at KAMMI and LDK State Islamic University Maulana Malik Ibrahim Malang that gave spirit and prayer there stop to me
11. My Boleved Friends at House of Kautsar that gave spirit and prayer there stop to me
12. And my partner Luluk Mufidah and Aminatul Halimah who had accompanied the author start from scratch learning on campus until this final project completion process.

May Allah swt. always shown me grace, Taufik and Hidayah to all of us.
Amin.

The writer realize fully that in the preparation of this thesis still has many shortcomings, though the author had already tried with everything possible to make the best. Therefore, with all humility and an open hand, the author expects ktitik and suggestions which build up from all sides so that it can be a motivation for the writer to better work. Finally, the authors wished in the preparation of this simple thesis can be beneficial for all of us. Amin.

Malang, 15 June 2015

Author



GUIDLINE FOR LATIN ARABIC TRANSLITERATION

Transliteration Writing of the Arabic – Latin in this skripsi using transliteration guidelines based on a joint decision of the Minister of Religion Republic Indonesia and Minister of Education Republic Indonesia No 158/1987 dan No 0543 b/U/1987 the outline can be outlined as follows:

A. Letter

ا = a	ز = z	ق = q
ب = b	س = s	ك = k
ت = t	ش = sy	ل = l
ث = ts	ط = sh	م = m
ج = j	ظ = dl	ن = n
ح = h	ظ = th	و = w
خ = kh	ظ = zh	ه = h
د = d	ع = ‘	ء = ,
ذ = dz	غ = gh	ي = y
ر = r	ف = f	

B. Long Vocal

Vocal (a) panjang = â

Vocal (i) panjang = î

Vocal (u) panjang = û

C. Diftong Vocal

أو = Aw

أي = Ay

أو = û

إي = î

LIST OF TABLE

Tabel 2.1 Group Of Compulsory Subjects Of Curriculum 2013	24
Tabel 2.2 Mastery Learning Of Curriculum 2013	30
Tabel 2.3 Scope Of Attitude Assessment.....	31
Tabel 2.4 General Illustration Of Syllabi.....	36
Tabel 2.5 The Example Syllabi For Senior High School.....	37
Tabel 2.6 The Components Of Lesson Plan.....	41
Tabel 2.7 Basic Competence And Indicator	43
Tabel 2.8 Step In Learning Process	47
Tabel 2.9 Example Of Question.....	55
Tabel 2.10 Assessment Guide	56
Tabel 2.11 Format Assessment Of Performance.....	58
Tabel 2.12 Format Character Assessment.....	59
Tabel 2.13 The Assessment Of Learner Character	60
Tabel 2.14 Format Assessment Of Portofolio I	62
Tabel 2.15 Format Assessment Of Portofolio 2.....	64

LIST OF ATTACHMENT

- Attachment I : Letter of Research Permission
- Attachment II : Guideline of Interview
- Attachment III : The History of Senior High School 8 Malang
- Attachment IV : Data of Student
- Attachment V : Teacher Qualifications
- Attachment VI : Organizational Structure
- Attachment VII : Lesson Plan (RPP) of Islamic Education Lesson Class XI
- Attachment VIII : Syllabi of Islamic Education Lesson Class XI
- Attachment IX : Format of Assesment Knowledge, attitude, skill aspects
- Attachment X : Example Raport
- Attachment XI : Criteria of Minimal Complete (KKM) Class XI
- Attachment XII : Documentation of Picture
- Attachment XIII : Evidence of Consultation
- Attachment XIV : Curriculum Vitae of Author

TABLE OF CONTENTS

TITTLE.....	i
APPROVAL SHEET	ii
DEDICATION.....	iii
MOTTO	iv
ADVISOR OFFICIAL NOTE	v
LEGITIMION SHEET	vi
CERTIFICATE OF SKRIPSI AUTHORSHIP	vii
ACKNOWLEDGMENT	viii
GUIDLINE FOR LATIN ARABIC TRANSLITERATION	ix
LIST OF TABLE	x
LIST OF ATTACHMENT	xi
TABLE OF CONTENTS	xii
ABSTRACT	xiii
 CHAPTER I INTRODUCTION	
A. The Context Of Study	1
B. Focus Of Study	4
C. The Objectives Of Study	5
D. The Significance Of Study	5
E. The Limitation Of Study	5
F. The Terms Of Study	6
G. The Previous Of Study	7
H. The Systematic Of Discussion	9
 CHAPTER II STUDY OF LITERATURE	
A. Curriculum Of 2013 (K-13)	11
1. Definition of Curriculum	11
2. The Functions of the Curriculum	12
3. Curriculum of 2013	14

4. Principal of Curriculum 2013 Development	19
5. Development Curriculum 2013.....	21
6. Assessment Standart in Implementation Curriculum of 2013	25
7. Assessment Concept in Curruiculum 2013	29
8. Another Assessment in Curriculum 2013	56
B. Islamic Education	64
1. Islamic Education and Manners based on Curriculum 2013	64
2.The Concept Of The Curriculum Unit Level Education In Islamic Education	68
3. Curriculum Unit Level Of Education In The Perspective Of Islamic Education	70
 CHAPTER III THE METHOD OF RESEARCH	
A. The Approach and Type of Research	76
B. The Site of Research.....	77
C. The Sources of Data	77
D. Data Collection and Instrument.....	79
E. Data Analysis.....	80
F. Checking Validity of Data.....	82
G. Stages of Research.....	84
 CHAPTER IV RESEARCH FINDINGS	
A. Description Of The Research Object	86
B. Exposure Data	87
1. The Learning Process of Curriculum 2013 on Islamic Education Lesson at Senior High School 8 Malang.....	87
2. The Implementation of curriculum 2013 on Islamic Education Lesson at Senior High School 8 Malang	93
 CHAPTER V DISCUSSION	

1. The Learning Process of Curriculum 2013 on Islamic Education Lesson at Senior High School 8 Malang-----	101
2. The Implementation of curriculum 2013 on Islamic Education Lesson at Senior High School 8 Malang	104

CHAPTER VI CLOSING

A. Conclusion	110
B. Suggestion.....	113

LIST OF REFERENCES	114
---------------------------------	------------

LIST OF ATTACHMENT



ABSTRACT

Hidayanti, Jenny. 2015. The Implementation of Curriulum 2013 On Islamic Education Lesson At Senior High School 8 Malang. Thesis, Islamic Education Department, Faculty of Tarbiyah and Teaching Training, The State Islamic University Maulana Malik Ibrahim of Malang. Advisor : Dr. H. Nur Ali, M.Pd.

Curriculum is one of the instrument to achieve educational objectives , as well as guidelines in the implementation of learning in all types and levels of education .If there is the constitutional change system , even a system of the curriculum in effect . Since the year 2013 the curriculum in Indonesia has changed again that is changed into the curriculum 2013 .Curriculum 2013 is a series of completion of the curriculum has been initiated in 2004 based on competence and then continued with curriculum 2006 (KTSP) .

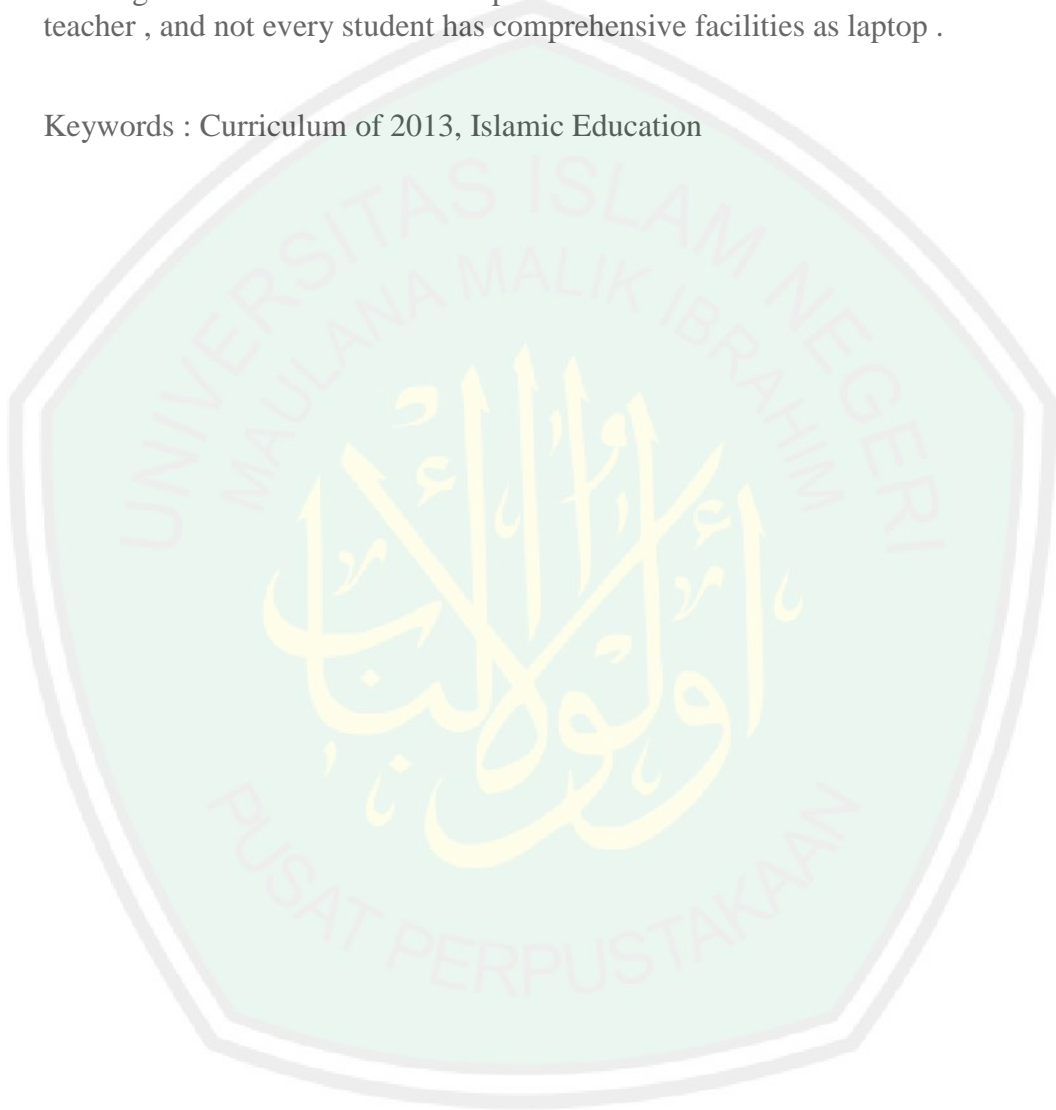
The objectives of this study is to: (1) explain the learning process of curriculum 2013 Islamic education lesson at Senior High School 8 Malang (2) explain the implementation of curriculum 2013 on Islamic education lesson at Senior High School 8 Malang.

To achieve the above objective, qualitative descriptive approach used. Data collection techniques used are (1) interview , observations and (3) documentation. The data were analyzed by means of the reduction of data that is selecting the principal things, exposing or presenting the data and draw conclusions. The technique of the validity of the data used is (1) extension of participation, (2) persistence of observations, and (3) triangulation of data sources.

The results of research shows that (1) The learning process of Curriculum 2013 on Islamic Education Lesson at Senior High School 8 Malang carried out in accordance with the pattern and the system established by the Government. Not only that the existence of the learning process in the class with using curriculum 2013 and in the field to make students more active and make it easier for the teacher in the learning process, in this case particularly teachers of Islamic Education. (2) The implementation of the curriculum 2013 in Senior High School 8 Malang on Islamic education lesson at Senior High School 8 Malang carried out in accordance with the pattern and the system established by the Government start from syllabus, lesson plan, and assessment or evaluation system. Senior High School 8 Malang has prepared teachers in the implementation of the curriculum through a variety of training curriculum 2013 was held independently by the school as well as from various parties such as the hapless City Education Office and from the Central Government. There are supporting factors from the implementation curriculum 2013 that is Senior High School 8 Malang has complete facilities. All classrooms have LCD Board, White Board, projector, the comfortable Classes, school environment that support in implementing the curriculum 2013. While the inhibiting factors implementation of curriculum 2013 that is books that have not been evenly distributed to all students, both book bunk in the package by a team of teachers of subjects deliberation (MGMP) and direct book published by the Government, the system or the format of the assessment

contained in the curriculum 2013 is very complicated and a lot that not all teachers know and understand how the assessment on the curriculum of 2013. There are some teachers who not only followed the concept of the learning of its predetermined curriculum 2013 but also between the concept of combining learning curriculum 2013 and the pattern that had been owned since becoming a teacher, and not every student has comprehensive facilities as laptop.

Keywords : Curriculum of 2013, Islamic Education



ABSTRAK

Hidayanti, Jenny. 2015. Implementasi Kurikulum 2013 Pada Mata Pelajaran Pendidikan Agama Islam di SMA Negeri 8 Malang. Skripsi, Jurusan Pendidikan Agama Islam, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Skripsi : Dr. H. Nur Ali, M.Pd.

Kurikulum merupakan salah satu alat untuk mencapai tujuan pendidikan , sekaligus pedoman dalam pelaksanaan pembelajaran pada semua jenis dan jenjang pendidikan. Jika terjadi perubahan sistem ketatanegaraan , maka dapat berakibat pada sistem kurikulum yang berlaku. Sejak tahun 2013 kurikulum di Indonesia mengalami perubahan lagi yaitu berganti menjadi kurikulum 2013. Kurikulum 2013 merupakan serangkaian penyempurnaan terhadap kurikulum yang telah dirintis tahun 2004 yang berbasis kompetensi lalu diteruskan dengan kurikulum 2006 (KTSP).

Tujuan penelitian ini adalah untuk : (1) menjelaskan proses pembelajaran Kurikulum 2013 pada pelajaran Agama Islam di SMA Negeri 8 Malang (2) menjelaskan implementasi kurikulum 2013 pada pelajaran Agama Islam di SMA Negeri 8 Malang

Untuk mencapai tujuan di atas, digunakan pendekatan kualitatif deskriptif. Teknik pengumpulan data yang digunakan adalah (1) Wawancara (Interview) , Pengamatan (Observasi) dan (3) dokumentasi. Data dianalisis dengan cara mereduksi data yaitu memilih hal-hal yang pokok, memaparkan atau menyajikan data dan menarik kesimpulan. Teknik keabsahan data yang digunakan adalah (1) perpanjangan keikutsertaan , (2) ketekunan pengamatan, dan (3) triangulasi sumber data

Hasil penelitian menunjukkan bahwa, (1) proses pembelajaran dengan menggunakan kurikulum 2013 di SMA Negeri 8 Malang terlaksana sesuai dengan pola dan system yang ditetapkan pemerintah. Tak hanya itu dengan adanya kurikulum 2013 proses pembelajaran di kelas maupun di lapangan membuat siswa lebih aktif dan memudahkan guru dalam proses pembelajaran, dalam hal ini khususnya guru Pendidikan Agama Islam. (2) Implementasi kurikulum 2013 pada mata pelajaran Pendidikan Agama Islam terlaksana sesuai dengan system dan pola yang telah ditetapkan oleh pemerintah mulai dari silabus, rencana pelaksanaan pembelajaran (RPP), hingga system penilaian atau evaluasinya. SMA Negeri 8 telah menyiapkan guru- guru dalam pelaksanaan kurikulum 2013 melalui berbagai pelatihan yang diadakan mandiri oleh sekolah maupun dari berbagai pihak seperti dinas pendidikan kota Malang dan dari pemerintah pusat. Terdapat faktor pendukung dari pelaksanaan kurikulum 2013 yaitu SMA Negeri 8 memiliki fasilitas yang lengkap. Semua kelas memiliki LCD, White Board, Papan proyektor, Kelas yang nyaman, lingkungan sekolah yang mendukung dalam menerapkan impelemntasi kurikulum 2013. Sedangkan faktor penghambat dari pelaksanaan kurikulum 2013 yaitu buku yang belum merata dibagikan kepada semua siswa., baik buku paket yang di susun oleh tim musyawarah guru mata pelajaran (MGMP) maupun buku yang langsung diterbitkan oleh pemerintah,

sistem atau format penilaian yang terdapat pada kurikulum 2013 sangat rumit dan banyak sekali sehingga tidak semua guru mengerti dan faham bagaimana penilaian yang ada pada kurikulum 2013, ada beberapa guru yang tidak hanya mengikuti konsep pembelajaran yang telah ditentukan kurikulum 2013 namun juga menggabungkan antara konsep pembelajaran kurikulum 2013 dan pola yang telah dimiliki sejak menjadi guru, dan tidak semua siswa memiliki fasilitas yang lengkap seperti laptop.

Kata Kunci : Kurikulum 2013, Pendidikan Agama Islam



المخلص

حيدايّاتي، جيني. 2015. التنفيذ المنهج الدراسي 2013 على مادة التربية الإسلامية في مدرسة المتوسط حكومة 8(SMAN 8) مالانج. أطروحة، قسم التربية الإسلامية، كلية العلوم طربيه والتعليم ، جامعة الإسلامية مولانا مالك إبراهيم مالانج. المشرف : الحاجدكتوراه نور علي، الماجستير

كلمات البحث :منهج2013 ، التربية اسلامية

المنهج هو أداة واحدة لتحقيق الأهداف التعليمية، فضلا عن المبادئ التوجيهية لتنفيذ التعلم في جميع أنواع ومستويات التعليم. إذا كان هناك تغير في النظام الدستورية، فإنه يمكن أن يؤدي إلى نظام المنهج المعمول به. منذ عام 2013 المنهج في إندونيسيا شهدت تغييرا مرة أخرى الذي تم تمريره في المناهج الدراسية في عام 2013. منهج 2013 هو عبارة عن سلسلة من التحسينات على المناهج الدراسية التي بدأت في عام 2004 ومن ثم يحال إلى المنهج القائم على الكفاءة 2006 (ktsp)

وكان الغرض من هذه الدراسة هي: (1) يصف عملية التعلم المنهج في عام 2013 على المواضيع الإسلامية SMAN 8 مالانج (2) يصف تنفيذ المناهج الدراسية في عام 2013 حول موضوع الإسلام في SMAN 8 مالانج

تحديد العوامل الداعمة وتعيق تنفيذ المناهج 2013 في الدراسية حول موضوع الإسلام في SMAN 8 مالانج وذلك لتحقيق الأهداف المذكورة أعلاه، وتستخدم نهج نوعي وصفي. وكانت أساليب جمع البيانات المستخدمة (1) مقابلة ، الملاحظات) المراقبة) و (3) وثائق. وقد تم تحليل البيانات عن طريق الحد بإختيار البيانات أن الأمور الموضوع، واصفا أو عرض البيانات واستخلاص النتائج تقنية صحة البيانات المستخدمة هي (1) امتدادا للمشاركة، (2) استمرار المراقبة، و (3) التثليث مصادر البيانات

أظهرت النتائج أن (1) ذهب تنفيذ المناهج الدراسية في عام 2013 في SMAN 8 مالانج، وخاصة في مادتي التربية الإسلامية بشكل جيد من الإعداد إلى التنفيذ. وقد أعدت SMAN 8 المعلمين في تنفيذ المناهج الدراسية في عام 2013 من خلال مجموعة متنوعة من التدريب الذي أجري بشكل مستقل من قبل المدارس ومن جهات مختلفة مثل مدينة مالانج قسم التعليم وعن الحكومة المركزية .

(2) عوامل دعم تنفيذ المناهج الدراسية في عام 2013 ، وهي SMAN 8 ديها مرافق كاملة. جميع الطبقات لديها خهاز ، لوحة بيضاء، والإسقاط المجلس، فصول مريحة وبيئة مدرسية داعمة في عام 2013. وفي حين تنفيذ المناهج العوامل المثبطة لتنفيذ المناهج الدراسية في عام 2013 هو الكتاب الذي لم يتم توزيعها بالتساوي على جميع الطلاب، كتاب جيد في التراص الحزمة من قبل مداولات فريق من مدرسي المواد (MGMP) أو كتاب صدر مباشرة من قبل الحكومة، والنظام أو الشكل الوارد في تقييم المناهج الدراسية في عام 2013 معقد للغاية والكثير من أنه ليس كل المدرسين معرفة وفهم كيفية التقييم على المناهج الدراسية في عام 2013 ، وهناك بعض المعلمين الذين لا ما عليك سوى اتباع مفهوم التعلم منهج محدد سلفا في عام 2013 ، ولكن أيضا يجمع بين مفهوم المنهج التعلم من عام 2013 والنمط الذي يشغله منذ أن يصبح مدرسا، وليس كل الطلاب لديهم مرافق كاملة مثل جهاز كمبيوتر محمول.



CHAPTER I

INTRODUCTION

A. Context of the Study

Education in Indonesia has been regulated in the law No. 20 of 2003 on the national education system (*SISDIKNAS*). In the explanation of law No. 20 of 2003 states that the national education system, educational attainment has a vision as a social institution which is strong and authoritative to empower all citizens of Indonesia develop into a quality human being and so unable to answer the challenge of the times are always changing. To achieve the visions and goals of national education should be a tool that is commonly called the curriculum.

Kurikulum merupakan salah satu alat untuk mencapai tujuan pendidikan , sekaligus pedoman dalam pelaksanaan pembelajaran pada semua jenis dan jenjang pendidikan. Tujuan dan pola kehidupan suatu Negara banyak ditentukan oleh sistem kurikulum yang digunakannya, mulai dari kurikulum taman kanak-kanak sampai dengan kurikulum perguruan tinggi. Jika terjadi perubahan sistem ketatanegaraan , maka dapat berakibat pada perubahan sistem pemerintahan dan sistem pendidikan, bahkan sistem kurikulum yang berlaku.¹

Curriculum in a country always changes according to the times, ranging from the development of science, technology, level intelligence of learner, culture, value system, as well as the existing needs of the community. According to some experts, curriculum changes from time to

¹ Zainal Arifin , *Konsep dan Model Pengembangan Kurikukulum* (Bandung: PT Remaja Rosda Karya, 2013), page. 1.

time in Indonesia due to the needs of the community that each year is always evolving.

With regard to change in the curriculum, the various parties need to analyze the implementing curriculum based on competency as well as character based that can equip learners with various of attitudes and abilities in accordance with guidance the times and technology. For this reason, it is why the curriculum of the curriculum unit level education is transformed into the curriculum of 2013.

Curriculum based on competency and character is expected to solve the various problems of the country, especially in the field of education, by preparing learners through planning, implementation, and evaluation of the education system effectively and efficiently.

Curriculum of 2013 is completing of the previous curriculum that is curriculum of unit level education. We will be review back of unit level Education Curriculum. The national educators (2003) mention that the curriculum based on competency is a set of plans and arrangements about the competency of committed and how accomplishments tailored to regional circumstances and capabilities.

Basically, the goal of the curriculum unit level education is how to make students and teachers more actively in learning. In addition to the student must be active in teaching and learning activities, teachers also should be active in fishing his kid creativity so that dialogue between teacher and student are going well.

Curriculum of Islamic Education based on Unit Level Education Curriculum is expected and is not just target Islamic Education purposing but also as an education that is born from the religion of Islam. Learners are expected to be competent physical and spiritual, that is competent in terms of attitudes, skills, cognitive knowledge, psychomotor, affective in accordance with the teachings of Islamic Religion in the physical aspect. More than it, the students are also expected to competent in the spiritual aspects of the competent and able to fill out a life as a provision for the hereafter. The second aspect is the first aspect of the hierarchy. The goal of Islamic Education is the achievement of competence of both the world and the hereafter.

In addition there are changes in the curriculum of 2013 especially on the subjects of Islamic Education is the shift in the name of Islamic Education Subjects become Islamic Education and Manners. In addition to the original learning time 2 hours a week become 3 hours a week.

While in the concept of implementation of Curriculum 2013, character education can be integrated in any field of study contained in the curriculum. Learning material relating to norms or values in each field of study need to be developed by every teacher, firm, and is connected with the context of everyday life.

Implementasi kurikulum 2013 juga harus melibatkan semua komponen (stakeholders) termasuk komponen-komponen yang ada dalam sistem pendidikan itu sendiri. Komponen-komponen tersebut antara lain kurikulum , rencana pembelajaran , proses pembelajaran , mekanisme penilaian , kualitas hubungan , pengelolaan pembelajaran , pengelolaan sekolah/ madrasah, pelaksanaan pengembangan diri peserta didik, serta etos kerja seluruh warga dan lingkungan sekolah/madrasah. Implementasi Kurikulum 2013 menuntut kerjasama yang optimal di antara para guru , sehingga memerlukan pembelajaran berbentuk tim, dan menuntut kerjasama yang kompak di antara anggota tim.²

Successfully of the curriculum of 2013 in shaping character and competence in school we can see from various everyday behavior that appears in the activity and behavior of the students and citizens of other schools.

From the above background researcher interested to hold research about **“THE IMPLEMENTATION OF CURRICULUM 2013 ON ISLAMIC EDUCATION LESSON AT SENIOR HIGH SCHOOL 8 MALANG .**

This research is expected to provide important information, so as to improve the quality of education.

B. Focus of Study

- a. How is the learning process of Curriculum 2013 on Islamic Education Lesson at SMAN 8 Malang ?
- b. How is the Implementation of curriculum 2013 on Islamic education lesson at SMAN 8 Malang ?

² *Ibid* , hal 9

C. The Objectives of Study

- a. To explain the learning process of Curriculum 2013 on Islamic Education Lesson at SMAN 8 Malang
- b. To explain Implementation of curriculum 2013 on Islamic education lesson at SMAN 8 Malang

D. The Significances of The Study

The significances of the study, the first is for the Principal can be contribute to the principal to prepare educators who are able to design and develop an effective lesson plan as a means of support to implement learning system based curriculum 2013. The second for teachers is expected able to give contribution in the form of suggestions and feedback to complete and enhance the role of teachers in implementing the curriculum 2013 and can be identified enabling and inhibiting factors in the implementation of curriculum 2013. The third for author is can be increase information, insight, and to enrich their knowledge about the development of the curriculum. Thus, The Islamic Education teacher candidates ready to carry out duties in accordance with the needs.

E. The Limitation of Study

The study of curriculum is extensive discussion. Suitable with the title is so absolutely this research doing of State Senior High School 8

Malang. This study is also conducted only on Islamic education lesson. As we know that usually in High School they have many classes for one grade, but the researcher just take one class for this research to easier research.

The limitation of research just takes more attention to the implementation of curriculum 2013 on Islamic Education Lesson at State Senior High School 8 Malang.

Researchers therefore limit this discussion to the following restrictions:

Describe the Implementation of Curriculum on the Islamic education lesson at SMAN 8 Malang, which includes about:

- a. Islam learning plan based on the concept of Curriculum 2013
- b. Evaluation of Islamic Education lesson based on the concept curriculum 2013.

F. The Terms of Study

To avoid the mistake of tittle interpretation in this research, the researcher will give explanation and technical terms confirmation.

1. Implementation

Implementation is an action or realization from a plan already arrange ripe and detail.

2. Curriculum 2013

Curriculum 2013 is a series of action completing to curriculum that has been pioneered in 2004 which is competency-based and then forwarded to

the curriculum 2006 (KTSP). The curriculum 2013 is more emphasized competence with mind competency based on attitudes, skills and knowledge with the goal of shaping a generation of productive, creative, innovative, and affective.

3. Islamic Education Lesson

One of the lesson about Islamic Religion in the educational institutions, in order to construct or guide the learners in order to understand the teachings of Islam comprehensive.

G. The Previous of Study

The research about Curriculum of 2013 is not much more to do. Keep in mind is curriculum 2013 classified new concept from government. Here are the previous research about curriculum 2013:

The first previous study from Sumanto's research discuss about the implementation social education of Curriculum 2013 on Junior High School 2 Ngariboyo and the result from the research is School and all teachers will still need guidance and direction from the various parties. One barrier to the implementation of the curriculum 2013 is the lack infrastructure that exist in that school.³

The second previous study from Yuni Nafisah's research discuss about the implementation of Curriculum 2013 on Islamic Education and

³ Sumanto, "*Impelementasi Pembelajaran IPS Kurikulum 2013 di SMP Negeri 2 Kabupaten Ngariboyo*", *Skripsi*, Fakultas Ilmu Tarbiyah dan Keguruan Maulana Malik Ibrahim Malang, 2014

Manner on Senior High School 2 Wates. The result is The school has implemented a curriculum of 2013 to good use. In the process of learning, teachers have used a scientific approach to PAI teachers and schools also implement curriculum 2013 well because the readiness and supporting factors as well as by all existing constraints. In this research is not described in detail in the assessment format of curriculum 2013⁴

The third of previous study from Elwien Sulistya Ningrum's research , discuss about Implementation of Curriculum 2013 on Elementary School 01 Wlingi, Blitar. The result of this research are implementation of curriculum 2013 on Elementary School 01 Wlingi. start was implemented in July 2013. The background the school Implementation of Curriculum 2013 because the school has been designated by the Government through the reference of the UNIT for Sub Wlingi. The principal and teachers follow the socialization provided by LPMP before implementing of curriculum 2013. Funding for the curriculum 2013 funds taken from the BOSS and the LPMP and books used are sourced from Government. Assessment of curriculum 2013 using a portfolio and rubric assessment as well as on a report using description instead of numbers. Factors of supporting the implementation of

⁴ Yuni Nafisah, *Implementasi Kurikulum 2013 Pada Mata Pelajaran Pendidikan Agama Islam dan Budi Pekerti di Sekolah Menengah Atas Negeri 2 Wates*, Skripsi, Fakultas Ilmu Tarbiyah dan Keguruan Sunan Kalijaga Yogyakarta, 2014

curriculum 2013 at elementary school 01 Wlingi include: implementation of Curriculum 2013 handbook used to preparing the various device learning, school facilities are utilized for the teaching-learning process implementation of curriculum, socialization 2013 which is always followed by principals and teachers, as well as the direction of the supervisor. Factors restricting implementation of Curriculum 2013 include: still there learners who can not read and write for class I, matter too much and should be completed within 1.5 months, too much of an administration should be carried out, teachers feel difficulties in dividing time between teaching and complete administration.⁵

H. The Systematic Discussion

In this research, the writer classifies the discussion into six chapters. Chapter by chapter has very significant relationship in order to make this research discussion easier to be read and understood. The systematic discussion of this mini thesis as follow:

CHAPTER I is Introduction that includes: research context, problem formulation, research aim, research benefit, research scope and research limitation, previous research, operational definition and systematic discussion.

CHAPTER II is Theory that discuss about : A. Curriculum of 2013 (K-13): 1. Definition of Curriculum; 2. The Functions of the

⁵ Elwien Sulistya Ningrum, *Implementasi Kurikulum 2013 di SDN Tangkil 01 Wlingi Blitar*. Skripsi, Jurusan Administrasi Pendidikan Fakultas Ilmu Pendidikan Universitas Negeri Malang, 2014

Curriculum; 3. Curriculum of 2013; 4. Principal of Curriculum 2013 Development; 5. Development Curriculum 2013; 6. Assessment Standard in Implementation Curriculum of 2013; 7. Assessment Concept in Curriculum 2013; 8. Another Assessment in Curriculum 2013; and B. Islamic Education 1. Islamic Education and Manners based on Curriculum 2013 2. The Concept of Curriculum Unit Level Education in Islamic Education Studies 3. Curriculum Unit Level of Education in Perspective of Islamic Education.

CHAPTER III is Research Method that includes the research approach and research type, researcher attendance, research location, data source, data collection, data analysis, and data validity checking.

CHAPTER IV is chapter that explains about data and research findings. In this chapter, it consists of research object description and research result explanation.

CHAPTER V is about discussion. In this chapter, the researcher will analyze data and discuss that obtained from the experiment. It means to interpret the data from research result.

CHAPTER VI is conclusion from all of discussion, both from the first, second, third, fourth, and fifth chapter. Thus in this sixth chapter, it contains of conclusions and constructive suggestions in order to make all of efforts that have been conducted and the research result that been achieved can be better improved.

CHAPTER II

STUDY OF LITERATURE

A. Curriculum of 2013 (K-13)

1. Definition of Curriculum

The technical term is come from Latin Language “Curriculum” beginning has definition a running course and in the France Language is courier mean to run. The technical term is use to a number of lesson or course that must be accomplished to achieve the honors in the world of education, known as a diploma.¹ Traditionally, the curriculum is defined as the subjects taught in all schools. Understanding the curriculum deemed traditional is still widely practiced until now includes Indonesia. In the modern era, curriculum is not only understanding to the point in the course, but also to relate the experience school outside as educational speed.²

Then, technical term develops to be a number of subjects (syllabus) which is given within the institution to acquire a specific diploma.

In dictionary, curriculum means two kinds, that are :

1. A number of subjects that should be pursued in schools or students or studied in college to earn a specific diploma

¹ Abdullah Idi, *Pengembangan Kurikulum Teori dan Praktek*, (Jakarta: Gaya Media Pramata, 1999), page. 3-4.

²Loeloek Endah Poerwanti dan Sofan Amri, *op.cit.* , page. 4

2. A number of subject which is offering by an educational institution or department.³

In the narrow sense curriculum is a set of plans, regulations, content, and materials as well as how to use as a guide the inaugural teaching and learning activities in school. Understanding sends underlined the existence of four components in the curriculum, namely: the purpose, content, organization and strategy.⁴

In a larger sense, as mention in the Sisdiknas law No. 20 of 2003 that the curriculum is⁵: achieve a particular purpose "

"A set of plans and the setting of objectives, content and learning materials and how to use as a guide for learning activities to achieve a particular purpose"

2. The Functions of Curriculum

The function of curriculum is reviewed in a variety of perspectives, among others, as follows:

1. The Function of Curriculum in Achieving the Objectives of Education.

The function of curriculum is a tool for achieving the goals of education, which is a tool to form the whole person according to the

³ Ahmad Tafsir, *Ilmu Pendidikan islam dalam Perspektif Islam*, (Bandung: PT Remaja Rosda Karya, 2001), page.53.

⁴ Muhaimin , *Wacana pengembangan Pendidikan Islam*, (Yogyakarta:Pustaka pelajar, 2003), page.182

⁵ Undang-undang Republik Indonesia Nomor 20 Tahun 2003 *Tentang Sistem Pendidikan Nasional*, (Bandung:Citra Umbara, 2003), page.6

vision, mission, and goals of national education, including various levels of educational objectives that exist below.

2. The Function of Curriculum for Headmaster

The function of the curriculum for headmaster is a guideline to regulate and guide everyday activities in school, extracurricular activities either intracurricular, or kokurikuler. For the headmaster, curriculum is a barometer of the success of the educational program at the school that his flock.

3. The Function of Curriculum for Every Level Education

- a) Functions of Continuity. Schools at a level above must know and understand the lower school curriculum, so that it can be done, curriculum adjustments.
- b) Function of Power Preparation, when a particular school was authorized to prepare skilled manpower, so the school needs to learn what is needed by skilled, both about academic ability, skill or skills, personality and the things that are related to social life.

4. The Function of Curriculum for Teachers

In practice, the teacher is spearheading the development of the curriculum and implementing the curriculum in the field. The teacher as a key factor in the success of this curriculum. The effectiveness of a curriculum will not be achieved, if the teacher is unable to understand and implement the curriculum as well as guidance in the learning process.

5. The Function of Curriculum for Supervisor

For the supervisor, the function of the curriculum can serve as guidelines, benchmark, or size in guiding the activities of a teacher at the school. The curriculum can be used by supervisors to assign anything that need improvement or improvement in curriculum development and improvement of the quality of education.

6. The Function of Curriculum for Society

For society, the curriculum can provide enlightenment and expansion of the insight knowledge in various fields of life. Through the curriculum, the society can know whether the knowledge, skills, attitudes and values needed or not relevant to the curriculum of a school.

7. The Function of Curriculum for Wearers of graduates

The levels of knowledge, skills, attitudes and values belonging to the Labor Candidate are a product of the steps of a curriculum. A study of the curriculum will help many users select their prospective graduates in the workforce who are reliable, energetic, disciplined, responsible, honest, tenacious, and quality.

3. Curriculum 2013

The curriculum 2013 is a series of consummation to the 2013 against the curriculum that has been pioneered in 2004 which is competency based and then forwarded to the curriculum 2006 (KTSP). In

its explanation, Prof. Ir. Muhammad Nuh, asserts that the curriculum is emphasized more in 2013 with the thought of competency based attitude, skills and knowledge.⁶

There are some important things from changes or improvements in the curriculum 2013, the advantages and disadvantages.

1. The Curriculum 2013 Advantages:

- Students are required to be more active, creative, and innovative in any problem solving which is faced at school.
 - There is assessment of all aspects
 - The determination of value for students is not only in test scores but also in the value of civility, religion, practices, attitudes and others.
 - The emergence of character education and character education has been integrated into all courses.
 - The existence of competence in accordance with the requirements of the function and purpose of national education.
 - Competence is described as holistic domain attitude, skills and knowledge
-
- A lot of the required competencies in accordance with development needs such as character education, methodology of learning active, a balance of soft and hard skills, entrepreneurial skills.

⁶ Imas Kunarsih & Berlin Sani , *Sukses Mengimplemetasikan Kurikulum 2013*, (Surabaya: Kata Pena, 2014) page.7

- The most exciting thing from 2013 is very curriculum responsive to the phenomenon and social change. This started from the social changes that occur at the level of local, national, and global. Look if in elementary school level, the application of attitude is still in the scope of the surrounding environment, while for junior level application of the attitude required to apply his intercourse environment wherever he may be. Meanwhile, to the level of senior high school or vocational high school, due to have the attitude of a personality that reflects the personality of the nation in the Association world

2. The Curriculum 2013 Disadvantages:

- A lot of teachers who are not ready mentally to the curriculum 2013 yet. It is because this curriculum demands teachers more creative. In the fact, it is so very few teachers like that, so it takes a long time to open horizons teachers and one of them thinks of training and education in order to change the paradigm of the teacher as the giver of the material into a teacher who can motivate students to creative members.
- Less understanding of teachers about concept of scientific approach.
- Less of teachers skill to plan RPP
- The teacher is not much mastering authentic assessment

- The teacher never involved directly in the process of developing a curriculum to 2013, because the Government is likely to see teachers and students have the same capacity.⁷

In the Curriculum 2013 also contains some Standard listed in the regulation of the Minister of education and culture among them, namely:

1. Standards of Graduates Competence

In Permendikbud No. 54 year 2013 Standard of Graduates Competence is criteria about the ability qualification of graduates includes attitudes, knowledge, and skills. Standard of Competence in the curriculum 2013 for high school includes the dimensions of attitudes, knowledge, and skills.

In a standard of Graduates Competency already in line with the objectives of Islamic Education as described on the dimensions of attitudes that learners after studying in educational units is expected to have a behavior that reflects the attitude of the faithful, noble character, learned men, confident, and responsible in interact effectively with the social environment, nature and position itself as a reflection of the nation in the Association world.⁸

2. Standards of Contents

The content is the standard criteria concerning the scope of the material and level of competence to achieve competence of graduates at a

⁷ *Ibid.*, page.10

⁸ Peraturan Menteri Pendidikan dan Kebudayaan Nomor 54 Tahun 2013 , *Standar Kompetensi Lulusan Pendidikan Dasar dan Menengah* , page. 3

certain level and type of education. The scope of the material formulated based on criteria mandatory charge. While the level of development of criteria level learners, qualification, and control of Indonesia of competence the competence that is tiered.

Level of competence includes spiritual, social, knowledge and skills that will be spelled out in the core competencies.⁹

3. Standards of Process in PAI and Manners

The standards process is the criteria regarding the implementation of the learning on the education unit standard of graduate competence.¹⁰

The processes of learning Curriculum 2013 are:¹¹

- a) Standard process that originally focused on exploration, elaboration and confirmation comes with observing, inquiring into, process, others are allegorical; presents, concluded and creating
- b) Study doesn't only happen in the classroom, but also in the school environment as well as the community.
- c) Teachers are not the only source of learning
- d) The attitude isn't taught verbally, but through example and role model.

4. Educational Assessment standards in PAI and Manners

Standard of education Assessment is criteria about mechanisms, procedures, and results of assessment instruments result learn learners.¹²

⁹ Peraturan Menteri Pendidikan dan Kebudayaan Nomor 64 Tahun 2013, *Standar Isi Pendidikan Dasar dan menengah*, page.2

¹⁰ *Ibid.*, page 16-18

¹¹ Sholeh Hidayat, *Pengembangan Kurikulum Baru*, (Bandung: PT Remaja Rosdakarya, 2013) page.128

Techniques and instruments use in the assessment of competencies, knowledge, attitudes and skills: ¹³

- a) The assessment of attitude competency. Educator conducts competency assessment of attitudes by the careful observation, self-assessment, peer assessment friends by learners and journals.
- b) The assessment of knowledge competency. Educators assess the competency of knowledge through a test, a test of oral and written assignments.
- c) The assessment of skills Competency. Educators assess skills competency through practice, tests and assessments, project portfolio.

4. Principal of Curriculum 2013 Development

Curriculum 2013 development based on philosophical, juridical and conceptual, as follows:

A) Principle of Philosophical

1. Philosophical of Pancasila which provide a variety of basic principles in the development of education.
2. Philosophy of education based on the sublime values, academic grades, the needs of the learners, and society.

From the excerpt above is clear that curriculum 2013 make students with good moral education. Incorporates all the elements of Pancasila in it, is the development of a cultural nature rooted a country on

¹² Peraturan Menteri Pendidikan dan Kebudayaan No 66 Tahun 2013, *Standar Penilaian Pendidikan* , page.2

¹³ *Ibid*, page.5

its own. So the students not only to follow the progress of knowledge and technology from the outside but also keep the existence of the culture.¹⁴

B) Principle of Juridical

1. RPJMM 2010-2014 Education sector, on changes in the methodology of teaching and Curriculum Setup.
2. PP No.19 in 2005 about Standard of Education National.
3. INPRES No.1 in 2010, about the acceleration of the implementation of the National Development Priorities, completion of active learning methods and curriculum based on cultural values to form the nation's competitiveness and the character of the nation.

Permendikbud No. 71/2013 teacher guide books and books for primary and secondary education set of books as a student books and a teacher's manual as a book that is suitable for use in teacher learning. Each teacher must understand both the book and was able to use it in teaching.¹⁵

Permendikbud No. 65/2013 standard primary and secondary education learning plan stipulates that the process designed in the form of the syllabus and lesson plan (RPP), assessment of learning to use authentic assessment process that assesses the readiness of students, the process, and the overall learning outcomes. Implementation of learning program also implemented remedial and enrichment programs.¹⁶

¹⁴ *Ibid*: 34

¹⁵ *Ibid*: 34

¹⁶ *Ibid*: 35

UUD No.20/2003 about national education system chapter IV part two section 7 verse 1&2: (1) Parents are eligible to participate in selecting the unit of education and obtain information on the educational development of their children. (b) The parents of school-age children, are obliged to provide a basic education for their children. ¹⁷

C) Principle of Conceptual

These aspects include the relevance, a model of competency-based curriculum, the curriculum is more than just a document, the learning process includes learning activities, outputs, outcomes, and assessment. ¹⁸ In the structure of the high school curriculum/MA extra hours of study per week for 4-6 hours for class X is increased from 38 hours to 42 hours of study, and for Class XI and XII increased from 38 hours 44 hours of study. While studying long studying for each hour is 45 minutes. ¹⁹

5. Development Curriculum 2013

Principles that used as a guide for Curriculum 2013 written on Permendikbud No. 81 A/ 2013, are:²⁰

- a. Increase your faith, taqwa and noble character. These aspects become a basic foundation of curriculum 2013 to shape the personality of the students as a whole. This is realized by integrating the concealment of all kinds of subjects.

¹⁷ Ibid: 35

¹⁸ Ibid.37

¹⁹ Dokumen Kurikulum SMA 2013. Depdikbud. 2014

²⁰ Fadhillah. M. *Implementasi Kurikulum 2013 Dalam Pembelajaran SD/MI, SMP/MTS & SMA/MA*. (Yogyakarta. Ar-Ruzz Media. 2014) page. 26

- b. Future superiors. Students are not only equipped with the knowledge but also taught about attitude, passion, and encourage critical thinking is very sensitive to social phenomena, and have the ability to work without neglecting the values of Pancasila.
- c. Increase the potential, intelligence and interest in accordance with the level of development and the ability of the learners. So the curriculum is not only to develop those aspects of knowledge itself.
- d. The potential of diversity and the characteristics of the regions and the environment. Every region in Indonesia has various different and requires different educational treatment is also, therefore, the curriculum must be relevant to the circumstances of each region learners to produce graduates who are able to develop the region.
- e. The demands of the development of local, national and world of work. This is very important especially for vocational education unit.

Curriculum 2013 structure:²¹

- a. Group of compulsory subjects, namely Group A and B. Group A is a subject to the competence of the orient more cognitive and affective whereas group B is a subject that more emphasis on psychomotor and affective.

²¹ *Dokumen Kurikulum SMA 2013*. Depdikbud. 2014

- b. Subject specialization group consists of three (3) groups: specialization in both of math and science, social specialization and specialization.
- c. Optional courses cross the importance that lessons can be taken by students outside of a selected group of subject specializations, but it is still in a group of other specialties. For example, for students who choose specialty group United Kingdom can choose subjects of specialization of social groups and/or specialty group of math and science.
- d. Deepening subject intended to study one of the subjects in the Group specializes in preparation for College.
- e. Optional course cross interests and deepen the subject is optional, can be chosen both or either.

At the level of high school education are compulsory groups of subjects and interests. Group of subjects required is an education that aims to give knowledge about race, language, attitude, and ability to develop logic and personal lives of learners, communities and nations, as well as appreciate culture nation and the surrounding environment. Group of compulsory subjects, namely²²:

²² *Ibid*

Tabel 2.1
Group of compulsory subjects of Curriculum 2013

MATA PELAJARAN		ALOKASI WAKTU BELAJAR PER MINGGU		
		X	XI	XII
Kelompok A (Wajib)				
1.	Pendidikan Agama dan Budi Pekerti	3	3	3
2.	Pendidikan Pancasila dan Kewarganegaraan	2	2	2
3.	Bahasa Indonesia	4	4	4
4.	Matematika	4	4	4
5.	Sejarah Indonesia	2	2	2
6.	Bahasa Inggris	2	2	2
Kelompok B (Wajib)				
7.	Seni Budaya (termasuk muatan lokal)*	2	2	2
8.	Pendidikan Jasmani, Olah Raga, dan Kesehatan (termasuk muatan lokal)	3	3	3
9.	Prakarya dan Kewirausahaan (termasuk muatan lokal)	2	2	2

Jumlah Jam Pelajaran Kelompok A dan B per minggu	24	24	24
Kelompok C (Peminatan)			
Mata Pelajaran Peminatan Akademik (SMA/MA)	18	20	20
Jumlah Jam Pelajaran Yang harus Ditempuh per minggu	42	44	44

While the subjects of specialization aims separately provides an opportunity for students to develop an interest in a group of subjects in accordance with scientific interests in College, and to develop interest in honing skills that exists for each student. At the high school level there are 3 specialties namely specialization of social sciences, specializing in specialty math and science, and languages

6. Assessment Standart in Implementation Curriculum of 2013

a. Assesment

Absolutely in curriculum 2013 there are much the other component that suitable with scientific approach. On curriculum 2013 have two kinds assessment, are:²³

1. Assessment, the process of collecting and processing the information to measure achievement of the outcomes students learn.

²³ Kurniasih, Imas & Berlin Sani. *Implementasi Kurikulum 2013: Konsep & Penerapan*. (Surabaya: Kata Pena. 2014) page.47

2. Authentic assessment, comprehensive assessment conducted to assess from the input, process and output of the study, which covers an area of attitudes, knowledge and skills. So the teacher is not only assess the results but also to assess the readiness of the learners, as well as the learning process as a whole.

Authentic assessment is not only assess knowledge but also to assess the skills and attitude. Because there are not all students have the ability in academics. Authentic assessment with the teacher can know clearly on the ability of each student. Authentic assessment also has relationships with a scientific approach that matches the curriculum of 2013. Because this kind of judge can describe student learning outcomes, both for observing, questioning, reasoning, try and build a network. This kind of assessment can also be applied in all subjects. Because authentic assessment that there is a tendency to focus on complex tasks or contextual, allowing students to demonstrate competence which covers the attitudes, knowledge and skills.²⁴

b. Principle and Assessment Approach

Assessment of learning basis on principles like:²⁵

1. Objective, mean assessment basis of standard and can not to influence with other factor, like subjective factor.

²⁴ *Ibid*, 48

²⁵ *Ibid*. 49

2. Integrated, meaning that assessment is carried out in a planned manner. For example in each lesson to evaluate for assessment, example via quiz or assignment.
3. Economical, efficient means of assessment and effective in planning, execution, and reporting.
4. Transparent, meaningful assessment procedures, assessment criteria, and basic decision-making accessible to all suitable with a predetermined calculation with no additional value. For example, the existence of e-learning or accessing a digital way.
5. Accountable, assessment accountable to internal and external parties.
6. Systematic means of assessment conducted are planned and gradually by following basic steps or guided from the center.
7. Educational, means to educate and motivate learners and teachers.

Assessment approach that used is reference assessment criteria (PAK) an assessment based on the minimum completeness criteria (KKM). Some things about KKM are:²⁶

1. KKM is not included in the report card, but in the book the teacher assessment
2. KKM maximal 100% and ideal KKM 75%
3. Learners who have not reached KKM given the opportunity to follow a remedial throughout the semester.
4. Learners who have reached KKM given enrichment.

²⁶ *Ibid.* 51

c. Scale value on the report card on curriculum 2013

On the previous curriculum scale value from 0-100, whereas for the affective aspect using the letters A, B, C, D. In 2013 curriculum for affective aspects of use SB= Very good, B= Good, C= Enough, K= Less, and value scale used 1-4 with role 0,33 for cognitive aspect. So the value in curriculum 2013 are 1; 1,33; 1,66; 2,; 2,33; 2,66; 3; 3,33; 3,66; 4. Conditions scale the value set in Permendikbud RI No. 81A/ 2013 on the implementation of the curriculum, especially in Annex IV of the general guidelines of learning.²⁷ There are two ways to get the value in the scale of 1-4 which convert directly from the score and convert from 0-100 scale.

Example:

No Soal	Skor Maksimum
1	5
2	8
3	10
4	6
5	3
Total Skor Maksimum	32

Way of convert directly from a score that:

²⁷ Kurniasih, Imas & Berlin Sani. *Implementasi Kurikulum 2013: Konsep & Penerapan*. (Surabaya: Kata Pena. 2014) page.55

$$\text{Nilai} = \frac{\text{Skor yang diperoleh}}{\text{Total skor maksimum}} \times 4$$

For example a student can score 25, the value obtained by the student is $25/32 \times 4 = 3,125$.

Way to convert directly with scale 0-100

$$\text{Nilai} = \frac{\text{Nilai (0 - 100)}}{100} \times 4$$

For example a student get 78 so in the scale 1-4 the value become $78/100 \times 4 = 3,12$.

7. Assessment Concept in Curriculum 2013

a. Class Assessment Concept

Assessment is done holistically covers aspects of attitudes, knowledge, and skills for each level of education. Assessment in kurikulum 2013 class has the following characteristics:²⁸

1. Learning completed. If students can achieve competence in accordance with specified. For the categories of knowledge and skills (3 KI and KI 4) students are not allowed to work on the next competency before being able to finish the job with the correct procedure and the results are good.
2. Authentic. Assessment and learning process is an activity that can not be separated and performed together
3. Continuously. This means that assessment is carried out continuously and sustainably start from begin learning until the end.

²⁸ *Ibid.* 57

4. Using a technique varies. Selected valuation techniques may be oral, written, observation, self-assessment, and portfolios.
5. Based on the criteria reference. This means that the assessment is based reference standard criteria of the center as the chief engineer.

Tabel 2.2
Mastery learning of Curriculum 2013

Predikat	Competency Value		
	Knowledge	Skill	Attitude
A	4	4	SB (Very Good)
A-	3.66	3.66	
B+	3.33	3.33	B (Good)
B	3	3	
B-	2.66	2.66	
C+	2.33	2.33	C (Enough)
C	2	2	
C-	1.66	1.66	
D+	1.33	1.33	K (Less)
D	1	1	

Explanation:

- a. For KD at KI 3 and KI 4, an otherwise unfinished learners learn to master basic competencies learned when showing the indicator value < 2.66

- b. For KD at KI 1 and KI 2, completeness learners performed by observing the attitude at KI 1 and KI 2 for all subjects, meaning that a predicate B.
- c. Follow-up of the learning completeness, if KI 3 and KI 4 have not completed the remedial held individually, but if completed then proceed to the next KD. For KI 1 and KI 2 who have not completed the remedial held in accordance with the requirements, but if completed it is done coaching..

b. Attitude Competence Assessment

Tabel 2.3

Scope Of Attitude Assessment

Spiritual assessment	Appreciate and live the teachings of the religious affiliation.
Social assessment	<ol style="list-style-type: none"> 1. Honest 2. Discipline 3. Responsibility 4. Tolerance 5. Cooperation 6. Polite 7. Self confidence

Reference assessment is an indicator, because the indicator is a sign of achievement of the competence. Indicator should be measured, in the context of the attitude indicator assessment are signs raised by learners

that can be observed by the teacher as a representation of the attitude that assessed.²⁹

c. Knowledge Assessment

In Appendix Permendikbud No. 66/2013 standard of education is collecting the assessment process and processing information to measure achievement of competence of students which includes: authentic assessment, portfolios, self-assessment tests, daily, etc. Assessment of achievement of student competence includes an attitude of competence, knowledge and skills performed in balanced so it can be used to determine the relative position of each student against the determined standards..

d. Develop Learning Instrument Curriculum 2013

In each of these subjects are sure to have a tool that should be possessed by the teachers as a guide in teaching. So the material is taught from context to content have been determined. Instruments in each subject must be owned by the teachers, the syllabus and lesson plan (RPP).

a. Syllabi

Syllabus is a guide for teachers to convey the material to fit the time. Syllabus prescribed by the minister of education but development left to each school. The scopes of syllabi in Curriculum 2013 are:³⁰

²⁹ Kurniasih, Imas & Berlin Sani. *Implementasi Kurikulum 2013: Konsep & Penerapan*. (Surabaya: Kata Pena. 2014) page. 66

³⁰ Fadhillah. M. *Implementasi Kurikulum 2013 Dalam Pembelajaran SD/MI, SMP/MTS & SMA/MA*. (Yogyakarta. Ar-Ruzz Media. 2014) page. 136

1. The core competence is the ability to achieve a level of competency standards each student at any level of education.
2. Basic competence is the ability to achieve core competencies that must be acquired through learning learners.
3. Learning material is any teaching materials that will be delivered held by each of the students in learning activities. Learning materials must comply with core competence and basic competences for learning materials designed to meet students' graduation.
4. Learning activity is the interaction process between students, and between teacher, student, and learning media.
5. Assessment is the process of collecting, processing the information to measure the achievement of learning outcomes of students. This serves to monitor the process, learning progress, and improvement of student learning outcomes. Assessment can be done by means of written tests, oral tests, observation, practice, etc.
6. Time allocation. Expenses time is given for each competency to be achieved. Time allocation is determined based on the breadth of the material being taught.
7. Learning source are references, objects, and materials used for learning activities. Learning resources can be an electronic print media, speakers, as well as the physical environment, the natural, social, and cultural.

The principles of development the syllabi there are:³¹

1. Scientific. That is the whole matter in the syllabus should be accountable to the fact that the truth. In 2013 a scientific curriculum means not conflict with the norms of society.
2. Relevant. Each material should be developed in accordance with the characteristics of learners both in the level of economic, social, intellectual, and spiritual. The material shall include the scope of learning, level of difficulty, and the order of presentation of the material in the syllabus.
3. Flexible. Namely the implementation of learning activities can be changed in accordance with the conditions and the development of learners, meaning there should be bound by the syllabus. However, the material presented must be in accordance with the syllabus which is only exist in different ways in practice.
4. Continuity. It is any learning program in the syllabus must be interrelated with other subjects in the form of personal competence and learners. The syllabus is also made in a planned, gradual, and constantly to monitor the process of learners.
5. Consistent. Between core competencies, basic competencies, indicators, subject matter, learning experiences, learning resources, and assessment systems have a consistent relationship in the form of student competence.

³¹ Permendikbud. *Dokumen Kurikulum* 2013. 2014

6. Adequate. That indicator, standard materials, experiential learning, learning resources, and assessment system implemented can achieve basic competence specified.
7. Actual and contextual. Namely the development of the instrument in the syllabus using technological advances, following the development of knowledge, and cutting-edge art in real life and the events that are happening in real life.
8. Effective. Attention to the implementation of the syllabus in the learning process and the level of formation of competence in accordance with established standards of competence.
9. Efficient, which attempts to conserve power, money, and time without prejudice to the outcome or competency standards set.

Mechanism of develop the syllabi doing by:³²

1. Kemendikbud. Syllabi for senior high school that develop by Kemendikbud there are syllabi for subject A group, B group, and C group.
2. Education department. Syllabus developed at the local level that local content subject syllabus in accordance with the region; syllabus local charge that applies to the entire territory of the province of agencies designated by the province; syllabus local charges which apply to all areas of the city designated by city agencies
3. Education unit. Syllabus developed at the unit level of education that is the syllabus applicable local charge in the educational unit concerned

³² Permendikbud. *Dokumen Kurikulum 2013. 2014*

2.4 General Illustration of Syllabi

No	Basic Competence	Learning materi	Learning activities	Assessment	Time Allocation	Learning Source
1	Adjust with the basic competent of each subject	Adjusted to learning materials in each core competencies that will be delivered	Adjusted to learning activity in each core competencies that will be delivered	Adjusted to assessment that will used on every core competence	Adjust to time allocation that need and suitable with core competition	Adjust with core competen ce for each subject

That is already mentioned in Permendikbud No. 32/2013 section 77F verse 2 that scope of syllabi includes 7 parts: core competencies, basic competencies, materials learning, learning activities, assessment, allocation of time, and learning resources. The seventh section if made in the form of the following syllabus format:³³

Education unit :

Subject :

Class :

Core Competence :

KI 1 : Appreciate and practice the teachings of their religion.

³³ Fadhillah. M. *Implementasi Kurikulum 2013 Dalam Pembelajaran SD/MI, SMP/MTS & SMA/MA*. (Yogyakarta. Ar-Ruzz Media. 2014) page.140

KI 2 : Appreciate and practice honest behavior, discipline, responsibility, caring (mutual assistance, cooperation, tolerance, peace), polite, responsive and pro-active and displayed as part of the solution to various problems and interact effectively with the social and natural environment as well as in placing itself as a reflection of the nation in the association world.

KI 3 : Understand, apply, analyze factual knowledge, conceptual, procedural, based on curiosity about science, technology, art and culture with human insight, national, state, and civilization-related causes of phenomena and events as well as implementing the procedural knowledge in a specific field of study in accordance with the interest talent to solve problems

KI 4 : Processing, reasoning, and present in the realm of concrete and abstract domains associated with the development of the learned in school independently, and is able to use the method according to the rules of science.

Tabel 2.5

The example syllabi for senior high school

Kompetensi Dasar	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.1 Menganalisis Q.S Al-Maidah (5): 48 , Q.S Az-Zumar(39), Q.S At-	1. Perilaku kompetitif dalam kebaikan	→Mengamati - Menyimak bacaan Al-Quran Q.S	→ Tugas - Melakukan telaah terhadap	4x3 Jam Pelajaran	→Al-Quran dan Terjemah →Buku Teks

<p>Taubah(9): 105 serta hadist tentang taat, kompetensi dalam kebaikan dan etos kerja</p>	<p>dan kerja keras</p>	<p>Al-Maidah (5): 48, Q.S Az-Zumar : 39 dan Q.S At-Taubah : 105 serta hadist yang terkait secara individu maupun kelompok</p>	<p>kaedah tajwid dan kandungan makna yang terdapat dalam Q.S Al-Maidah (5): 48, Q.S Az-Zumar : 39 dan Q.S At-Taubah : 105 serta hadist yang terkait</p>	<p>PAI</p>
---	------------------------	---	---	------------

b. Lesson Plan (RPP)

Lesson plan is a learning device that supports a teacher in teaching and learning activities in the classroom.

According to Permendikbud of the elementary and secondary education standards process mentioned that lesson plans (RPP) is an activity plan face-to-face meetings one or more. RPP is developed from the syllabus to guide student learning activities in order to achieve basic competency (KD).

Good lesson plan that can load and summarizes the material that will be delivered along with the methods to be used. And also should include learning objectives to be achieved. To facilitate teachers in developing curriculum lesson plan in 2013, there are some principles that should be followed, namely³⁴

- a. RPP composed of teachers as a translation of ideas based curriculum and syllabus which has been developed at the national level in the form of the design to be realized in the learning process of learning.
- b. Teacher lesson plans developed by adjusting what is stated in the syllabus with the conditions in the education unit, either prior knowledge of learners, interest, motivation to learn, talent, potential, social skills, emotional, learning styles, special needs, the speed of learning, cultural background, norms , values, and environment of the learners.
- c. Raising the active student participation
- d. In accordance with the objectives of the curriculum in 2013 to produce independent learners as a human and not stop learning.
- e. Developing writing and reading custom
- f. RPP establishes by considering the linkages and coherence between KI and KD, learning materials, learning process, assessment, and learning resources in the integrity of the learning experience. RPP prepares accommodate thematic learning, integration across subjects for the attitudes and skills, and cultural diversity.

³⁴ Fadhillah. M. *Implementasi Kurikulum 2013 Dalam Pembelajaran SD/MI, SMP/MTS & SMA/MA*. (Yogyakarta. Ar-Ruzz Media. 2014) page. 145

g. Apply the TIK (Technology Information and Communication)

In addition, the preparation of curriculum lesson plan 2013, as a core competence and basic competence. So that the subject matter does not deviate from the specified learning objectives. There are four things to note are:³⁵

1. Graduated Competency Standards (SKL). It is used as a reference in formulating learning objectives and evaluation of teaching and learning outcomes achieved by students.
2. Standard content. It is used as a reference in formulating the scope and depth of material to be covered in the teaching and learning activities are designed.
3. Standard means. It is used to formulate educational technology used in teaching and learning including media tools and practices.
4. Standard process. It is used as a reference in designing models and methods that engage students in learning.

According to Permendikbud No.81A/2013 about implementation curriculum 2013, that lesson plan is a lesson plan that is developed in detail on a particular theme or subject matter which refers to the syllabus. RPP include: (1) school data, subject, class; (2) subject material; (3) time allocation; (4) learning purpose; (5) learning material, learning method; (6) media, learning source; (7) steps of learning; (8) assessment.

The curriculum 2013 lesson plan should be made clear and systematic.

³⁵ *Ibid.*147

Table 2.6

The components of Lesson Plan

The example of RPP Curriculum 2013:

School	:
Subject	:
Class	:
Time allocation	:
A. Core Competition (KI)	
B. Basic Competence and Indicator	
1. ----- (KD for KI 1)	
2. ----- (KD for KI 2)	
3. ----- (KD for KI 3)	
Indicator: -----	
4. ----- (KD for KI 4)	
Indicator: -----	
C. Learning Purpose	
D. Learning Materi	
E. Learning Methode	
F. Media, Tool, and Source of Learning	
1. Media	
2. Tool	
G. Steps of learning	
1. Meeting 1:	
a. Introduction (... minute)	
b. Core activities (....minute)	
c. Closing (....minute)	
2. Meeting 2:	

School	: SMA Al-Kautsar
Subject	: Pendidikan Agama Islam dan Budi Pekerti
Class/ Semester	: XI / I
Materi	: Perilaku jujur dalam kehidupan sehari-hari sebagai implementasi dari pemahaman Q.S. Al-Maidah (5): 8, Q.S. At-Taubah (9): 119 dan hadits terkait
Time Allocation	: 3 x 3 JP

A. Core Competition

- KI 1 :Live and practice the teachings of their religion
- KI 2 :Develop behavior (honest, discipline, responsibility, caring, polite, friendly environment, mutual aid, cooperation, peace-loving, responsive, and proactive) and displayed as part of the solutions to the nation's problems in interacting effectively with the social and natural environment and in placing itself as a reflection of the nation in the association world.
- KI 3 :Understand and apply factual knowledge, conceptual, procedural in science, technology, art, culture, and humanities with human insight, national, state, and civilization-related phenomena and events, as well as apply the procedural knowledge in a specific field of study according to their talents and interests to solve the problem.
- KI 4 :Trying, processing, and present in the realm of concrete and abstract domains associated with the development of the learned in

school independently, and is able to use the method according to the rules of science.

Tabel 2.7

Basic Competence and Indicator

No	Basic Competence	Indicator
	3.1 Menganalisis Q.S. Al-Maidah (5) : 48; Q.S. Az-Zumar (39) : dan Q.S. At-Taubah (9) : 105, serta hadits tentang taat, kompetisi dalam kebaikan, dan etos kerja.	Mampu menganalisis Q.S. Al-Maidah (5) : 48; Q.S. Az-Zumar (39) : dan Q.S. At-Taubah (9) : 105, serta hadits tentang taat, kompetisi dalam kebaikan, dan etos kerja.
	4.1 Membaca Q.S. An-Nisa (4) : 59; Q.S. Al-Maidah (5) : 48; Q.S. At Taubah (9) : 105 sesuai dengan kaidah tajwid dan makhrajul huruf.	Mampu membaca Q.S. An-Nisa (4) : 59; Q.S. Al-Maidah (5) : 48; Q.S. At Taubah (9) : 105 sesuai dengan kaidah tajwid dan makhrajul huruf.
	4.2 Mendemonstrasikan hafalan Q.S. An-Nisa (4) : 59; Q.S. Al-Maidah (5) : 48; Q.S. At-	Mampu mendemonstrasikan hafalan Q.S. An-Nisa (4) : 59; Q.S. Al-Maidah (5) : 48; Q.S.

	Taubah (9) : 105 dengan lancar	At-Taubah (9) : 105 dengan lancar
--	--------------------------------	-----------------------------------

B. Learning Purpose

1. Student can analyze about Q.S. Al-Maidah (5) : 48; Q.S. Az-Zumar (39) : dan Q.S. At-Taubah (9) : 105, and also hadith that relevance.
2. Read Q.S. An-Nisa (4): 59; Q.S. Al-Maidah (5): 48; Q.S. At-Taubah (9): 105 in accordance with the rules of tajwid and makhrjul letters.
3. Demonstrating the rote Q.S. An-Nisa (4): 59; Q.S. Al-Maidah (5): 48; Q.S. At-Taubah (9): 105 smoothly

C. Learning Materi

- Q.S. Al-Maidah (5): 48; Q.S. Az-Zumar (39): and At-Tawba Q.S. (9): 105, as well as the Hadith about obedience, competition in goodness, and the work ethic

D. Learning Methode

- *Scientific*
- *Cooperative*
- *Role Play Discussion, communicative sociable*

E. Media, tools, and learning process

1. Media: LCD; Paper
2. Tools : Power point, video
3. Learning Source

Al-Quran dan Terjemahan. Jakarta: Depag RI

Buku Pegangan Siswa Pendidikan Agama Islam dan Budi Pekerti

SMA/SMK 2013, Jakarta: Kemenag RI

F. Steps in learning process

1. First meeting
 - a. Introduction (20 minute)
 - 1) Greetings and praying before study
 - 2) Student prepare the holy Quran
 - 3) Reading the Alquran together (about 5-10 minute)
 - 4) Explain about materials, KI, and KD.
 - 5) Apperception. It is ask about the material that is learn before
 - b. Core activity (100 minute)
 - 1) Observe
 - Listening to examine the contents of reading Q.S. Al-Maidah (5): 8, Q.S. At-Taubah (9): 119 and also hadith that relevance.
 - Observing the benefits and lessons behavior of honest through the video content or other instructional media.
 - 2) Asking

- Ask about the contents of reading Q.S. Al-Maidah (5): 8, Q.S. At-Taubah (9): 119 and also hadith that relevance.
- Asking about benefits and un-benefit of honest based on Q.S. Al-Maidah (5): 8, Q.S. At-Taubah (9): 119 and also hadith that relevance.

3) Collect the data/ exploration

- Discussed Q.S. Al-Maidah (5): 8, Q.S. At-Taubah (9): 119 and also hadith that relevance.
- Analyze a good character based on Q.S. Al-Maidah (5): 8, Q.S. At-Taubah (9): 119 and also hadith that relevance.
- Analyze the bad character based on Q.S. Al-Maidah (5): 8, Q.S. At-Taubah (9): 119 and also hadith that relevance.

4) Association

- Make conclusion from Q.S. Al-Maidah (5): 8, Q.S. At-Taubah (9): 119 and also hadith that relevance.

5) Communication

- Presenting the contents of the womb, benefits, and lessons contained on good character of Q.S. Al-Maidah (5): 8, Q.S. At-Taubah (9): 119 and also hadith that relevance.

- Delivering the discussion of benefits and lessons merit contained in Q.S. Al-Maidah (5): 8, Q.S. At-Taubah (9): 119 and also hadith that relevance.

c. Closing (15 minute)

- Student read Q.S. Al-Maidah (5): 8, Q.S. At-Taubah (9): 119 and also hadith that relevance.
 - 1) A time to close the class
 - 2) The teacher asks students to habituate reading Q.S. Al-Maidah (5): 8, Q.S. At-Taubah (9): 119 and also hadith that relevance.
 - 3) Teacher closing the class with praying together
 - 4) The teacher greets the students and out of the classroom after greeting answered by students.

Tabel 2.8

Step in Learning Process

Activity	Description	Time Allocation
Introduction	<ul style="list-style-type: none"> • Give greetings • Ask students to readiness and comfort to learn • Ask students ' attendance • Allowed one of the students lead prayers 	10 menit

Activity	Description	Time Allocation
	<ul style="list-style-type: none"> • Ask and answer previous material • Deliver learning objectives through a power point. 	
Content	<ul style="list-style-type: none"> • Observe <ul style="list-style-type: none"> -Listen to a reading of al-Qur'an QS. Al Maidah (5): 48; Q.S. Az-Zumar (39): 39; and Q.S. At-Tawba (9): 105, as well as the related Hadith individually and groups. • Ask yourself <ul style="list-style-type: none"> -Ask questions about the methods contained in the QS tajwid. Al Maidah (5): 48; Q.S. Az-Zumar (39): 39; and Q.S. At-Taubah (9): 105 -Ask questions about the meaning of the mufrodat contained in the QS. Al Maidah (5): 48; Q.S. Az-Zumar (39): 39; and Q.S. At-Taubah (9): 105 as well as Hadith related • Experimental <ul style="list-style-type: none"> - Analyse the discursive tajwid contained QS. Al Maidah (5): 48; Q.S. Az-Zumar (39): 39; and Q.S. At-Taubah (9): 105 	70 menit

Activity	Description	Time Allocation
	<p>- Discussion on the meaning of mufrodat and ijmalî contained in the QS. Al Maidah (5): 48; Q.S. Az-Zumar (39): 39; and Q.S. At-Taubah (9): 105 as well as Hadith related</p> <p>-Discussion about the meaning of the content of QS. Al Maidah (5): 48; Q.S. Az-Zumar (39): 39; and Q.S. At-Taubah (9): 105 as well as Hadith related</p> <p>• The associated</p> <p>- Conclude the means of recitation of the QUR'AN. Al Maidah (5): 48; Q.S. Az-Zumar (39): 39; and Q.S. At-Taubah (9): 105</p> <p>- Conclude the meaning of mufrodat and ijmalî contained in the QS. Al Maidah (5): 48; Q.S. Az-Zumar (39): 39; and Q.S. At-Taubah (9): 105 as well as Hadith related</p> <p>- Conclude the meaning of the content of QS. Al Maidah (5): 48; Q.S. Az-Zumar (39): 39; and Q.S. At-Tawba (9): 105 and those associated with it.</p> <p>• Communication</p>	

Activity	Description	Time Allocation
	<ul style="list-style-type: none"> - Presenting the means of recitation found QS. Al Maidah (5): 48; Q.S. Az-Zumar (39): 39; and Q.S. At-Taubah (9): 105 - Present the meaning of mufrodat and ijmal contained in the QS. Al Maidah (5): 48; Q.S. Az-Zumar (39): 39; and Q.S. At-Taubah (9): 105 as well as Hadith related - Present the content of the meaning of QS. Al Maidah (5): 48; Q.S. Az-Zumar (39): 39; and Q.S. At-Taubah (9): 105 as well as Hadith related - Demonstrate the tartil recitation and memorizing Al-Quran. Al Maidah (5): 48; Q.S. Az-Zumar (39): 39; and Q.S. At-Taubah (9): 105 as well as Hadith related • Reflection Showing the competitive attitude of kindness and hard work, in our everyday lives as a reflection of the understanding of QS. Al Maidah (5): 48; Q.S. Az-Zumar (39): 39; and Q.S. At-Taubah (9): 105 as well as Hadith related 	

Activity	Description	Time Allocation
Closing	<ul style="list-style-type: none"> • Clarification/conclusions students are assisted by the teacher summed up the matter • Evaluation to measure the reached learning objectives • Students conduct reflection about the implementation of learning • Teacher closing the class with praying together • The teacher greets the students and out of the classroom after greeting answered by students. 	10 menit
Activity	Description	Time Allocation
Introduction	<ul style="list-style-type: none"> • Give greetings • Ask students to readiness and comfort to learn • Ask students ' attendance • Allowed one of the students lead prayers • Ask and answer previous material • Deliver learning objectives through a power point. 	10 menit
	<ul style="list-style-type: none"> • Observe 	

Activity	Description	Time Allocation
Content	<p>-Listen to a reading of al-Qur'an QS. Al Maidah (5): 48; Q.S. Az-Zumar (39): 39; and Q.S. At-Tawba (9): 105, as well as the related Hadith individually and groups.</p> <ul style="list-style-type: none"> • Ask yourself <ul style="list-style-type: none"> -Ask questions about the methods contained in the QS tajwid. Al Maidah (5): 48; Q.S. Az-Zumar (39): 39; and Q.S. At-Taubah (9): 105 -Ask questions about the meaning of the mufrodat contained in the QS. Al Maidah (5): 48; Q.S. Az-Zumar (39): 39; and Q.S. At-Taubah (9): 105 as well as Hadith related • Experimental <ul style="list-style-type: none"> - Analyse the discursive tajwid contained QS. Al Maidah (5): 48; Q.S. Az-Zumar (39): 39; and Q.S. At-Taubah (9): 105 - Discussion on the meaning of mufrodat and ijmal contained in the QS. Al Maidah (5): 48; Q.S. Az-Zumar (39): 39; and Q.S. At-Taubah (9): 105 as well as Hadith related 	70 menit

Activity	Description	Time Allocation
	<p>-Discussion about the meaning of the content of QS. Al Maidah (5): 48; Q.S. Az-Zumar (39): 39; and Q.S. At-Taubah (9): 105 as well as Hadith related</p> <p>• The associated</p> <ul style="list-style-type: none"> - Conclude the means of recitation of the QUR'AN. Al Maidah (5): 48; Q.S. Az-Zumar (39): 39; and Q.S. At-Taubah (9): 105 - Conclude the meaning of mufrodat and ijmal contained in the QS. Al Maidah (5): 48; Q.S. Az-Zumar (39): 39; and Q.S. At-Taubah (9): 105 as well as Hadith related - Conclude the meaning of the content of QS. Al Maidah (5): 48; Q.S. Az-Zumar (39): 39; and Q.S. At-Tawba (9): 105 and those associated with it. <p>• Communication</p> <ul style="list-style-type: none"> - Presenting the means of recitation found QS. Al Maidah (5): 48; Q.S. Az-Zumar (39): 39; and Q.S. At-Taubah (9): 105 - Present the meaning of mufrodat and ijmal contained 	

Activity	Description	Time Allocation
	<p>in the QS. Al Maidah (5): 48; Q.S. Az-Zumar (39): 39; and Q.S. At-Taubah (9): 105 as well as Hadith related</p> <ul style="list-style-type: none"> - Present the content of the meaning of QS. Al Maidah (5): 48; Q.S. Az-Zumar (39): 39; and Q.S. At-Taubah (9): 105 as well as Hadith related - Demonstrate the tartil recitation and memorizing Al-Quran. Al Maidah (5): 48; Q.S. Az-Zumar (39): 39; and Q.S. At-Taubah (9): 105 as well as Hadith related <p>• Reflection</p> <p>Showing the competitive attitude of kindness and hard work, in our everyday lives as a reflection of the understanding of QS. Al Maidah (5): 48; Q.S. Az-Zumar (39): 39; and Q.S. At-Taubah (9): 105 as well as Hadith related</p>	
Closing	<ul style="list-style-type: none"> • Clarification/conclusions students are assisted by the teacher summed up the matter • Evaluation to measure the reached learning objectives • Students conduct reflection about the implementation of learning 	10 menit

Activity	Description	Time Allocation
	<ul style="list-style-type: none"> • Teacher closing the class with praying together • The teacher greets the students and out of the classroom after greeting answered by students. 	

G. Assessment

1. Assessment technic
 - a. Written/ oral test
2. Assessment instrument
 - a. Written / oral test

Tabel 2.9

Example of question

No	Question	Key answer
1	Jelaskan tentang Q.S. Al-Maidah (5): 48,	Ayat ini menjelaskan tentang berlomba-lombalah dalam berbuat kebajikan
2	Jelaskan tentang Q.S.. Az-Zumar (39): 39	Ayat ini menjelaskan tentang perintah untuk selalu taat dan mengikhlaskan ibadah kepada Allah
3	Jelaskan tentang Q.S At-Taubah (9): 105	Ayat ini menjelaskan tentang Allah dan rasul serta orang mukmin akan melihat etos kerja seseorang

3. **Tabel 2.10 Assessment Guide**

No	Answer	Point	Skor
1	Right	2	2x5= 10
2	Kurang tepat	1	1x5= 5
3	Wrong	0	0x5= 0

8. **Another Assessment in Curriculum 2013**

a. **Assessment of Learning Process**

The assessment process is intended to assess the quality of learning as well as the internalization of character and formation of the competence of learners, including how the learning goals realized. In this case the assessment process is conducted to assess the activity, creativity, and involvement of mental, emotional, and social competence, as well as in the formation of character of learners.

The quality of learning can be seen in terms of the process and in terms of results. In terms of the learning process, is said to be successful and qualified in all or at least most (80%) learners actively involved, well, physical, mental, and social events in the process of learning, in addition to indicating the excitement of high learning, the spirit of learning and confidence in yourself. Whereas in terms of result, the learning process is success if there is a positive changes in behavior in the students entirely or at least most (80%). The learning process is said to be more successful and qualified in the inputs unevenly, resulting in output that many high quality,

as well as according to the needs, development of society and development.

The assessment process can be done by observation (observation), and reflection. In the implementation of the curriculum, observations can be carried out by a fellow teacher, observing each other, because this curriculum encourages team teaching in learning, especially in the learning thematic integrative. Observations can be also done by a mentor, because the implementation of the curriculum 2013 there are mentoring programs, so that teachers will be in accompanied by the competent of curriculum and learning.

Curriculum Implementation in 2013, the process assessment conducted through both observation and reflection should be devoted to improving the learning program and improved quality services to learners. These things need to be done to encourage the continuous quality improvement (continuous quality improvement), so as to foster a culture of learning and work culture to make today better than yesterday and tomorrow should be better than today.³⁶

b. Assessment of Performance

In the implementation Curriculum of 2013, it is recommended that teachers were more give priority to performance appraisals. The students

³⁶ Mulyasa, *Pengembangan dan Implementasi Kurikulum 2013*, (Bandung: PT Remaja RosdaKarya, 2013) , page. 143-144

observe and assess how they can get along; how they socialize in public; and how they are applying the learning in the classroom in everyday life.³⁷

Tabel 2.11

Format Assessment Of Performance

No	KINERJA YANG DINILAI	TANGGAPAN GURU	TANGGGAPAN ORANG TUA	SIMPULAN
1	Kualitas penyelesaian pekerjaan			
2	Keterampilan menggunakan alat			
3	Kemampuan menganalisis dan merencanakan prosedur kerja			
4	Kemampuan mengambil keputusan			
5	Kemampuan membaca, menggunakan diagram, gambar , dan symbol			
	Simpulan			

Description :

³⁷ *Ibid* ., page 144

- c. Teacher responses are responses and teacher assessment of the competence of learners with regard to aspects of the skills being measured.
- d. Parent response is the response and the parent assessment or cares assessment of learner competence relating to aspects of the skills being measured.
- e. Teacher assessment is necessary having regard to the opinion of the parents of every aspect of the skills measured, can qualitatively (good, sufficient, less), can also quantitatively, or quantitative (9, 8.7)
- f. The final conclusion is the cumulative result of the learners in the learning competency possessed or carried out. Summary of late is the accumulation of every aspect of the skills measured.³⁸

c. The Character Assessment

The following is a sample format of character assessment.³⁹

Tabel 2.12

FORMAT CHARACTER ASSESSMENT

Kompetensi	Kompeten	Jenis	Jenis	Aspek	Contoh	Keterangan
Inti	si Dasar	Karakter	Penilaian	yang dinilai	Soal	

The Format can be developed according to the characters that will be assessed, and the type of assessment that is used. One thing to note is that the assessment conducted must be capable of measuring the characters

³⁸ *Ibid*, page. 145

³⁹ *Ibid*, page. 146-148

that should be measured. More than that, the results of the assessment should be used to predict character of learners, particularly in the completion of education, and life in the society in the future. In addition to the above format character assessment can also be done as follows.

Tabel 2.13

The Assessment Of Learner Character

JENIS KARAKTER	INDIKATOR PERILAKU
Bertanggung Jawab	<ul style="list-style-type: none"> a. Melaksanakan kewajiban b. Melaksanakan tugas sesuai dengan kemampuan c. Menaati tata tertib sekolah d. Memelihara fasilitas sekolah e. Menjaga kebersihan lingkungan
Percaya Diri	<ul style="list-style-type: none"> a. Pantang menyerah b. Berani menyatakan pendapat c. Berani bertanya d. Mengutamakan usaha sendiri daripada perbantuan e. Berpenampilan tenang
Saling Menghargai	<ul style="list-style-type: none"> a. Menerima perbedaan pendapat b. Memaklumi kekurangan orang lain c. Mengakui kelebihan orang lain d. Dapat bekerjasama

	e. Membantu orang lain
Bersikap santun	<ul style="list-style-type: none"> a. Menerima nasihat guru b. Menghindari permusuhan dengan teman c. Menjaga perasaan orang lain d. Menjaga ketertiban e. Berbicara dengan tenang
Kompetitif	<ul style="list-style-type: none"> a. Berani bersaing b. Menunjukkan semangat berprestasi c. Berusaha ingin lebih maju d. Memiliki keinginan untuk tahu e. Tampil beda dan unggul
Jujur	<ul style="list-style-type: none"> a. Mengemukakan apa adanya b. Berbicara secara terbuka c. Menunjukkan fakta yang sebenarnya d. Menghargai data e. Mengakui kesalahannya

d. The Assessment of Portofolio

A portofolio is a collection of tasks that are done learners. Thus, it can be stated that the portfolio assessment is an assessment of the level of the learner task in certain subjects.

Portfolio assessment in the curriculum 2013 should be done on intact and sustainability, as well as covering all the core

competencies is developed. As for the format of assessment can be developed as follows : ⁴⁰

Tabel 2.14

Format Assessment Of Portofolio I

Mata Pelajaran :

Kelas :

Kompetensi	Nama :
	Tanggal :
Prosedur Kegiatan	Penilaian
	Jelek/Cukup/Baik/Sangat Baik
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	

⁴⁰ *Ibid* , page 148

<p>Dicapai melalui :</p> <ol style="list-style-type: none"> 1. Diri Sendiri 2. Bantuan Guru 3. Seluruh Kelas 4. Kelompok Besar 5. Kelompok Kecil 	<p>Komentar Guru</p>
<p>Komentar orang Tua</p>	<p>Tanggapan Siswa</p>

In the Format of Assessment 1, seems to work procedures are assessed, and in the work procedures have been amply described the character of learners. While in format 2, character assessment of learners is formed directly after the basic competencies.⁴¹

⁴¹ *Ibid*, page. 149

Tabel 2.15

Format Assessment Of Portofolio 2

Kompetensi Dasar	Karakter	Materi Pokok	Jenis Tugas	Keterangan

The Format can be developed in accordance with the competency to be assessed, and the type of the given task. One thing to note is that a given task should be able to increase the desire of learning, learners and help them master the competencies.⁴²

B. Islamic Education

1. Islamic Education and Manners based on Curriculum 2013.⁴³

a. Definition

Islamic education and Manners is education that provides knowledge and shaping attitudes, personality, and skills in learners practice the teachings of the Islamic religion, which carried out at least through the subjects at all levels of education.

2) Rational

Islamic education and Manners set containing about *aqidah* To Almighty God as the primary source of values of life for humans and the universe. The other main, source of moral which is a manifestation of

⁴² *Ibid*, page. 150

⁴³ Kemendikbud, *Pengantar Umum Silabus Pendidikan Agama Islam Kurikulum 2013*

aqidah. Moreover, it is also the cornerstone of the development of moral values of the characters of Indonesia. Thus, the character of the nation of Indonesia is based on the values of the God the one true God, which is the core of the other values in the *Pancasila*. The value of the divinity of the one true God can embody the values: a just and civilized humanity, the unity of Indonesia, populist and consultative, and social justice for the whole of Indonesia. Thus, Islamic education and Manners is education aimed at together, align clients ' and balance between faith, Islam, and Ihsan are manifested in :

a) Human relationship with the creator

Indonesia formed man of faith and piety to Allah Swt and have noble and lofty ethical.

b) Human relationships with yourself

Appreciate and respect yourself based on the values of faith and let.

c) Human relationships with fellow

Keep the peace and harmony relationship between inter and religious.

d) Human relationships with the natural environment.

Mental adjustment of Islam against the social and physical environment.

3) The Purposes

Islamic education and Manners aim to :

- a) To grow and develop through the granting of creed, fertilization, and development knowledge, total comprehension, practice, conditioning, as well as the experiences of the learners about the religion of Islam so that it becomes a human growing muslim faith and his piety to God Almighty in order to achieve the safety and happiness of living in the world and the hereafter;
- b) Embody the learners who obey religion, adopting noble, knowledgeable, diligent, intelligent, productive worship, honest, equitable, ethical, polite, disciplined, intolerant Islamic culture, and developing within the school community;
- c) Form a characteristic learners through the introduction, understanding, and conditioning the norms and rules of Islamic rules in relation to God, oneself, others, and the environment harmoniously; and
- d) Develops reason and moral stance in tune with Islamic values in their lives as citizens, citizens, and citizens of the world.

Islamic education curriculum Design 2013 philosophically designed to produce students who are a formidable personality of muslim faith to God, capable of running Islamic jurisprudence in *kaaffah* and *istiqomah*, able to act and behave with the morals of a glorious life harmony for the sake of achieving well-being and happiness in this world and the hereafter essentials.

In the concept of Islamic religious education is related to the curriculum of senior secondary students in particular 2013, students are expected to live and practice the teachings of the religion adhered, develop behavior (be honest, discipline, responsibility, caring, polite, friendly environment, mutual cooperation, peace-loving, responsive and proactive) and showed the attitude as part of solutions to various problems of Nations in interacting effectively with the social and natural environments as well as in putting yourself as a reflection of the nation in the Association world Understand and apply knowledge of factual, conceptual, procedural in science, technology, art, culture, and Humanities with insight into humanity, nationality, State of the Union, and the associated phenomenon of civilization and Genesis, as well as apply the procedural knowledge in a specific field of study in accordance with their aptitude and interest in solving problems, process, others are allegorical;, and serves in the realm of concrete and abstract domains associated with the development of which he had learned in school independently , and is capable of using the appropriate methods of scientific rules.

2. The Concept Of The Curriculum Unit Level Education In Islamic Education

Curriculum unit level education curriculum is organized and carried out operations by each unit of education by noticing and based on standards of competence and basic competence developed by the national

standards bodies of education (BSNP). Curriculum development is left to the implementation of the education (teachers, principals, School Committee, and Board of education) to develop various educational competencies (knowledge, skills, and attitudes) in each unit of the education, in the school and their respective regions.

Education as an activity undertaken by the agency or the Government of course has a purpose. Because of the existence of such purposes and activities that have been planned to be more directional and will be succeed. Therefore, we must formulate an appropriate purpose. The importance of formulating objectives in an activity such as what is delivered by Nur Uhbudiyati in his book the science of Islamic education, the purpose of which is the target to be accomplished by a person or a group of people doing the activity

The goal of Islamic education many formulated by Islamic education, so education for Islamic education that is routed and managed. We will see the educational objectives contained in law No. 20 of 2003 on the national education system (*SISDIKNAS*). In this law of national education aims to develop the potential of students in order to become a man of faith and pious to God Almighty, precious, healthy, have learned, accomplished, creative, independent, and become citizens of a democratic and accountable.

The national education goals we can know that the purpose of education in Indonesia to create citizens who believe and bertaqwa to God

Almighty to make the citizens of faith and piety to God Almighty. For the realization of citizens who believe and righteous and ethical sublime, then in national education's need for Islamic education.

We know in General that the Islamic education aims to educate learners in order for faith and piety to God Almighty in addition to making the learners have the morals of his Majesty. Like the opinion of Al-Ghozali "surely the purpose of education is closer to Allah ' *azza wa jalla* Glorified ' . and as agreed by the Islamic education experts that Islamic education aims to :

- 1) Educate morals and their souls.
- 2) Instill a sense of primacy (*fadhilah*)
- 3) Familiarize them with high decorum
- 4) Prepare them for a life that is Holy entirely with full of sincerity and honesty

From the formula above can be objective in mind that the principal Islamic religious education which improve the morals of students in addition to closer to God as what is delivered by Al-Ghazali. But the purpose of education also imparts a sense of primacy on protect, so they have a sense of trust towards himself. Besides the purpose of Islamic education, they were also prepared to face life with a sense of sincerity and honesty.

3. Curriculum Unit Level Of Education In The Perspective Of Islamic Education

Principles of curriculum learning unit level this education if linked to the principle of learning in Islamic view will appear red yarn. The Quran as *hudan li al-nas*, if observed from the perspective of learning, will look at how Almighty God has taught human by using the taught a wide variety of ways (approach and strategy) as 'human to ibrah in teaches and educate their neighbor is also using a variety of strategies and methods, so that learning is done in a way that varies according to the destination, the situation/conditions and characteristics of the material to be conveyed.

Organization of the Curriculum unit level education in Islamic learning perspective can be expressed as follows:⁴⁴

1. Use of the Learning Strategies and Methods vary according to the needs of the Educational Units

The Quran in order to invite humanity to become a good and godly man has used a variety of methods and strategies for learning.

The first example is found in the Quran Surat Luqman verse. 13.

⁴⁴ Ali Mudlofir, *Aplikasi Pengembangan Kurikulum Tingkat Satuan Pendidikan dan Bahan Ajar Dalam Pendidikan Agama Islam*, (Jakarta: Rajawali Pers, 2012), page 39- 44

وَإِذْ قَالَ لُقْمَانُ لِابْنِهِ وَهُوَ يَعِظُهُ يَا بُنَيَّ لَا تُشْرِكْ بِاللَّهِ إِنَّ الشِّرْكَ
لُظْلُمٌ عَظِيمٌ ﴿١٣﴾

Wa-idz qâla luqmânu libnihi wahuwa ya'izhuhu yâ bunay-ya lâ tusyrik
billahi innasy-syirka lazhulmun 'azhiimun

*And [mention, O Muhammad], when Luqman said to his son while
he was instructing him, "O my son, do not associate [anything]
with Allah . Indeed, association [with him] is great injustice." (QS.
Luqman : 13)*

The above paragraph also inspired the use of learning
methods with the method of allotment advices/orientation. In this
verse Allah almighty. Tells how Luqman al-hakim teaches his son
by advising/orientation about the creed, Sharia, and the moral good
to God with man and with the peer universe. So, giving of
advice/orientation of the methods and strategies in learning Qur'an.

The second example is found in the Quran surat Al-Kahfi verses 65-66.

فَوَجَدَا عَبْدًا مِّنْ عِبَادِنَا ءَاتَيْنَاهُ رَحْمَةً مِّنْ عِنْدِنَا وَعَلَّمْنَاهُ مِمَّا لَدُنَّا عِلْمًا ﴿٦٥﴾
قَالَ لَهُ مُوسَىٰ هَلْ أَتَّبِعُكَ عَلَىٰ أَنْ تُعَلِّمَنِي مِمَّا عُلِّمْتَ رُشْدًا ﴿٦٦﴾

Fawajadâ 'abdan min 'ibâdinâ 'âtainâhu rahmatan min 'indinâ
wa'allamnâhu min ladunnâ 'ilman.

And they found a servant from among Our servants to whom we had given mercy from us and had taught him from Us a [certain] knowledge. Moses said to him, "May I follow you on [the condition] that you teach me from what you have been taught of sound judgement?"(QS. Al-Kahf : 65-66)

In the letter above contains a long story which gives the inspiration model learning dialogue between Moses and Khidir. Both were having a discussion about the "true nature" of life. The position of Moses as student and Khidir as a teacher. Both are learning in real life by doing long rides. As a result of "nature" finally procured by the u.s. after Moses through the process of observation and a long dialogue with khidir. This story is a fragment of learning by taking the form of questioning, dialogue, discussion, in discussing science.

2. The principle of Wholeness In Learning

The principle of comprehensive and continuous learning in a can with the concept of weighted Curriculum of Level Education faith, Islam, and Ihsan as a distinctive muttaqin's in the Quran. The third indicator that muttaqin into one unified whole and cannot be separated one from the other as God's word in surat Al-Baqarah verses 2 and 3.

ذَٰلِكَ الْكِتَابُ لَا رَيْبَ فِيهِ هُدًى لِّلْمُتَّقِينَ ﴿٢﴾ الَّذِينَ يُؤْمِنُونَ بِالْغَيْبِ
وَيُقِيمُونَ الصَّلَاةَ وَمِمَّا رَزَقْنَاهُمْ يُنْفِقُونَ ﴿٣﴾

Dzalikal kitâbu lâ raiba fîhi hudal(n)-lilmuttaqiin(a) (2) Al-ladzîna
yu'minûna bilghaibi wayuqîmûnash-shalâta wamimmâ razaqnâhum
yunfiquun(a) (3)

*“This is the Book about which there is no doubt, a guidance for those
conscious of Allah. Who believe in the unseen, establish prayer, and
spend out of what We have provided for them” (QS Al-Baqarah : 2-3)*

Faith contains a set of system of belief ('aqeedah) that exists in the
mind of every muslim (students). So Faith is part of the cognitive
competence of students. Contain set of system Islamic ritual worship
(syari'ah) as a form of jedidah indications and real Faith is inside a student,
so he is part of the psychomotor competence. While Ihsan is a system of
values and norms which is competence of students affective. So the third
term with faith, Islam, and Ihsan Al-Quran is balancing the development
of self and personality of each learner to become a human whole.

3. The principle of the four pillars of education (learning to know, learning to do, learning to live together, and learning to be)

Unification in the mention of faith and charity salih in the Koran
are repeated as many as 52 times, this means that faith as a symbol set of
cognitive theory of knowledge which should always be applied in a

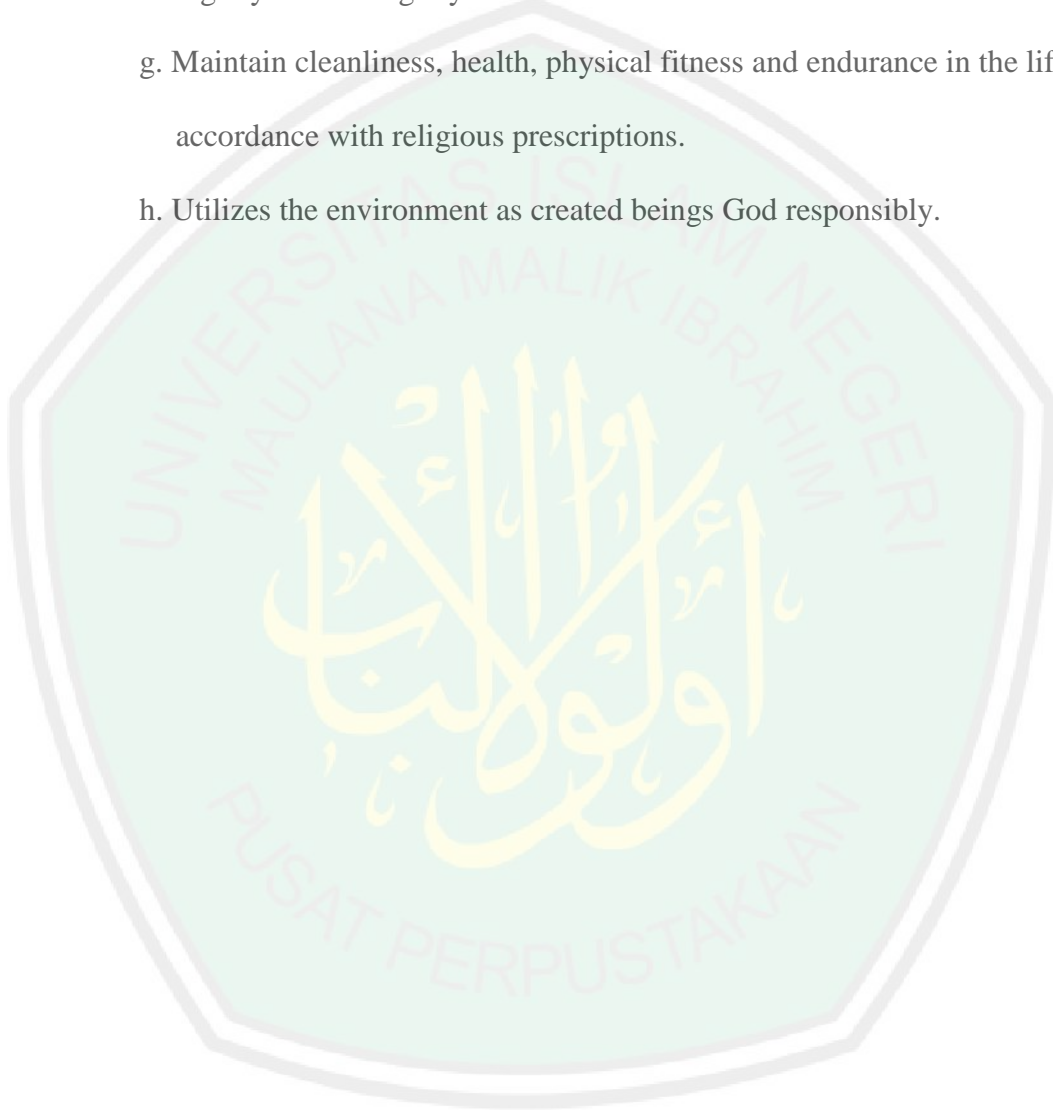
concrete activity of real competence of psychomotoric competencies must be manifested in real life in the community in order to realize a peaceful life together with happy and prosperous. That's the Mission of the charity and good deeds of faith in Islam. From here it is not a person is said to be faithful if he is not able to apply (apply) the values of faith in action amaliyah is real.

As for the principles of the curriculum and other education unit level, like lifelong learning, equality got the opportunity of learning, curriculum and so diversified that there is relevance to the principles of Islamic education.

If viewed from a standard of competency Graduates group of Subjects, especially the subjects of religion and morals of the noble group, which adopted the regulations of the Minister of national education No. 23 of 2006 about the standard of competency graduates. The competences to be achieved are

- a. To behave in accordance with the teachings of the religion is practicing in accordance with the development of teenagers.
- b. Appreciate religious diversity, nation, tribe, race, social class, economic, and global order is inner culture.
- c. Participate in enforcement of social rules.
- d. Understand the rights and responsibilities of themselves from others in the Association in the community.
- e. Appreciate the existence of dissent and empathy towards others.

- f. communicate and interact effectively and manners through various means including the use of information technology that reflects the dignity and his dignity as God's creatures.
- g. Maintain cleanliness, health, physical fitness and endurance in the life in accordance with religious prescriptions.
- h. Utilizes the environment as created beings God responsibly.



CHAPTER III

RESEARCH METHOD

A. The Approach and Type of Research

The type of research use in this research is descriptive qualitative. According to Bogdan and Taylor, that qualitative research is a research procedure that generates descriptive data in the form of words written or oral from friends who are observed.¹

Descriptive research is a form of the most basic research. The research is intended to describe or illustrate the phenomena – phenomena that exist, both phenomena are natural or human engineering.²

As for the researchers did was examine implementation Curriculum 2013 in Islamic education lesson. This is in accordance with the opinion of the Moleong that the descriptive research is the "research report will contain quotations data to give an overview presentation of the report".

Qualitative research on the fact of the matter is that observing people in their environment, interact with them and the surrounding environment. For that researchers must come down and be where research in quite a long time.

¹ Lexy J.Moleong, *Metode Penelitian Kualitatif*, (Bandung: PT Remaja Rosda Karya,2002), page.3

² Sukmadinata , Nana Syaodih, *Metode Penelitian Pendidikan* (Bandung: PT Remaja Rosdakarya, 2007), page. 72

B. The Site of Research

This research was carried out in SMA N 8 Malang, researchers chose this location to find out the implementation of curriculum 2013 on Islamic education lesson at SMA Negeri 8 Malang.

Because of the unfortunate SMAN 8 is one of the schools that have a lot of achievements in both academic and nonacademic field, so no doubt the teachers and their students in carrying out the study, and no less important that school activities that can add to the experience of thinking, socialize, and learn that student exchange activities to HWKS Thailand. SMAN 8 Malang also frequently conducts other activities such as green school, the environment, the cottage of Ramadan, and many more.

C. The Sources of Data

The data source is something that can provide information about the data. According to the source, the data can be divided into primary and secondary data is data. Primary data is data that is created by researchers to solve the problem that is being handled.

Data is collected directly from the source itself first by researchers or the research objects done.³

Data sources in this study are primary data and secondary data.

a. The primary data sources

Primary data is data obtained from the first informant who know clearly and in detail about the issue being studied.⁴ In this study the primary data in the form of words, from the subject of research are headmaster of school, division of curriculum, and teachers of Islamic education subjects , and student grade XI of SMAN 8 Malang.

b. Secondary Data

Secondary data is data that is derived from documents such as notes, data recording, and photographs that can be used as a complementary data. Secondary data for this study were obtained from the administration and the student section of Senior High School 8 Malang . From this secondary data is expected to the researchers obtained written data pertaining to school profiles, school documents, and any information relating to the implementation Curriculum of 2013 Islamic education lesson.

³ Sugiyono. *Metode Penelitian Kuantitatif Kualitatif dan R&D.Cet. Ke 8.* (Bandung: Alfabeta, 2009) hlm: 137

⁴ Lexi J Moleong, *op.cit.*, page. 157

The secondary data sources: Document, books, information related to this study.

D. Data Collection and Instrument

In accordance with the procedure, then the ways of collecting the data in this study was carried out using three kinds of data collection techniques, namely:

1. Observation

Observation research conduct is frankly. Researchers conduct data collection and stating frankly to the data source. So those who research knowing from the beginning to the end of the research activity.

In this study researchers conduct observation activities with students in the learning process of Islamic education (PAI, teacher of Islamic education (PAI) activities and school are doing in support of the implementation of the curriculum 2013.

2. Interview (interview)

Method of interview is a dialogue conducted by the interviewer to obtain information from the interviewee.⁵In this interview methods researchers wishing to obtain information about the implementation of the curriculum learning 2013 in Islamic education (PAI). As for the interview is conducted by headmaster

⁵ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, Op.Cit. page.202

of school, division of curriculum, teacher of Islamic Education (PAI), and some students Senior High School 8 Malang.

3. The Method of Documentation

In this qualitative research used the method of documentation. Documentation method is a research method to obtain information by means of check and record the report document. According Jumhur and Muhammad Surya, documentation method of data collection that has been documented in books that have been written as ledger personal books, certificates and so on. ⁶

In this study the method of documentation used to obtain data relating to: (1) A brief history of Senior High School 8 Malang, (2) Vision and Mission, (3) Organizational Structure Senior High School 8 Malang, (4) The state of teachers and students Senior High School 8 Malang, (5) State of infrastructure that support the implementation of curriculum 2013 on Islamic education lesson at Senior High School 8 Malang

E. Data Analysis

Qualitative research in the field of data analysis is the process of systematically seek and arrange interview transcripts,

⁶ Djumhur, *Bimbingan Dan Penyuluhan di Sekolah* (Bandung: C.V Ilmu, 1975), page. 64

field notes, and other materials that we accumulate our own to improve the understanding of them and to allow us to show you what we have found in others. Data analysis is done by organizing data, translating it into the unit, synthesized into a defined pattern, pick is important and that will be studied, and make conclusions which could be told to others

According to Bogdan & Biklen (1982) the analysis of qualitative data is an attempt made by way of working with data, organizing data, choose a unit that can be managed, search and find what's important and what can be told to anyone else.⁷

The process of data analysis in this study consists of three main components, namely:

1. Reduction Data

Reduction data is an analysis of data that sharpens, classifies the data in such a way until the final conclusion can be deduced or verified. The data that is gotten from the site then are written directly, detail and systematically after finishing data collection. The report need to be reduction by choosing main things that appropriate with research focus in order to be summarized easily. Reduction of data is applied to facilitate the

⁷ Lexy J. Moelong, 2002, *Metode Penelitian Kualitatif*, page. 248

research in searching data again if it is needed, and helps giving codes for specific aspects.⁸

2. Display Data

Display data is a collecting the data or information which is structured that give possibility of making inferences and actions. Available data is compiled by using narrative text, but it also can be compiled by using matrix, graphs, network, and chart.⁹

3. Verification Data

Verification data is a series of peak data analysis. Even so a conclusion also requires verification during the study. Verification is intended to produce a valid conclusion. Because of that, there are good side if a conclusion is reviewed again by verifying again the scripts that were taken during research and seek pattern theme, model, relationship, and similarity to be taken a conclusion.¹⁰

F. Checking Validity of Data

Checking validity of the data is a step to reduce errors in the process of obtaining the research data will certainly affect the end result of a research.

As for checking the validity of the technique used in this study, are:

1. The extension of participation

⁸ Nasution, *Metode Penelitian Naturalistic-Kualitatif*, (Bandung:Tarsito, 1998), page 129

⁹ *Ibid*

¹⁰ *Ibid*, page. 130

Peneliti dalam penelitian kualitatif adalah instrument itu sendiri. Keikutsertaan peneliti sangat menentukan pengumpulan data yang tidak hanya dilakukan dalam waktu singkat, tetapi memerlukan perpanjangan dalam keikutsertaan pada latar penelitian. Perpanjangan keikutsertaan berarti peneliti tinggal di lapangan penelitian sampai kejenuhan pengumpulan data tercapai.¹¹

In this case the researchers directly dived into the site, research and participate in the process of teaching and learning and a variety of activities to increase the degree of confidence in the data collected. In addition researchers required to dive into location research in the long periods of time in order to detect and take into account the distortion that may be littering the data.

2. Persistence of observation

Observations are intended to determine the persistence of data and information that is relevant to the question of who is being sought by investigators, and then focus on those things in detail.

3. Triangulation

To get data that is more relevant to the data collected, the researcher using the technique of triangulation of data validity inspection techniques that utilize something else outside of that data for the purposes of checking or comparison of that data. Researchers use triangulation based on the source and means of comparing and checking the information obtained through time and different tools in qualitative research.

¹¹ Lexy J. Moelong, 2002, *Metode Penelitian Kualitatif*, Op.Cit. page 327

Dalam hal ini dapat dicapai melalui : (1) membandingkan data hasil pengamatan dengan data hasil wawancara, (2) membandingkan apa yang dikaitkan orang di depan umum dengan apa yang dikatakannya secara pribadi, (3) membandingkan apa yang dikatakan orang-orang tentang situasi penelitian dengan apa yang dikatakan sepanjang waktu, (4) membandingkan keadaan dan perspektif seseorang dengan berbagai pendapat dan pandangan orang seperti rakyat biasa, orang yang berpendidikan menengah atau perguruan tinggi, orang berada , orang pemerintah, (5) membandingkan hasil wawancara dengan isi suatu dokumen yang berkaitan.¹²

G. Stages of Research

1. Pre Phase Field

In this stage the researcher submit a proposal title and advance to the Faculty of Tarbiyah UIN Malang next set of subject to be studied. Although still pre phase field stage, researchers have done a preliminary observation or initial assessment. Along with the things mentioned above, at the same time researcher conducted literature study, reviewing reference material to the title of thesis.

2. Fieldwork Phase

In this phase the researcher do indeed. The first thing to do it file a research permit shall be accompanied by a proposal thesis to the institution concerned. Researcher has not been able to collect data but to wait for the license and the need to introduce themselves first to the subject or information and doing

¹² *Ibid*, page. 330

observation in the school environment. It was only after the researcher began collecting data, conducting interviews with information, noting the particulars of the documents and records thing that are being observed. Researchers trying to obtain as much information about the Implementation of Curriculum 2013 on Islamic education lesson at SMAN 8 Malang. Before doing the interview the researcher prepare in advance a list of questions, but the questions that researcher scan develop them if the answers of the informants is to short and direct these questions to focus research.

3. Analyze data Phase

The data has been collected during the fieldwork is still the new data, disheveled, and therefore need to be analyzed so that the data is nearly and systematically. In this phase researcher classify and organize data into a pattern so as to produce a clear description, detailed and systematic. That has been explained in advance that the data analysis conducted during and after data collection. To check the validity of the data the researcher not only gain information from an informant alone, but also should obtain information from another information a comparison, so do not rule out the possibility of new data obtained.

CHAPTER IV

RESEARCH FINDINGS

A. Description of The Research Object

1. School Identity

School	: Senior High School 8 Malang
School Statistics Number	: 301056101056
NIS	: 300080
Address	: Jl. Veteran N0. 37
District	: Malang
Post Code	: 65145
Province	: Jawa Timur
Website	: http://www.sman8-mlg.sch.id
E-mail	: sman8malang@yahoo.com

2. Vision and Mission

a. Vision

“Produce Intelligent People Who Believe, Cautious, Noble Character, and Cultured Environment As Well As Science and Technology In The Global Era People Control.”

b. Mission

1. Improve the implementation of character education
2. Improve the implementation of environmental education
3. Improve the implementation of quality education

4. Foster a sense of living up to the religion, the environment and culture of the nation in real life.
5. Carry out the learning process effectively and efficiently
6. Developing the potential and creativity of citizens a superior school and able to compete in the global era
7. Providing adequate infrastructure and facilities according to your needs
8. Applying participatory by involving the entire management of the school and related agencies.

B. EXPOSURE DATA

1. The learning process of Curriculum 2013 on Islamic Education Lesson at SMAN 8 Malang

As the result of an interview with one of the teachers of Islamic Education in Senior High School 8 Malang, Mr. Juswadi. S. Pd says that:

Ini merupakan tahun ke-2 SMA Negeri 8 Malang menerapkan kurikulum 2013. Kurikulum 2013 membuat siswa-siswi lebih aktif dalam mengikuti kegiatan belajar mengajar di kelas. Jika dibandingkan dengan kurikulum sebelumnya yaitu kurikulum tingkat satuan pendidikan, dari segi keaktifan , siswa lebih aktif apalagi dalam hal berdiskusi. Tak hanya itu dengan adanya kurikulum 2013 membuat pembelajaran di kelas lebih efektif mulai dari durasi waktu kegiatan belajar mengajar yang ditambah menjadi lebih lama yaitu yang semula 2 jam menjadi 3 jam pelajaran. Kurikulum 2013 sangat memudahkan bagi saya selaku guru pendidikan agama Islam dalam proses pembelajaran di kelas, karena dalam hal ini siswa yang dituntut untuk mengerjakan segalanya yang berkaitan dengan pembelajaran secara mandiri.

Mulai dari mencari materi untuk berdiskusi hingga menyampaikan materi di depan kelas, semuanya jadi menyenangkan bagi siswa. Proses belajar mengajar di dalam kelas juga menggunakan pendekatan scientific atau dikenal dengan pendekatan ilmiah¹

It is like being delivered by Islamic education teachers in Senior High School 8 Malang Mr. Drs. Mubasyir says that:

Sejauh yang saya lihat dan rasakan Siswa lebih mudah mehamami pelajaran dengan adanya kurikulum 2013 khususnya mata pelajaran Pendidikan Agama Islam. Siswa lebih antusias ketika proses pembelajaran berlangsung. Pengembangan potensi siswa pun jadi terbuka luas dan tidak terbatas dan tujuan kurikulum 2013 sejalan dengan tujuan pendidikan agama Islam yang ada , karena kurikulum 2013 itu menegaskan tentang pentingnya masalah karakter , moral, etika , disiplin, bahkan dalam kurikulum 2013 disebutkan secara eksplisit tidak hanya pengetahuan kognitif tetapi afektif dan psikomotorik juga sangat ditekankan²

From the results of the interview above can be inferred about the implementation of the curriculum of 2013 on Islamic education lesson about curriculum of 2013 is curriculum 2013 has a very good impact for students learning in class because it is more effective, it is not only that character education is becoming attraction in curriculum 2013 also strongly emphasized in the learning process in the classroom. The curriculum 2013 will affirm the importance of the issue of character, morals, ethics, and discipline of students. Curriculum 2013 also gives students the freedom and opportunity in developing its potential. Not only that Mr. Juswadi, S. Pd.I revealed that:

¹ Interview with Mr. Juswadi, S.Pd.I , Teacher of Islamic Education Senior High School 8 Malang , April 17, 2015 Time 07.30

² Interview with Mr. Drs.Mubasyir Teacher of Islamic Education Senior High School 8 Malang, May 1, 2015 Time 09.00

Pengaruh kurikulum 2013 terhadap siswa sangat luar biasa, siswa akhirnya terbiasa untuk mengerjakan tugas yang diberikan oleh guru secara pribadi maupun kelompok, nilai sosial, nilai spiritual, nilai keterampilan, dan nilai sikap mulai terlihat oleh diri siswa. Dan ini memberikan pengaruh yang luar biasa tak hanya di lingkungan sekolah tapi juga di masyarakat.³

Not only from teachers who tell it like it is but Amelia as the students of Class XI IPA 4 says that:

Kalau di kurikulum ktsp guru banyak menjelaskan di depan kemudian siswa memiliki lks, dan siswa mengerjakan soal-soal lks yang akan di pandu oleh guru tetapi berbda dengan kurikulum 2013 siswa disuruh menemukan hal-hal yang baru sendiri, jika nantinya nggak tahu dan bingung dengan materi yang dipelajari bisa bertanya ke guru. Dan bisa bereksplorasi lebih banyak. Pengalaman belajarnya lebih banyak di dapatkan dengan kurikulum 2013 ini soalnya kan kita bisa menemukan hal-hal baru yang nggak dijelaskan oleh guru trus kalau nggak tahu baru Tanya. Menemukan hal-hal yang baru bisa lewat internet, bacaan bahkan kalau penelitian langsung ke lapangan kita bisa lebih banyak tahu, kalau di ktsp kita hanya membaca di buku saja tanpa langsung praktek di lapangan.tak hanya itu dengan adanya kurikulum 2013 ini lebih menarik karena guru juga menggunakan metode yang membuat siswa lebih tertarik belajar pendidikan agama Islam.Sejauh ini teman-teman ketika pembelajaran sedang berlangsung lebih aktif, jika dibandingkan dengan ketika menggunakan ktsp.⁴

It is also revealed by the Ifa, the students of Class XI IPA 4 SMAN

8 Malang that:

Pengalaman belajar lebih bervariasi dengan adanya kurikulum 2013 ini dibandingkan dengan ktsp yang hanya monoton pada teacher centered. Pembelajaran di kelas uga lebih menarik karena

³ Interview with Mr. Juswadi, S.Pd.I, Teacher of Islamic Education Senior High School 8 Malang, April 17, 2015 Time 07.30

⁴ Interview with Amelia, Student Class XI IPA 4 Senior High School 8 Malang, May 11, 2015 Time 12.00

selain guru menjelaskan di depan kelas siswa juga terlibat dalam proses pembelajarannya misalnya dengan menggunakan presentasi yang dilakukan oleh siswa secara kreatif dan semangat Jadi ketika pembelajaran berlangsung teman-teman terlihat aktif, dan antusias ketika sedang membahas materi.⁵

Researchers study follows several times in class XI to observe the learning process by using the curriculum of 2013. Based on the observations of the researchers do when in the classroom is a learning activity is in compliance with the plan of implementation of the learning that has been created by teachers in accordance with the concept and guide of curriculum 2013.⁶

Students look very active and enthusiastic when teaching and learning takes place. The teacher starts the study with greetings and prayers followed by asking about the material studied last week. After that ask questions are with regard to communicative themes that will be discussed.



The Process of Learning Activity in XI IPA 4

⁵ Interview with Ifa , Student Class XI IPA 4 Senior High School 8 Malang , May 11, 2015 Time 12.15

⁶ Observation in the Class XI IPA 4 and XI IPA 1 , May 11 and May 13 , Time 07.00-08.45

Documentation of the results, the researchers get plan of learning implementation (RPP) Class XI containing:⁷

Preliminary activities begin with the Opening of learning with the greetings and pray together, set up physical and psychological motivation, giving learners, Start learning by reading the Qur'an surah short options smoothly and properly, ask questions in regard to communicative with the theme the development of Islam in the Modern era (1800-present), Convey the activities include stage activities to observe, listen, ask yourself, discuss, communicate by passing, responding and making conclusion discussions.

Both the core activities include observing: students observe pictures of the development of Islam in the Modern era (1800-present). Ask yourself: ask questions related to the development of Islam in the Modern era (1800-present) as the factors that affect any progress of Islamic civilization? Gather information: a discussion on the development of Islamic civilization during the heyday of Islam, examines the factors that influence the progress during the heyday of Islam in the Modern era (1800-present), reviewing the wisdom of the triumph of islam that can be become an example for success and the progress of islam today. Mengasosiasi : Conclude the development of Islamic civilization during the heyday of Islam in the Modern era (1800-present), summed up the

⁷ Documentation from Islamic Education Teacher , Mr. Drs. Mubasyir that is Lesson Plan (RPP) May 13, 2015

factors that influence the advancement of Islamic civilization during the heyday of Islam in the Modern era (1800-present), summed up the factors that influence the advancement of Islamic civilization which can be made into an example for success and the progress of Islam today. Communicate: Presenting/reporting the results of the discussion of the factors affecting the progress of Islam during the heyday of Islam in the Modern era (1800-present), responding to the results presentation (complete, confirm, and disproving).

The third is the closing activities which include Conducting assessment and reflection by asking questions or responses to learners from the activities that have been implemented as a the input materials for the repair of the next step, planning follow-up activities by providing tasks either way individuals and groups for learners who master the material, delivering a learning plan at the next meeting, educators close/end the lesson by reading the hamdalah/prayer , educators say greetings to learners before coming out of the class and the students answer the greeting.

The learning process in the classroom using the curriculum 2013 already looks good even though there are still some deficiencies. However, as far as the researcher observation about concept of curriculum 2013 has been very visible in class XI from the syllabus, planning of learning activities to its implementation.

2. Implementation of Curriculum 2013 on Islamic Education Lesson at Senior High School 8 Malang

Curriculum hold the position in education, as it relates to the determination of the direction, content, and education process, which ultimately determine the kinds of qualification and graduate of an institution.

The curriculum is one of the tools to achieve the objectives of education, as well as a guideline in the implementation of learning on all types and levels of education. One of the educational curriculum is implemented in the Senior High School 8 Malang is curriculum 2013. The implementation of the curriculum this was the second year of 2013 since proclaimed by the Government. Curriculum 2013 only applied to class X and XI. While for class XII are still using the curriculum unit level education. It is delivered by the mother of Elis Ristyorini, M.Pd as Division of Curriculum Senior High School 8 Malang that:

Sesuai dengan tahunnya , kita mengikuti dari awal, mulai dari pemerintah mencanangkan adanya kurikulum 2013. Kurikulum 2013 mulai diterapkan di SMA Negeri 8 Malang pada kelas X dan XI saja sedangkan untuk kelas XII masih menggunakan kurikulum tingkat satuan pendidikan (KTSP).⁸

The curriculum 2013 is a curriculum enhancement before the curriculum unit level education. All elements of the Government until

⁸ Interview with Mrs. Elis Ristyorini, M.Pd , Division of Curriculum Senior High School 8 Malang, May 20 , 2015 Time 09.30

the teacher want to see a curriculum 2013 can complete in implementation and successful. To make successful the curriculum 2013, the government or school strives to hold dissemination workshops, as well as training for teachers because the training is also very important in the understanding of the support teachers in the implementation of the curriculum 2013. This can be associated with the preparation of the school curriculum in 2013. Senior High School has a very thorough preparation. As expressed by Mr. Juswadi, S.Pd as Islamic Education teachers that :

Kami mendapat pelatihan dari pusat yaitu dinas pendidikan kota malang, dari departemen agama khususnya guru pendidikan agama Islam. Pelatihan dilakukan secara rutin yaitu minimal 1 kali dalam satu semester. Tak hanya itu sekolah juga mengadakan pelatihan atau workshop sendiri yang mendatangkan narasumber dari luar atau pakar-pakar kurikulum, agar guru-guru di SMAN 8 Malang professional dalam kegiatan belajar mengajar di kelas.⁹

A similar case is also said by Mr. Drs. Mubasyir as teacher of Islamic education. He said that: “Kami Sudah mendapat pelatihan, bahkan sejak tahun 2012 dulu ketika baru ada ide-ide k-13 di SMAN 8 sudah sering mengadakan pelatihan dari kementerian agama kabupaten kota dan pihak sekolah”¹⁰

⁹ Interview with Mr. Juswadi, S.Pd.I , Teacher of Islamic Education Senior High School 8 Malang , April 17, 2015 Time 07.30

¹⁰ Interview with Mr. Drs.Mubasyir Teacher of Islamic Education Senior High School 8 Malang, May 1, 2015 Time 09.00

Not only the teacher of Islamic Education who spoke as above, however the mother Elis Ristyorini, M.Pd as Division of curriculum.

He said that;

Pelatihannya kita sudah mendapat dari awal, dan jauh sebelum 2013 diterapkan. Informasi mengenai kurikulum 2013 kita telah mendapatkan paling awal, sebelum ada pelatihan dari tingkat kota, provinsi, nasional kita sudah mendapatkan terlebih dahulu. Persiapannya mulai dari SDM di sekolah khususnya di SMAN 8 Ada beberapa guru tidak hanya mengajar di kelas X atau kelas XI saja, tapi ada juga yang mengajar di kelas X dan XI, dan juga kelas XI dan XII yang satu 2006, yang satu kurikulum 2013, dan satu kurikulum 2006, ini harus punya mindset yang ganda, 2006 bagaimana, 2013 bagaimana, cara mengajarnya bagaimana, membuat perangkat pembelajaran bagaimana. Itu persiapan dari SDM nya, kalau siswa bisa dibilang tinggal menerima. Untuk sarana kita juga mempersiapkan mulai dari buku-bukunya, buku-bukunya juga berbeda.¹¹

In the process of implementing of the curriculum 2013 on Islamic education lesson surely have supporting and inhibiting factors faced by teachers of Islamic education as well as schools.

Based on the results of the interview with Mr. Juswadi, S.Pd, there are factors in supporting the implementation of the curriculum of 2013, namely:

SMA Negeri 8 memiliki fasilitas yang lengkap mulai dari LCD, White Board, Papan proyektor, Kelas yang nyaman, lingkungan

¹¹ Interview with Mrs. Elis Ristyorini, M.Pd, Division of Curriculum Senior High School 8 Malang, May 20, 2015 Time 09.30

sekolah yang mendukung dalam menerapkan implemmtasi kurikulum 2013.¹²

Based on the results of the interview with Mr. Juswadi, S.Pd, there are constraints, namely:

Kendalanya terdapat pada sarana dan prasarana. Memang sekolah telah menyediakan fasilitas yang lengkap namun, karena pada kurikulum 2013 ini siswa dituntut dalam keaktifan dan kemandirian, setidaknya mereka juga komplit dalam hal sarana dan prasarana, seperti laptop. Tak hanya itu Kesulitan yang dihadapi guru dalam kurikulum 2013 ini lebih banyak dalam hal penilaian, dari segala aspeknya, proses pembelajarannya, keaktifan dan kedisiplinan siswa terutama dalam hal sikap apalagi kurikulum 2013 ini merupakan kurikulum berbasis karakter.¹³

It is also expressed by Mr. Drs. Mubasyir, namely:

Kendalanya yaitu sarana prasarana tidak semua lengkap , masing-masing guru sudah memiliki pola sendiri-sendiri, jadi susah mengikuti pola seperti alur-alur yang dikehendaki kurikulum 2013. Memang secara teori ada langkah-langkah yang harus diterapkan oleh guru pada k-13, untuk saya dan banyak teman-teman biasanya tidak langsung mengikuti pola yang dikehendaki kurikulum 2013 , begini pertimbangannya satu yaitu sarana prasarana belum bisa menjangkau semuanya , kedua kita guru-guru yang sudah berpuluh-puluh tahun menjadi guru sudah memiliki pola dan sulit untuk berubah seperti maunya kurikulum 2013 sekarang ini yang ketiga menurut pengamatan kami , diperlihatkan sesuatu yang nantinya akan menimbulkan pertanyaan pada siswa , itu ternyata siswa pada materi-materi tertentu justru kurang suka mereka lebih suka dengan pola-pola yang dimiliki oleh guru-guru itu sejak awal. Anak-anak lebih senang diterangkan daripada mereka harus

¹² Interview with Mr. Juswadi, S.Pd.I , Teacher of Islamic Education Senior High School 8 Malang , April 17, 2015 Time 07.30

¹³ Interview with Mr. Juswadi, S.Pd.I , Teacher of Islamic Education Senior High School 8 Malang , April 17, 2015 Time 07.30

mencari sendiri tetapi pada materi-materi tertentu saja. Kesimpulannya adalah alur yang dipakai adalah perpaduan tidak semua setting annya k 13 tetapi perpaduan apa yang sudah dimiliki dari dulu dengan teori dari kurikulum 2013. Karena kita juga harus mengikuti dari pemerintah.¹⁴

Division of Curriculum, Elis Ristyorini, M.Pd , says that :

Kalau dilihat secara global kami tidak memiliki kendala karna jauh sebelumnya kami telah menyiapkannya. Kalau dilihat dari masing-masing pribadi pasti ada hambatan-hambatannya karna orang satu dan yang lainnya memiliki penguasaan Teknik Informatika nya berbeda karna pelatihan untuk peningkatan kemampuan Teknik Informatika untuk guru dan siswasudah kita berikan jauh sebelumnya. Kita punya kelas 2 kelas digital. 2 tingkat yaitu kelas X dan kelas XI . 75% pembelajaran dalam bentuk digital. Kemudian, sebelum ada ujian online kita sudah melaksanakannya terlebih dahulu. Kalau untuk kelas yang lain karena keterbatasan sarana masih menggunakan paper less dalam artian , nanti ujian dengan melihat monitor, kita banyak mengurangi kertas karena tujuannya nanti bukan hanya penghematan tapi karna kita sekolah adiwiyatajadi kita ingin penerapan itu ada bukan hanya sebutan sekolah adiwiyata. Untuk masalah sarana kita tidak masalah. Jika berbicara Format penilaian , pasti ada beberapa kesulitan dalam melaksanakan penilaian kurikulum 2013 karena yang dinilai tidak hanya satu atau dua aspek tetapi lebih dari itu. Yang pasti kita mengikuti semua peraturan pemerintah yang ada, namun kita juga menerjemahkannya sendiri. Kami membuatnya bersama-sama bukan saya sendirian dengan kepala sekolah tetapi melibatkan koordinator mata pelajaran . kami bersama-sama mengerjakannya. Masukan-masukan dari mereka kemudian kami terjemahkan dari peraturan pemerintah yang ada lalu kami sampaikan menjadi seperti ini.¹⁵

Amelia, as a student class XI IPA 4 says :

¹⁴ Interview with Mr. Drs.Mubasyir Teacher of Islamic Education Senior High School 8 Malang, May 1, 2015 Time 09.00

¹⁵ Interview with Mrs. Elis Ristyorini, M.Pd , Division of Curriculum Senior High School 8 Malang, May 20 , 2015 Time 09.30

Jadi, SMAN 8 Malang memiliki 2 kelas Digital yaitu kelas X dan kelas XI. Sebelum pemerintah resmi mengumumkan ujian online SMAN 8 Malang sudah terlebih dahulu melakukan ujian online ini . namun selain 2 kelas digital tadi karena terbatasnya sarana yaitu keterbatasan computer yang dimiliki sekolah jadi masih menggunakan paper less yaitu ujiannya menggunakan monitor karena sekolah kami adiwiyata, jadi upaya untuk mengurangi penggunaan kertas sangat tinggi sekali

The Principal Senior High School 8 Malang Drs.H. Moh Sulthon, M.Pd says that :

Kendalanya pada proses penilaian yang sangat sulit untuk diterapkan , misalnya dalam satu kelas ada 30 anak dan harus menilai setiap anak dengan 3 aspek yaitu aspek sikap, pengetahuan, dan keterampilan dengan 2 mata kita . mungkin , jika dalam satu kelas hanya terdapat 4 anak akan sangat mudah. Kendala yang lainnya yaitu pada buku, baik buku paket yang di susun oleh tim musyawarah guru mata pelajaran (MGMP) maka solusinya adalah dari beberapa pokok materi itu disampikan kepada anak-anak dan anak-anak langsung browsing di internet. Walaupun dimana-mana ada kendala, tapi kita maklumi dan memberikan solusi yang terbaik. Agar Kurikulum 2013 tidak hanya formalitas tapi harapan kami dapat menjadikan anak-anak memiliki akhlakul karimah¹⁶

So based on the above exposure then the research findings obtained by the authors that there are supporting and inhibiting factors experienced by Islamic Education teachers in the implementation of Curriculum 2013. Supporting factors of the curriculum 2013 is: Senior High School 8 Malang has a complete facility ranging from LCD, White Board, Projector

¹⁶ Interview with Mr. Drs. H.Moh. Sulthon M.Pd , Principal of Senior High School 8 Malang, May 6, 2015 ,Time 11.30

Board, the comfortable Classes, school environment that support in implementing the curriculum 2013.

While the inhibiting factors to implementation of curriculum 2013 are: infrastructure and facilities owned by the students is not complete, for example laptops, because of the Senior High School 8 Malang does not yet have a computer number of students who are in school and evaluation of existing formats in the curriculum of 2013 is too difficult to be carried out by the teacher. But the schools try and attempt to complete the facility to the maximum.

Results from the documentation obtained by the researchers there are some draft number of computer, laptop, total number of LCD and Screen as a complementary learning process

From the results of interviews with staff from the infrastructure that is Mr. Wuwut, says that:

Di SMA Negeri 8 ini memiliki sarana dan prasarana yang lengkap dalam menunjang proses pembelajaran siswa seperti LCD dan screen di setiap kelas, Papan Tulis yang memadai, namun kekurangannya yaitu semua siswa belum mampu membawa laptop sendiri-sendiri hanya beberapa saja yang membawa. Namun kita mencoba memfasilitasi mereka dengan sejumlah computer yang ada di Laboratorium-laboratorium seperti di Laboratorium Fisika, Biologi, Kimia, dan Lab IPS. Kita juga punya kelas model atau kelas digital yaitu seluruh siswa yang ada di kelas tersebut telah memiliki laptop masing-masing dan membawanya setiap hari untuk proses pembelajaran.¹⁷

Amelia, as a student class XI IPA 4 says, that :

¹⁷ Interview with Mr. Wuwut as Staff Division of Infrastructure , June 10, 2015, Time 10.30

Tidak semua siswa di kelas ini memiliki laptop dikarenakan ada beberapa siswa memiliki keterbatasan ekonomi. Terkadang ini juga yang menghambat proses pembelajaran berkaitan dengan kurikulum 2013. SMAN 8 Malang juga belum memiliki laptop sejumlah siswa yang ada. Jadi harus bergantian ketika ingin memakainya.

From the Documentation results obtained by researchers, there are some draft assessment of curriculum 2013 very much from a list of values for knowledge, skills and attitudes of value list, and Journal/notes while the teacher in the classroom. And student learning outcomes report format for 1 semester following the learning in the classroom. It is not only that there but also a completely minimal criteria (KKM) Class XI school year 2014/2015

CHAPTER V

DISCUSSION

Chapter IV has presented data and research findings. Thus, in this chapter the findings will be analyzed to reconstruct the concept based on empirical information. As for the parts that are discussed in this chapter are adapted to the research focus include: (a) The learning process of Curriculum 2013 on Islamic Education Lesson at SMAN 8 Malang (b) The Implementation of Curriculum 2013 on Islamic Education Lesson at Senior High School 8 Malang

A. The learning process of Curriculum 2013 on Islamic Education Lesson at SMAN 8 Malang

For Islamic education teachers at Senior High School 8 Malang curriculum 2013 is enhancement from before the curriculum unit level education. The series move to the student center. Students become more active in the classroom and make it easy for the teacher in the learning process, in this case especially Islamic religious education teachers. In addition, the term which was originally named in unit level education curriculum is Islamic Education but in the curriculum 2013 also experienced transformation into Islamic education and Manners.

With the Curriculum 2013 the students more easily to understand in particular subjects of Islamic education. Students more enthusiastic when the learning process take a place. The development potential of the student so wide open and not limited to curriculum 2013 objectives in line with the objectives Islamic Education, because the curriculum 2013 confirms about

the importance of the issue of character, morals, ethics, discipline, even in curriculum 2013 mentioned explicitly not just cognitive knowledge but affective and psychomotor also strongly emphasized. In implementation Curriculum 2013 will it affect my wonderful students, students eventually get used to the task given by the teachers in private and group, social values, spiritual values, the value of the skills, values and attitudes began to appear by the student. And it gives an incredible influence not only in schools but also in the environmental community.

If seen from the viewpoint of the students, this implementation curriculum 2013, this gives a lot of new experiences, learning more fun for the students because the students are also required to engage actively in it, a learning experience more varied with the curriculum 2013 compared to unit level education curriculum is just monotonous on teacher centered. Methods undertake teacher for instance by using a presentation done by students creatively and spirit so when learning takes place friends look on, and enthusiastic when discussing the matter.

For an educator or teacher is one method of achieving the desired objective tool in the learning process so that teaching and learning activities running dynamic, because a dynamic atmosphere in the process of teaching and learning will have an impact is very good for students or teachers as educators. To encourage the achievement of optimal teaching and learning curriculum 2013 using known scientific approach or with a scientific approach.

There are some things that need to be understood in this scientific approach: first, students should be exposed to the phenomenon of concrete good natural phenomena, and culture in the hope they are completely exposed to the condition is real and authentic. Second, the phenomenon will grow from enquiries of students by doing the question what, why, and how it could happen. The third question is answered and to get learners is facilitated to explore, examine, understand the problem through a series of activities such as corporate library, find a resource person directly or perform experiments that point they gain answers from questions of their own. Fourth, after getting valid data from a variety of sources, the learners should be able to communicate their results in class discussion forum to get reinforcement from other learners or the teacher of Islamic education.

In the delivery of the subject matter, a teacher of Islamic education lessons provide a varied method by using media that varies according to the subject matter to be covered and in accordance with the demands of the curriculum 2013 that information and communication technology as an introduction in the learning process. This means that students do not bored in accepting the subject matter. And it is also fun for the students so that subject matter carried very well.

If it is associated with the study of the theory on chapter II explained that the teacher as evaluator of collecting and analyzing data through observation, and interpretation is a form of collection and analysis of data in

the development of the curriculum. In class XI IPA 1 and IPA 4 teachers are not only as informants but also as evaluators and observers.

B. The Implementation of Curriculum 2013 on Islamic Education Lesson at Senior High School 8 Malang.

The curriculum is a tool to achieve the goal of education. In the absence of the curriculum and educational objectives will not be achieved. If the curriculum is seen as a reference for the implementation of the study, the curriculum must be relevant in accordance with the times. A more advanced period marked by advances in science and technology. Therefore, the necessary curriculum changes to suit the demands of the times.

With regard to changes in the curriculum, the Government is trying to improve the quality of education, either in conventional or innovative. The efforts done by piloted the curriculum of 2013.

Curriculum 2013 is competency-based curriculum (outcomes-based curriculum) therefore the development is encapsulated in a standard Competency graduates. In the Curriculum and its contents are invalid constructs 2013 concerned with this process of learning is interactive, inspiring, fun, challenging, motivating students to participate actively. The expectation of this Curriculum can generate an Indonesia employee: Productive, creative, innovative, Affective through reinforcement of the attitudes, skills, and knowledge is integrated. The curriculum must be relevant to the needs of life.

The curriculum 2013 is a curriculum stressing on character education. Character education in curriculum 2013 aims to improve the quality of educational processes and outcomes, which leads to moral character education and his students as a whole, integrated, balanced, in accordance with the competence of graduates. Through the implementation of a competency-based 2013 as well as character-based, thematic and contextual approach expected learners able to independently increase and use his knowledge, and apply the values and morals of the noble character of everyday life.

Implementation curriculum 2013, character education integrate greetings throughout the learning at each field of study contained in the curriculum. Character education is not just done in the cognitive landscape but also a real experience in everyday life.

Based on the findings of the study, researchers can understand that implementation of the curriculum 2013 at Senior High School 8 Malang has been carried out in accordance with the system and the specified curriculum pattern by Government start from syllabus, lesson plan, assessment. Though not yet perfect but schools are striving to achieve the goal of education in accordance with the characteristics of the curriculum of 2013.

Starting 2013, Senior High 8 Malang already implement curriculum 2013, in addition to curriculum unit level education. Because, Senior High school 8 Malang is a cluster school in the implementation curriculum 2013. So in the year 2014/2015 lesson is already running to Curriculum 2013 for

three semesters, while the unit level Curriculum education still leaves one rung are in class XII. However, Senior High School 8 Malang will soon carry out curriculum 2013 on three levels in this new school year.

Preparation in the implementation of curriculum 2013 is very visible at Senior High School 8 Malang starting from the preparation of teachers, infrastructure and training prepared to support curriculum implementation in 2013. Many things to do in the implementation of the curriculum 2013 is teacher follow the training with regard to curriculum 2013 held by Governments as well as school. After that, the teacher will understand his duties and can carry out curriculum 2013 well. Socialization and training is one of the keys to successful implementation of curriculum 2013. Teachers at Senior High School 8 Malang also received his training from the center of the town of Malang, education service of the Department of religious , especially for Islamic Education teachers.

The training is carried out routinely at least a time in a semester. It is not only that the school also hosts its own workshop or training that bring in speakers from outside or curriculum experts, so that teachers in the Senior High School 8 Malang can be professional in teaching and learning activities in the classroom.

Socialization and workshops in the implementation is very important to do, so that all parties involved in the implementation, in the field understand the changes that must be made as basic tasks and functions of each. Workshop curriculum is needed to be done by the various parties, as is done

by the ranks of education. One of them followed by Islamic education teachers workshop held by government of Malang, and from its own training school. It is not only that headmaster also encourages teachers active in the MGMP. The existence of the working group can accelerate the flow of innovation that exists in the world of education. Understanding teachers about the curriculum 2013 would be it helpful in this forum, by conducting regular meetings are usually conducted every month each teacher will exchange opinions or sharing related curriculum 2013 that has been acquired.

The changes appear in the study of Islamic education in the curriculum of 2013 is the added hours of instruction, which was originally on unit level Education Curriculum (KTSP) Islamic education lessons only 2 hours every week. Then, in the curriculum 2013 added into 3 hours every week. This is very helpful teachers. Islamic education in conveying the values that exist in the study of Islamic education. In addition to learning in the classroom will be more effective with the addition of hours of learning.

From the implementation of Curriculum 2013 in the learning process of Islamic education is inseparable from whose name supporting and inhibiting factors with regard to constituents facing teachers include:

One of the factors supporting the implementation of the curriculum 2013 at Senior High School 8 Malang has complete facilities. All classes have a LCD, White Board, projector, Board the comfortable Classes, school environment that support in implementing of curriculum 2013.

Based on the research results obtained by researchers inhibiting factor in the implementation of curriculum 2013 of which are:

1. The Book has not been evenly distributed to all students., both in package stacking book by a team deliberation of subjects teachers (MGMP) and direct book published by the Government. Then there are a few staple items were delivered to children and kids direct browse on the internet.
2. System or format of the assessment contained in the curriculum 2013 is very complicated, not all understood and understand how the existing assessment of curriculum 2013. The determination of value for students not only in the examination of the value can only but also in the value of civility, religion, practices, attitudes and others.
3. There are some teachers who already have its own patterns, so it's hard to follow a pattern such as furrows of the desired curriculum 2013. The intent is not only teacher following a predetermined learning curriculum 2013 but also combines the concept of the learning curriculum 2013 and the pattern has been owned since becoming a teacher.
4. That are not only all students have complete facilities such as laptops. Since the Senior High School 8 Malang does not yet have a computer a number of students who are in school.

With the support of this factor can be used as the spirit of the school in carrying out the curriculum to the maximum, while the presence of inhibiting factors in the implementation of curriculum 2013 can be

used as material to be evaluated, so that what is still lacking in the implementation of the curriculum 2013 process on learning activities Islamic education could be repaired in time to come.



CHAPTER VI

CLOSING

A. Conclusion

Based on research about the implementation of curriculum 2013 on Islamic Education lesson at Senior High School 8 Malang conclusion can be drawn:

1. The learning process of curriculum 2013 on Islamic Education lesson at Senior High School 8 Malang.

For Islamic education teachers at Senior High School 8 Malang curriculum 2013 is enhancement from before the curriculum unit level education. The series move to the student center. Students become more active in the classroom and make it easy for the teacher in the learning process, in this case especially Islamic religious education teachers. In addition, the term which was originally named in unit level education curriculum is Islamic Education but in the curriculum 2013 also experienced transformation into Islamic education and Manners.

With the Curriculum 2013 the students more easily to understand in particular subjects of Islamic education. Students more enthusiastic when the learning process take a place. The development potential of the student so wide open and not limited to curriculum 2013 objectives in line with the objectives Islamic Education, because the curriculum 2013 confirms about the importance of the issue of character, morals, ethics, discipline, even in curriculum 2013 mentioned explicitly not

just cognitive knowledge but affective and psychomotor also strongly emphasized.

The Learning process with curriculum 2013 give wonderful affect to students, students eventually get used to the task given by the teachers in private and group, social values, spiritual values, the value of the skills, values and attitudes began to appear by the student. And it gives an incredible influence not only in schools but also in the environmental community. For an educator or teacher is one method of achieving the desired objective tool in the learning process so that teaching and learning activities running dynamic, because a dynamic atmosphere in the process of teaching and learning will have an impact is very good for students or teachers as educators. To encourage the achievement of optimal teaching and learning curriculum 2013 using known scientific approach or with a scientific approach.

2. The Implementation of Curriculum 2013 on Islamic Education Lesson at Senior High School 8 Malang

Especially on the lesson of Islamic Education has been carried out in accordance with the system and the specified curriculum pattern by Government start from syllabus, lesson plan, and assessment. Because the Senior High School 8 Malang is a cluster school in the implementation of the curriculum of 2013. So in the year 2014/2015 lesson is already running the curriculum of 2013. For that Senior High School 8 Malang has prepared teachers in the implementation of the

curriculum through a variety of training that curriculum 2013 was held independently by the school as well as from various parties such as the hapless City Education Office and from the Central Government. In addition to training continue to be done in order to achieve the desired goals. Besides infrastructure has also been prepared to support the implementation of the curriculum 2013.

However, in the implementation of the curriculum 2013 at Senior High School 8 Malang also cannot be separated from the supporting factors and the factors restricting. Supporting factors i.e. SMA Negeri 8 has complete facilities. All classrooms have LCD Board, White Board, projector, the comfortable Classes, school environment that support in implementing the curriculum implementation 2013.

While the factors restricting implementation of curriculum including 2013 i.e. books that have not been evenly distributed to all students, both book bunk in the package by a team of teachers of subjects of deliberation (MGMP) and direct book published by the Government, the system or the format of the assessment contained in the curriculum of 2013 is very complicated and a lot that not all teachers know and understand how the existing curriculum assessment 2013 ranging from assessment of knowledge , skills and attitudes,

B. Suggestion

Based on the conclusions that had been presented, then in this occasion the author conveys some of the suggestions are as follows :

1. Teachers and all parties involved in the implementation of the curriculum of 2013 at Senior High School 8 Malang to continue doing training on a regular basis in order to improve the quality of education that is in Senior High School 8 Malang.
2. Islamic education teachers are expected to remain upbeat and spirit in educating students regardless of the curriculum being used. Because curriculum 2013 more emphasize to character education teacher of Islamic education then it will be easier in the learning process. May your ideals on the entire education teachers of Islam in Indonesia particularly in Senior High School 8 Malang who want and makes learners ethical sublime, have good moral character and yet not forget keep instilling spiritual values can be achieved.

LIST OF REFERENCES

- Arifin, Zainal. 2013. *Konsep dan Model Pengembangan Kurikulum*. Bandung: PT Remaja Rosda Karya,
- Darajat, Zakiah dkk. 1996. *Ilmu Pendidikan Islam*. Jakarta: Bumi Aksara.
- Depdiknas. 2003. *Kurikulum 2004 Standar Pendidikan Agama Islam Sekolah Menengah Atas dan Madrasah Aliyah*. Jakarta: Pusat Kurikulum Balitbang Depdiknas.
- Fadhillah. M. 2014. *Implementasi Kurikulum 2013 Dalam Pembelajaran SD/MI, SMP/MTS & SMA/MA*. Yogyakarta: Ar-Ruzz Media
- Hidayat, Sholeh. 2013. *Pengembangan Kurikulum Baru*. Bandung: PT Remaja Rosdakarya
- Idi, Abdullah. 1999. *Pengembangan Kurikulum Teori dan Praktek*. Jakarta: Gaya Media Pramata.
- Kunarsih, Imas dan Berlin Sani. 2013. *Sukses Mengimplementasikan Kurikulum*. Surabaya: Kata Pena
- Moleong, Lexy J. 2002. *Metode Penelitian Kualitatif*. Bandung: PT Remaja Rosda Karya.
- Mudlofir , Ali. 2012. *Aplikasi Pengembangan Kurikulum Tingkat Satuan Pendidikan dan Bahan Ajar Dalam Pendidikan Agama Islam*. Jakarta: Rajawali Pers
- Muhaimin. 2003. *Wacana pengembangan Pendidikan Islam*. Yogyakarta: Pustaka Pelajar.
- Mulyasa. 2013. *Pengembangan dan Implementasi Kurikulum 2013*. Bandung: PT Remaja RosdaKarya
- Sukmadinata , Nana Syaodih. 2007. *Metode Penelitian Pendidikan*. Bandung: PT Remaja Rosdakarya.
- Nasution. 1998. *Metode Penelitian Naturalistik Kualitatif*. Bandung: Tarsito.
- Peraturan Menteri Pendidikan dan Kebudayaan Nomor 54 Tahun 2013 ,
Standar Kompetensi Lulusan Pendidikan Dasar dan Menengah
- Peraturan Menteri Pendidikan dan Kebudayaan Nomor 64 Tahun 2013,
Standar Isi Pendidikan Dasar dan menengah
- Peraturan Menteri Pendidikan dan Kebudayaan No 66 Tahun 2013,
Standar Penilaian Pendidikan.

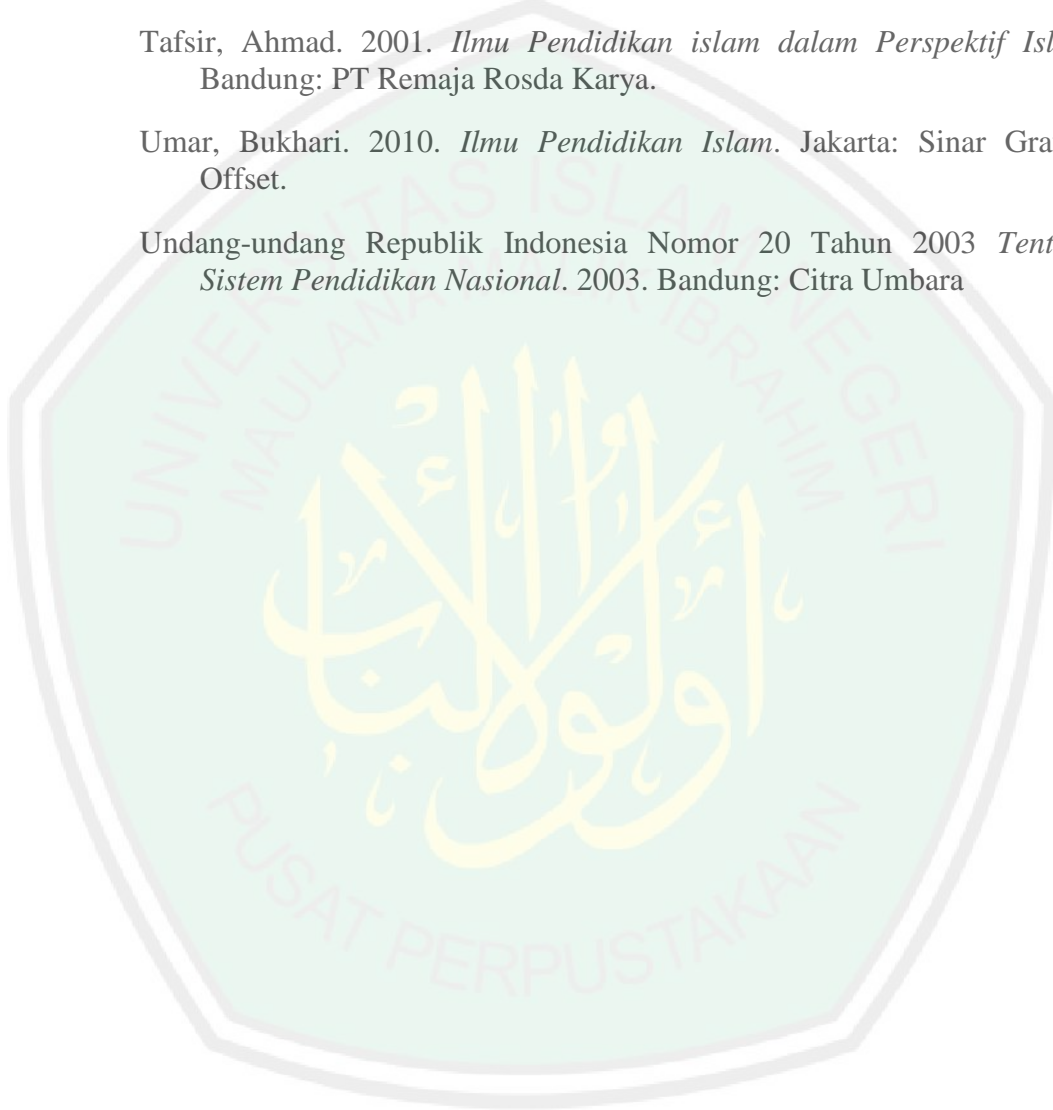
Poerwanti, Loeloek Endah dan Sofan Amri. 2013. *Panduan Memahami Kurikulum*. Jakarta: PT.Prestasi Pustakaraya.

Shaleh, Abdul Rachman. 2006. *Pendidikan Agama & Pembangunan Watak Bangsa*. Jakarta: Raja Grafindo Persada.

Tafsir, Ahmad. 2001. *Ilmu Pendidikan Islam dalam Perspektif Islam*. Bandung: PT Remaja Rosda Karya.

Umar, Bukhari. 2010. *Ilmu Pendidikan Islam*. Jakarta: Sinar Grafika Offset.

Undang-undang Republik Indonesia Nomor 20 Tahun 2003 *Tentang Sistem Pendidikan Nasional*. 2003. Bandung: Citra Umbara



Curriculum Vitae



Name : Jenny Hidayanti
NIM : 11110048
TTL : Tarakan, 19 Januari 1994
Faculty : Ilmu Tarbiyah dan Keguruan
Department : Pendidikan Agama Islam
Phone Number : 085753275566
Email : Hidayanti.jenny@yahoo.com
Adress : Jalan Gunung Kerinci, RT 08 No.
40 Kel Kampung Enam, Kec
Tarakan Timur Kota Tarakan

Education Formal

1. TK Srikandi Tarakan
2. SD Negeri 013 Kampung Enam Tarakan
3. SMP Negeri 3 Kampung Enam Tarakan
4. SMA Negeri 1 Tarakan
5. Universitas Islam Maulana Malik Ibrahim Malang

History of Organization

1. Anggota OSIS SMP Negeri 3 Tarakan 2006-2007
2. Pengurus KAMMI UIN Maliki Malang 2012-2013
3. Pengurus LDK At-Tarbiyah UIN Maliki Malang 2012-2013
4. Kestari KAMMI UIN Maliki Malang 2013-2014
5. Sekretaris LDK At-Tarbiyah UIN Maliki Malang 2013-2014



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http://tarbiyah.uin-malang.ac.id. email :psg_uinmalang@ymail.com

Nomor : Un.3.1/TL.00.1/813/2015
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

17 April 2015

Kepada
Yth. Kepala SMAN 8 Malang
di
Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Jenny Hidayanti
NIM : 11110048
Jurusan : Pendidikan Agama Islam (PAI)
Semester – Tahun Akademik : Genap - 2014/2015
Judul Skripsi : *The Implementation of Curriculum 2013 on Islamic Education Lesson at SMAN 8 Malang*

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.



Dr. H. Nur Ali, M.Pd
NIP. 19650403 199803 1 002

Tembusan :

1. Yth. Ketua Jurusan PAI
2. Arsip



Certificate No. ID08/1219



PEMERINTAH KOTA MALANG
DINAS PENDIDIKAN

Jl. Veteran No. 19 Telp. (0341) 560946, Fax. (0341) 551333
Website : <http://d.knas.malangkota.go.id> | Email : disdik_mlg@yahoo.co.id
Kode POS : Malang 65145

REKOMENDASI

Nomor : 074 / 1447 / 35.73.307 / 2015

Surat dari Dekan Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang tanggal 17 April 2015 Nomor Un.3.1/TL.00.1/893/2015 Perihal permohonan Ijin Penelitian, maka dengan ini kami berikan ijin untuk melaksanakan kegiatan dimaksud kepada :

Nama : Jenny Hidayanti
NEM : 11110048
Jenjang : S1
Prodi. / Jurusan : Pendidikan Agama Islam
Tempat Pelaksanaan : SMA Negeri 8 Malang
Waktu Pelaksanaan : April s.d Mei 2015
Judul : The Implementation of Curriculum 2013 on Islamic Education Lesson at SMA Negeri 8 Malang

Ketentuan :

1. Dikoordinasikan sebaik – baiknya dengan Kepala SKPD / Sekolah ybs;
2. Tidak Mengganggu proses belajar – mengajar;
3. Berlaku selama tidak menyimpang dari peraturan;
4. Selesai melaksanakan penelitian / Observasi / KKL / KKN, wajib menyampaikan laporan kepada Kepala Dinas Pendidikan Kota Malang.

Demikian untuk dilaksanakan sebagaimana mestinya.

Malang, 21 April 2015

A.n. KEPALA DINAS PENDIDIKAN
Kasub Bag Umum



Tambahan :

1. Kepala SMA Negeri 8 Malang
2. Ka Jur PAI UIN Maulana Malik Ibrahim Malang
3. Yang bersangkutan

Interview with teacher of Islamic Education Lesson

1. Whether you've got a training curriculum related to 2013?
2. How is the process of learning in XI grade on Islamic education lesson by using the curriculum of 2013?
3. Whether using the curriculum of 2013 students more easily understand the subject matter presented?
4. Whether with the change unit level education curriculum into the curriculum of 2013 the learning process more be effective?
5. Does the existence of curriculum 2013 be more easier or undermines the learning process in classroom ?
6. According to you what influence the curriculum 2013 for student ?
7. What is the purpose of the curriculum is 2013, which has been designed in line with the goals of Islamic education
8. Are you as the teacher of Islamic education feel difficulty in implementing curriculum 2013 ?
9. How is assessment format of curriculum 2013 of Islamic religious education lesson
10. What are the constraint faced when curriculum 2013 applied?\

Interview with the Divion of Curriculum SMAN 8 Malang

1. Are all the classes at SMAN 8 and all the lesson already implemented of curriculum 2013 ?
2. Are the curriculum 2013 designed by the Government in line with the vision and mission of the school ?
3. Whether the teacher of SMAN 8 Malang has got training of curriculum 2013 in sustainability ?
4. How SMAN 8 Malang readiness in implementing curriculum 2013?
5. How is the development from implementation of curriculum 2013 at SMAN 8 Malang ?

6. Based on your opinion, have you seen the results of the implementation of curriculum 2013 at SMAN 8 Malang ?
7. Based on your opinion, What are the advantages of the curriculum of 2013 ?
8. Based on your opinion, what are the weakness of the curriculum of 2013 ?
9. How is assessment format of curriculum 2013? Is it difficult and confusing ?
10. What do you expect with the curriculum 2013 ?

Interview with Headmaster of SMAN 8 Malang

1. What the fundamental difference curriculum 2013 current with the previous curriculum ?
2. How SMAN 8 Malang readiness in implementing curriculum 2013 ?
3. So far how effective curriculum 2013 applied at SMAN 8 Malang ?
4. What are the constraints faced in the implementation of I curriculum 2013 in the school and whether there is a solution in overcoming the existing constraint ?
5. How is the format of curriculum 2013 in generally ?
6. Based on your opinion, What are the advantages of the curriculum of 2013 ?
7. Based on your opinion, what are the weakness of the curriculum of 2013 ?
8. How about the readiness of teachers as implementers of learning in the classroom for curriculum 2013 ?
9. What are your expectations as a headmaster at SMAN 8 Malang with the curriculum 2013 ?

Interview with the student of XI grade

1. How do you fell study with using the curriculum 2013 ?
2. Whether a learning experience more is obtained by using the curriculum of 2013 ?
3. What is the curriculum 2013, learning in the class especially for Islamic education lesson more exciting or contrary ?
4. Whether in the classroom , you and your friends just silent or passive when learning of Islam education by using a curriculum 2013 ?

5. Whether , in the classroom have many questions when the lesson of Islamic Education in progress ?

Interview with the staff of Infrastructure Division

1. Related to curriculum 2013 demands to use information and technology, whether information and technology related supporting factors this school ranging from school computers, LCD, comfortable environment etc?
2. What is a computer that is in this school is already a number of students who are here?
3. does this school have a class digital or class of models?
4. What are the constraints of the school related to infrastructure repair facility?
5. is there an effort from the school in terms of improvements and supporting infrastructure the learning of students?

ATTACHMENT III

The History of Senior High School 8 Malang

The History of existence Senior High School 8 Malang, commencing from the pioneering Project School Development high school (PPSP) Institute teacher training and Educational Sciences (IKIP) Hapless founded based on the decision letter of the Minister of education and culture of Indonesia No. 0172a/1971 on the appointment of Project Development on the eight Schools Pioneering Institute teacher training and Educational Sciences (IKIP) throughout Indonesia dated 21 September 1971. The high school was officially opened by the hapless pioneering Project School Development high school (PPSP) Institute teacher training and Educational Sciences (IKIP) operational on 20 February 1973 and occupies the building where the Education Skills (TPK) Yogyakarta kavling 3 to 7 (now JL. Veteran 37).

In order to research, innovation, and development of the national education system, the school was the pioneering Project School Development (PPSP) is wahana for tryout based on decision letter of the Minister no. 04/U/1974. For the construction and further development, based on decision letter of Minister of pioneering Project School Development (PPSP) No. 008b/U/1975 dated 17 January 1975.

In 1986, school of pioneering Project School Development (PPSP) as a project-the main unit is charged to the budget of education and culture-has been concluded with the Minister of education and culture through decision letter No. 07/U/1986. pioneering Project School Development (PPSP) school that used to be managed by a joint Agency's research and development , Minister of education and culture with higher education taken over to be managed to Order primary and secondary education department of education and culture . IKIP Malang as Builders have follow up with the school of PPSP decision letter Rector of IKIP Malang No. 0384/Kep/PT/C 28/86 dated 1 August 1986 to assign teachers and officials of the regional office is managed by the education and culture for the Province of East Java until now.

Instead of senior high school PPSP IKIP Malang manage to Departmental regional offices (Kanwil) environments of culture and education in East Java province aims to regulate the management of schools at a proportionate liability under the policy of the Director General of elementary and secondary education in various aspects including employment, financial, facility, and uniform implementation of a national education. A further aim is to make the results of the renewal of the national education system has been researched and developed at PPSP can

be disseminated to the public schools that have been adapted to the existing conditions and gradually integrated.

In the process of teaching-learning based on the curriculum developed by PPSP IKIP Malang, the student is directed to two lines, the line in preparation for transfer to a college preparatory track and dive into the world of work (vokasional).

The system used is a system of learning with modules, credit system, Mastery Learning and advanced system sustainable. By implementing this system, students can study in a shorter time, i.e. four to five semesters. This system of dissemination of secondary school preparation of development (SMPP) Mace, with the hope that the school can be utilized outside of PPSP. Since the SMA PPSP changed to SMA Negeri 8 Malang, then teaching-learning system using active with students learning how to approach the process skills. The aim of the teaching-learning activities, students still have a chance of achieving good results by following the Program AFS, Rotary and vice versa, the school also often receives guests exchange students who follow a special programme for one year. Fellow student experience is the flurry of its own that can add to the culture of the association among Nations.

Refer to the decision letter of the Rector of IKIP Malang No. 0384/Kep/PT 28.1/C/86 dated 1 August 1986, then part of the House that is used also for Junior High School 4 Malang (originally PPSP junior high

school), so the Senior High School 8 Malang implement KBM in two shifts, morning and afternoon.

In its development of Senior High School 8 Malang must use space laboratories and workshops as well as add a new locale by BP3 to teaching learning activities can be implemented entirely in the morning. In the implementation of teaching and learning activities used class system running (moving class). This way ever held by sSenior High School PPSP in solving local deficiencies and provides dynamics so that students do not saturate the routine.

Given the specific tasks and its existence, since the pioneering School Development Project was proposed to be built directly by the Rector of IKIP Malang, namely:

1. In 1972 – 1974 Prof. Dr. Samsuri
2. In 1975 – 1978, Drs. Rosydan, MA
3. In 1979 – 1986 Drs. M. Ikhsan

While the leaders of PPSP in Malang of East Java is:

1. In 1973 – 1975 Dr. Widarso Gondodiwiryo
2. In 1975 – 1978 Soenarto Tjitrowinoto, MA
3. In 1978 – 1979 Dr. Subiyanto, MSc
4. In 1979 – 1986 Dr. Zaini Mahmud

The Headmaster PPSP until Senior High School 8 Malang

1. In 1973 – 1974 Soenarto Tjitrowinoto, MA
2. In 1974 – 1975 Drs. Piet Sahertian
3. In 1975 – 1977 Dr. Subiyanto, Msc
4. In 1977 – 1983 Drs. Masrani
5. In 1983 – 1985 Drs. Fahrurrozy, MA
6. In 1985 – 1991 Drs. H.M. Kamilun Muhtadin
7. In 1991 – 1993 Tristan
8. In 1993 – 1997 Rosalia Soedarwati, BA
9. In 1997 – 2001 Drs. H. Wardjik, M.Pd
10. In 2001 – 2007 Drs. H. Warisan, M.Pd
11. In 2007 – 2009 Drs. Setyo Rahardjo
12. In 2009 – 2014 Ninik Kristiani, M.Pd
13. In 2014 – Sekarang Drs. H. Moh. Sulthon, M. Pd

The Head of Effort System

1. In 1974 – 1999 Soewarno Majid
2. In 1999 – 2000 Edward D Lahal, BA
3. In 2000 – 2009 Katharina Hertiningsih, SE
4. In 2009 – 2011 H. G. R. Latuheru

5. In 2011 – 2013 Agus Triono
6. In 2013 – now Yusuf Khoirudin, S.Sos

As a large family spread over five continents, have Alumni Association Senior High School PPSP containers to Senior High School 8 Malang based in Malang, and since 1978 has been established at some universities such as UI, ITB, UGM, ITS, UNAIR, UNS, UNEJ, ALSO, as well as overseas such as Tokyo and Sydney.

An active High School Alumni Association to portray themselves as promoters and sponsors for graduates of Senior High School Malang received in college. The facilities provided are guidance College info, lodging, and lectures.

ATTACHMENT IV

1. Data of Student

Data of Student Senior High School 8 Malang

DATA OF STUDENT									
THE NUMBER OF STUDENTS AND GROUPS OF STUDY ACCORDING TO THE PROGRAM									
CLASS	Σ Group Of Study	Gene ral	IPA		IPS		BAHASA		Σ
			Group of Study	Σ	Group of Study	Σ	Group of study	Σ	
X	10	-	6	192	3	100	1	22	314
XI	9	-	5	170	3	81	1	25	276
XII	10	-	6	182	3	99	1	16	297
JUMLAH	29	-	17	544	9	280	3	63	887
DATA ON GENDER AND RELIGION STUDENTS									
CLASS	Σ	GENDER		RELIGION					
		L	P	Islam	Katolik	Kristen	Hindu	Budha	
X	314	122	192	286	6	20	2	-	
XI	276	109	167	263	2	10	1	-	
XII	297	130	167	278	3	16	-	-	
Σ	887	361	526	827	11	46	3	-	
		887		887					

ATTACHMENT V

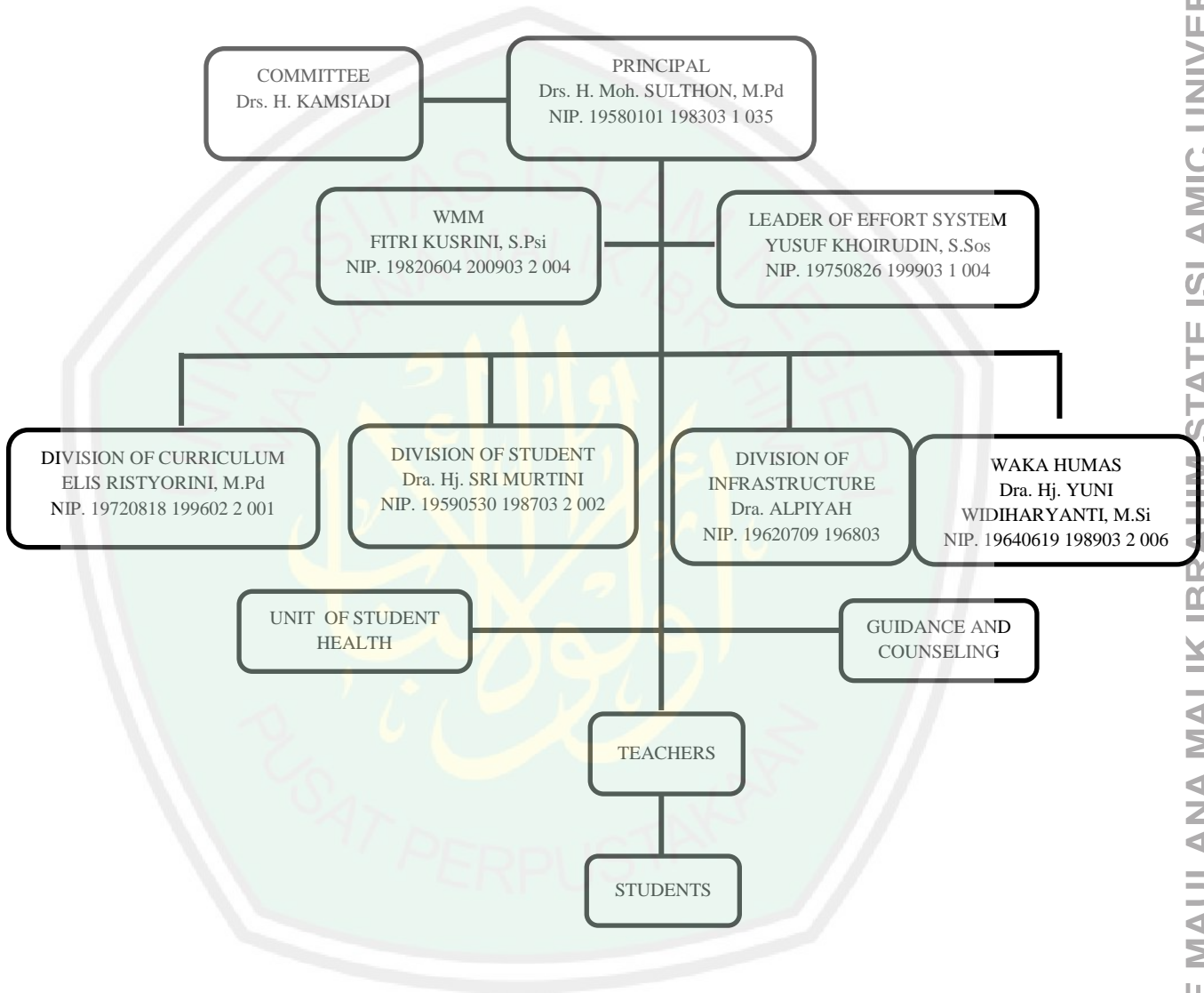
Teacher Qualifications

**Tabel 4.2 Teacher of Senior High School 8
Malang**

EDUCATORS	School Year 2014/2015				
	<D3	D3	S1	S2	S3
1. Total Number of Teacher					
2. Based on Subject					
a. Chemistry			3	1	
b. Biology			2	2	
c. Physics			3	2	
d. English			2	2	
e. Economy				1	
f. Geography			3	1	
g. Sosiology			1		
h. Indonesian Language			2		
i. Foreign Language			1		
j. TIK			1		
k. Religion			2	1	
l. PLH					
m. Accounting			1		
n. German Language			1	1	
o. Pkn			1	2	
p. Mathematics			6	1	
q. Art Education				1	
r. Guidance Counseling			3	1	
s. History			1	1	
t. Arab Language					
u. Penjaskes			1	1	
Jumlah			34	18	

ATTACHMENT VI

Organizational Structure



**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama Sekolah : SMA Negeri 8 Malang
Mata Pelajaran : Pendidikan Agama Islam
Kelas / Semester : XI (Sebelas) / Genap
Alokasi Waktu : 3 x 3 JP
Materi Pokok : Perkembangan Islam Pada Masa Modern (1800- Sekarang).

A. Kompetensi Inti

- (KI-1) Menghayati dan mengamalkan ajaran agama yang dianutnya;
- (KI-2) Mengembangkan perilaku (jujur, disiplin, tanggungjawab, peduli, santun, ramah lingkungan, gotong royong, kerjasama, cinta damai, responsif dan proaktif) dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsa dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia;
- (KI-3) Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah;
- (KI-4) Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

3.12 Menelaah Perkembangan Islam Pada Masa Modern (1800- Sekarang).

Indikator 3.12.1. Mampu menjelaskan perkembangan Islam di bidang ilmu pengetahuan dan Perkembangan Islam Pada Masa Modern (1800- Sekarang).

3.12.2 Mampu menjelaskan manfaat dari sejarah Perkembangan Islam Pada Masa Modern (1800- Sekarang).

4.14 Mendiskripsikan Perkembangan Islam Pada Masa Modern (1800- Sekarang).

Indikator 3.2.1.Mampu menyebutkan beberapa contoh peristiwa Perkembangan Islam Pada Masa Modern (1800- Sekarang).

C. Tujuan Pembelajaran

Setelah mengikuti pembelajaran pendidikan agama islam dengan materi Perkembangan Islam Pada Masa Modern (1800- Sekarang).siswa mampu:

- Mendiskusikan Perkembangan Islam Pada Masa Modern (1800- Sekarang).

D. Materi Ajar, memuat :

➤ Fakta

- Mengungkapkan informasi tentang sejarah peradaban islam masa kejayaan Pada Masa Modern (1800- Sekarang).
- Mengungkapkan profil tokoh penggerak kejayaan islam Pada Masa Modern (1800- Sekarang).
- Mengungkapkan faktor-faktor apa saja yang mempengaruhi kemajuan peradaban Islam Pada Masa Modern (1800- Sekarang).
- Mengungkapkan substansi perkembangan peradaban islam pada masa kejayaan Masa Modern (1800- Sekarang).

➤ Konsep

Struktur perkembangan peradaban islam masa kejayaan Masa Modern (1800- Sekarang).

➤ Prinsip

Pola perkembangan peradaban islam pada masa kejayaan Masa Modern (1800- Sekarang).

➤ Prosedur

Cara mengetahui secara garis besar cakupan materi dan penjelasan tentang kegiatan yang dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas yang sesuai dengan : perkembangan peradaban islam pada masa kejayaan Masa Modern (1800- Sekarang).

E. Metode Pembelajaran.

Inkuiri dengan sintaks: penyajian fenomena, observasi, merumuskan masalah, menyusun hipotesis, mengumpulkan data, menganalisis data, menyusun kesimpulan) dipadu dengan pembelajaran pola PBMP (Pemberdayaan Berpikir Melalui pertanyaan) dengan sintaks: sediakan, lakukan, renungkan, pikirkan, evaluasi, dan arahan.

F. Media Pembelajaran dan Sumber Belajar:

1. Papantulis dan spidol
2. LCD dan laptop.
3. Tafsir al-Qur'an dan buku-buku hadits
4. Kitab asbabunnuzul dan asbabul wurud
5. Modul PAI SMA kelas XI Perdana Ilmu MGMP PAI Kota Malang
6. Buku lain yang memadai
7. Bukutekspelajaran yang relevan
8. Internet yang sesuai dengan materi

G. Kegiatan Pembelajaran:

No.	Kegiatan	Deskripsi	Alokasi Waktu
1	Pendahuluan	<ol style="list-style-type: none"> 1. Membuka pembelajaran dengan dengan salam dan berdo'a bersama dipimpin oleh salah seorang peserta didik dengan penuh <i>khidmat</i>; 2. Menyiapkan fisik dan psikis peserta didik, memberi motivasi dan mengingatkan kebersihan kelas. 3. Memulai pembelajaran dengan membaca al-Qur'an surah pendek pilihan dengan lancar dan benar (nama surat sesuai dengan program pembiasaan yang ditentukan sebelumnya); 4. Guru menyapa peserta didik dengan memperkenalkan diri kepada peserta didik. 5. Mengajukan pertanyaan secara komunikatif berkaitan dengan tema Perkembangan Islam 	10

No.	Kegiatan	Deskripsi	Alokasi Waktu
		<p>Pada Masa Modern (1800- Sekarang).</p> <p>6. Menyampaikan kompetensi dasar dan tujuan yang akan dicapai</p> <p>7. Menyampaikan tahapan kegiatan yang meliputi kegiatan mengamati, menyimak, menanya, berdiskusi, mengkomunikasikan dengan menyampaikan, menanggapi dan membuat kesimpulan hasil diskusi</p>	
2	Inti	<p>MENGAMATI</p> <p>1. Mengamati tayangan video tentang Perkembangan Islam Pada Masa Modern (1800- Sekarang).</p> <p>2. Membaca artikel tentang Perkembangan Islam Pada Masa Modern (1800- Sekarang).</p> <p>MENANYA</p> <p>1. Mengajukan pertanyaan berkaitan dengan Perkembangan Islam Pada Masa Modern (1800- Sekarang). seperti faktor-faktor apa saja yang mempengaruhi kemajuan peradaban Islam ?</p> <p>MENGUMPULKAN INFORMASI</p> <p>1. Diskusi tentang perkembangan peradaban Islam pada masa kejayaan Islam</p> <p>2. Menelaah faktor-faktor yang mempengaruhi kemajuan pada masa kejayaan Islam Pada Masa Modern (1800- Sekarang).</p> <p>3. Menelaah hikmah kejayaan islam yang dapat dijadikan contoh untuk keberhasilan dan</p>	110

No.	Kegiatan	Deskripsi	Alokasi Waktu
		<p>kemajuan islam sekarang ini</p> <p>MENGASOSIASI</p> <ol style="list-style-type: none"> 1. Menyimpulkan perkembangan peradaban Islam pada masa kejayaan Islam Pada Masa Modern (1800- Sekarang). 2. Menyimpulkan faktor-faktor yang memengaruhi kemajuan peradaban Islam pada masa kejayaan Islam Pada Masa Modern (1800- Sekarang). 3. Menyimpulkan faktor-faktor yang mempengaruhi kemajuan peradaban Islam yang dapat dijadikan contoh untuk keberhasilan dan kemajuan islam sekarang ini <p>MENGGOMUNIKASIKAN</p> <ol style="list-style-type: none"> 1. Menyajikan/melaporkan hasil diskusi tentang faktor-faktor yang mempengaruhi kemajuan Islam pada masa kejayaan Islam Pada Masa Modern (1800- Sekarang). 2. Menanggapi hasil presentasi (melengkapi, mengkonformasi, dan menyanggah). 3. Membuat resume pembelajaran di bawah bimbingan guru. 	
3	Penutup	<ol style="list-style-type: none"> 1. Melaksanakan penilaian dan refleksi dengan mengajukan pertanyaan atau tanggapan peserta didik dari kegiatan yang telah dilaksanakan sebagai bahan masukan untuk perbaikan langkah selanjutnya; 	15

No.	Kegiatan	Deskripsi	Alokasi Waktu
		<p>2. Merencanakan kegiatan tindak lanjut dengan memberikan tugas baik cara individu maupun kelompok bagi peserta didik yang menguasai materi;</p> <p>3. Menyampaikan rencana pembelajaran pada pertemuan berikutnya.</p> <p>4. Pendidik menutup/mengakhiri pelajaran tersebut dengan membaca hamdalah/doa;</p> <p>5. Pendidik mengucapkan salam kepada para peserta didik sebelum keluar kelas dan peserta didik menjawab salam.</p>	

H. Penilaian

Penilaian terhadap proses dan hasil pembelajaran dilakukan oleh guru untuk mengukur tingkat pencapaian kompetensi siswa. Hasil penilaian digunakan sebagai bahan penyusunan laporan kemajuan hasil belajar dan memperbaiki proses pembelajaran.

1. Tugas

- Menceritakan hikmah berpegang Perkembangan Islam Pada Masa Modern (1800- Sekarang).

2. Observasi

- Mengamati pelaksanaan diskusi dengan menggunakan lembar observasi terait dengan sikap yang ditunjukkan siswa terkait dengan tanggung jawabnya terhadap pelaksanaan jalannya diskusi dan kerja kelompok
- Partisipasi dalam kelompok diskusi

3. Portofolio

Membuat paparan tentang Perkembangan Peradaban Islam Pada Masa Kejayaan Pada Masa Modern (1800- Sekarang).

4. Tes

Guru melakukan penilaian terhadap peserta didik dalam kegiatan mengamati gambar pada kolom “ayo berlatih”.

Rubrik Penilaian

No	Nama	Aspek				Nilai			
		Penguasaan Materi	Penguasaan Nilai-Nilai	Keaktifan	Kesantunan	1	2	3	4
1	Rusydi								
2	Dodit								
3	Nasir								
4	Hasyim								
5	Juswadi								
6	Rohman								

Catatan :

1 = Kurang Baik

3 = Baik

2 = Sedang

4 = Sangat baik

Rentang Skor = Skor Maksimal – Skor Minimal

$$= 16 - 4$$

$$= 12/4$$

$$= 3$$

MK = 14 - 16

MB = 11 - 13

MT = 7 - 10

BT = 4 - 6

Keterangan:

BT : Belum Terlihat (apabila peserta didik belum memperlihatkan tanda-tanda awal perilaku yang dinyatakan dalam indikator).

MT : Mulai Terlihat (apabila peserta didik sudah mulai memperlihatkan adanya tanda-tanda awal perilaku yang dinyatakan dalam indikator tetapi belum konsisten).

MB : Mulai Berkembang (apabila peserta didik sudah memperlihatkan berbagai tanda perilaku yang dinyatakan dalam indikator dan mulai konsisten).

MK : Membudaya (apabila peserta didik terus menerus memperlihatkan perilaku yang dinyatakan dalam indikator secara konsisten).

Guru dapat mengembangkan soal berikut rubrik dan penskorannya sesuai dengan kebutuhan peserta didik.

2. Penilaian Sikap

Guru mengamati sikap siswa selama proses belajar mengajar berlangsung, yang mencakup jujur, disiplin, tanggung jawab, peduli, santun, ramah lingkungan, gotong royong, kerjasama, cinta damai, responsif dan proaktif dalam melakukan komunikasi kepada sesama. Adapun rubrik Penilaian Sikap, secara rincinya adalah sebagai berikut :

Jadwal 1

Aspek dan Kriteria Penilaian Sikap

Aspek	Skor	Kriteria
Mandiri	1	Hampir seluruh pekerjaan siswa selalu meminta bantuan teman
	2	Hanya separuh pekerjaan siswa tidak dilaksanakan sendiri
	3	Sebagian besar (75%) pekerjaan siswa dilaksanakan sendiri
	4	Seluruh pekerjaan siswa dilaksanakan sendiri
Teliti	1	Tidak teliti dalam mengerjakan tugas
	2	Sedikit teliti dalam mengerjakan tugas
	3	Cukup teliti dalam mengerjakan tugas
	4	Sangat teliti dalam mengerjakan tugas
Percaya diri	1	Tidak mau disuruh maju ke depan

	2	Berbicara hanya jika diminta
	3	Jarang bertanya atau berinisiatif menjawab pertanyaan
	4	Sering bertanya dan berinisiatif untuk menjawab tanpa ditunjuk
Santun	1	Tidak berbicara secara santun (berbicara sambil teriak-teriak atau bercanda)
	2	Kurang santun dalam sikap bicara
	3	Cukup santun dalam berucap
	4	Selalu berbicara dan bertanya dengan santun
Menghargai orang lain	1	Tidak menghargai dan menghormati pendapat orang lain
	2	Kurang menghargai dan menghormati pendapat orang lain
	3	Cukup menghargai dan menghormati pendapat orang lain
	4	Menghargai dan menghormati pendapat orang lain
Kerjasama	1	Tidak dapat bekerja sama dengan siapa pun
	2	Dapat bekerja sama dengan teman tertentu saja
	3	Dapat bekerja sama dengan kelompok tertentu saja
	4	Dapat bekerja sama dengan siapa pun
Tanggung-jawab	1	Tidak dapat bertanggung jawab terhadap tugas yang diberikan
	2	Kurang dapat bertanggung jawab terhadap tugas yang diberikan
	3	Bertanggung jawab hanya terhadap tugas yang diminati saja
	4	Bertanggung jawab terhadap tugas yang diberikan secara penuh
Jujur	1	Tidak jujur dalam kegiatan belajar mengajar

	2	Kurang jujur dalam kegiatan belajar mengajar
	3	Jujur hanya pada saat diawasi guru
	4	Jujur dalam berbagai kegiatan.

Keterangan skor

1 = < 69 = kurang

3 = 80 – 89 = baik

2 = 70 – 79 = cukup

4 = 90 – 100 = sangat baik

No	Nama	Mandiri	Teliti	Percaya Diri	Santun	Menghargai orang lain	Kerja sama	Tanggung jawab	Jujur
1									
2									
3									

Tabel2

Data Nilai Sikap Siswa

Tabel 3

Aspek Penilaian Keaktifan

Aspek Yang Dinilai		Nilai
Keaktifan	Perhatian terhadap Pelajaran	
1. Selalu aktif menjawab pertanyaan guru, menyampaikan pendapat, bertanya serta sangat antusias melaksanakan semua tugas.	Selalu memperhatikan pelajaran dengan konsentrasi yang tinggi dari awal sampai akhir pelajaran.	90-100
2. menjawab pertanyaan guru, menyampaikan pendapat dan bertanya tetapi tidak terlalu sering ,meskipun demikian tetap	Dapat memperhatikan pelajaran, tetapi kurang berkonsentrasi.	80-90

antusias melaksanakan semua tugas.		
3. Kurang aktif menjawab pertanyaan guru, menyampaikan pendapat dan bertanya serta tidak antusias melaksanakan tugas.	Kurang memperhatikan pelajaran dan memiliki daya konsentrasi yang rendah. .	70-79
4. Tidak aktif menjawab pertanyaan guru, menyampaikan pendapat dan bertanya serta tidak antusias melaksanakan tugas.	Tidak memperhatikan pelajaran dan memiliki daya konsentrasi yang rendah. .	<70

Tabel4
 Nilai Sikap Keaktifan Siswa

No.	Nama Siswa	Keaktifan dalam berdialog	Keaktifan bertanya saat pembelajaran
1.			
2.			
3.			

Frekuensi:

A : Sangat Baik

C : Cukup

B : Baik

D : Kurang

Malang, 16 Juni 2014

Mengetahui

Kepala SMA Negeri 8 Malang

Guru Mata Pelajaran

NinikKristiani, M.Pd
NIP. 19670206 199403 2 009

Drs. Masrur
NIP 196705242001121



SILABUS

Satuan Pendidikan : Sekolah Menengah Atas (SMA)
 Mata Pelajaran : Pendidikan Agama Islam
 Kelas : X (sepuluh)
 Kompetensi Inti :

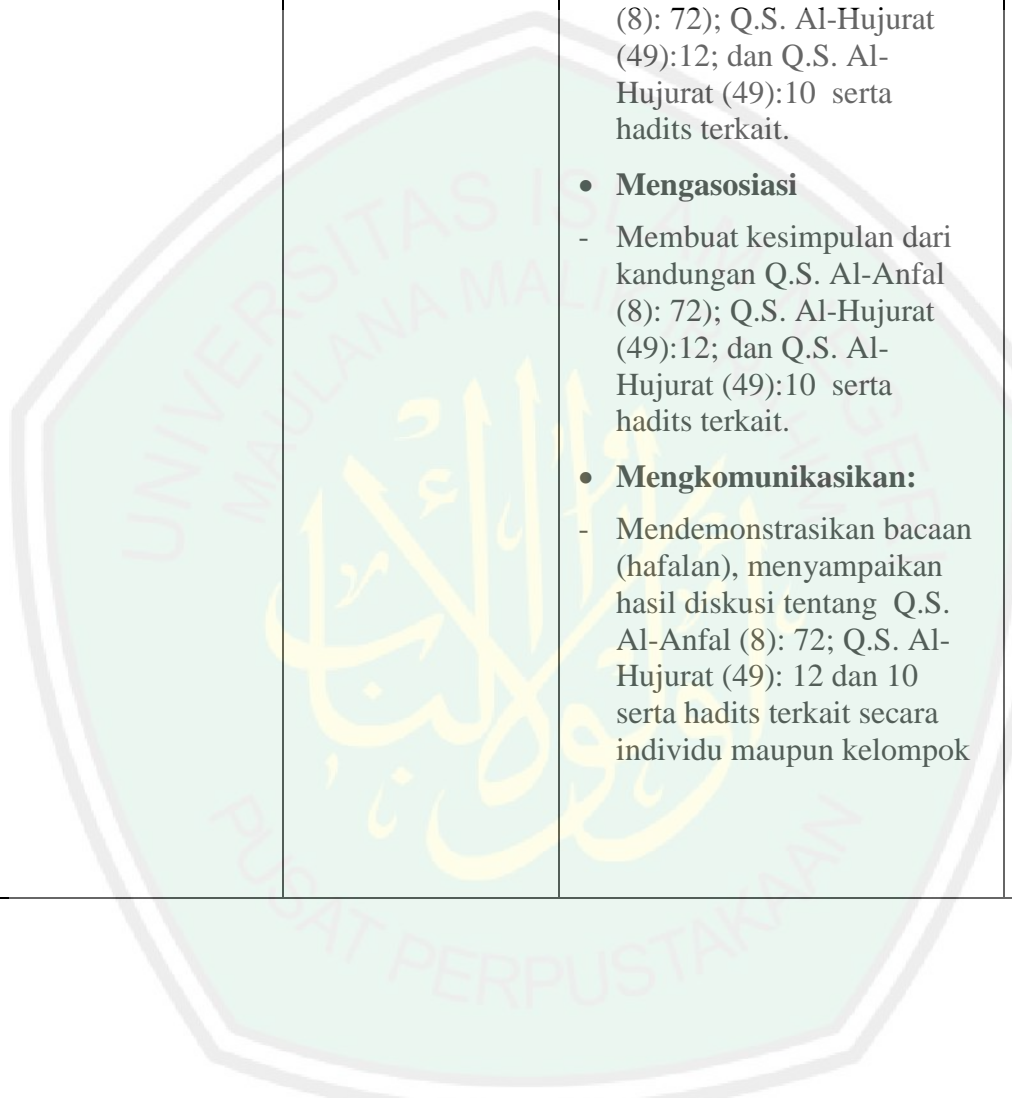
- (K1) : Menghayati dan mengamalkan ajaran agama yang dianutnya
- (K2) : Mengembangkan perilaku (jujur, disiplin, tanggungjawab, peduli, santun, ramah lingkungan, gotong royong, kerjasama, cinta damai, responsif dan pro- aktif) dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsa dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- (K3) : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- (K4) : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

Kompetensi Dasar	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Menghayati nilai-nilai keimanan kepada Malaikat-malaikat Allah SWT.					
1.2 Berpegang teguh kepada Al-Qur'an, Hadits dan Ijtihad sebagai sumber hukum Islam					
1.3 Meyakini kebenaran hukum Islam					
1.4 Berpakaian sesuai dengan syari'at Islam dalam kehidupan sehari-hari					
2.1 Menunjukkan perilaku jujur dalam kehidupan sehari-hari sebagai implemantasi dari pemahaman Q.S. Al-Maidah (5): 8, Q.S. At-Taubah (9): 119 dan					

hadits terkait.					
2.2 Menunjukkan perilaku hormat dan patuh kepada orang tua dan guru sebagai implementasi dari pemahaman Q.S. Al-Isra (17): 23 dan hadits terkait					
2.3 Menunjukkan perilaku kontrol diri (mujahadah an-nafs), prasangka baik (husnuzzhan), dan persaudaraan (ukhuwah) sebagai implementasi dari pemahaman Q.S. Al-Anfal (8): 72; Q.S. Al-Hujurat (49): 12 dan 10 serta hadits terkait					
2.4 Menunjukkan perilaku menghindarkan diri dari pergaulan bebas dan perbuatan zina sebagai implementasi dari pemahaman Q.S. Al-Isra' (17): 32, dan Q.S. An-Nur (24): 2, serta hadits terkait					
2.5 Menunjukkan sikap semangat menuntut ilmu dan menyampaikannya kepada sesama sebagai implementasi dari pemahaman Q.S. At-Taubah (9): 122 dan hadits terkait					
2.6 Menunjukkan sikap keluhuran budi, kokoh pendirian, pemberi rasa aman, tawakkal dan perilaku adil sebagai implementasi dari pemahaman Asmaul Husna (<i>al-Kariim, al-Mu'min, al-Wakiil, al-Matiin, al-Jaami', al-'Adl, dan al-Akhiir</i>)					
2.7 Menunjukkan sikap tangguh dan semangat menegakkan kebenaran sebagai implementasi dari pemahaman strategi dakwah Rasulullah SAW di Mekah					
2.8 Menunjukkan sikap semangat ukhuwah sebagai implementasi dari pemahaman strategi dakwah Rasulullah SAW di Madinah					
3.1 Menganalisis Q.S. Al-Anfal (8) : 72); Q.S. Al-Hujurat (49) : 12; dan QS Al-Hujurat (49) : 10; serta hadits tentang kontrol diri (mujahadah an-nafs), prasangka baik (husnuzzhan), dan	1. Q.S. Al-Anfal (8): 72; Q.S. Al-Hujurat (49): 12 dan 10 serta hadits terkait perilaku kontrol diri (mujahadah an-	<ul style="list-style-type: none"> • Mengamati - Menyimak bacaan, membaca, mengidentifikasi hukum bacaan (tajwid), dan mencermati kandungan Q.S. Al-Anfal (8): 72; Q.S. Al-Hujurat (49):12; dan Q.S. Al-Hujurat (49):10 	<ul style="list-style-type: none"> • Tugas - Menghafal Q.S. Al-Anfal (8): 72; Q.S. Al-Hujurat (49):12; dan Q.S. Al-Hujurat (49):10 serta hadits terkait dengan cara mengisi lis (lembar 	4x3 Jam pelajaran	<ul style="list-style-type: none"> • Buku PAI Kls X Kemdikbud • Al-Quran dan Al-Hadits • Buku tajwid • Kitab tafsir

<p>persaudaraan (ukhuwah).</p> <p>3.2 Memahami manfaat dan hikmah kontrol diri (mujahadah an-nafs), prasangka baik (husnuzzhan) dan persaudaraan (ukhuwah), dan menerapkannya dalam kehidupan.</p> <p>4.1.1 Membaca Q.S. Al-Anfal (8) : 72; Q.S. Al-Hujurat (49) : 12; dan Q.S. Al-Hujurat (49) : 10 sesuai dengan kaidah tajwid dan makhrajul huruf.</p> <p>4.1.2 Mendemonstrasikan hafalan Q.S. Al-Anfal (8) : 72; Q.S. Al-Hujurat (49) : 12; QS Al-Hujurat (49) : 10, dengan lancar.</p>	<p>nafs), prasangka baik (husnuzzhan), dan persaudaraan (ukhuwah)</p>	<p>serta hadits terkait.</p> <ul style="list-style-type: none"> - Mencermati manfaat dan hikmah kontrol diri (mujahadah an-nafs), prasangka baik (husnuzzhan) dan persaudaraan (ukhuwah) melalui tayangan video atau media lainnya. • Menanya <ul style="list-style-type: none"> - Menanyakan cara membaca Q.S. Al-Anfal (8) : 72; Q.S. Al-Hujurat (49): 12 dan 10, - Mengajukan pertanyaan terkait hukum tajwid, asbabun nuzul, dan isi kandungan Q.S. Al-Anfal (8) : 72; Q.S. Al-Hujurat (49) : 12; dan Q.S. Al-Hujurat (49) : 10, serta hadits terkait. • Mengumpulkan data/eksplorasi <ul style="list-style-type: none"> - Mendiskusikan cara membaca Q.S. Al-Anfal (8): 72; Q.S. Al-Hujurat (49): 12 dan 10 sesuai dengan hukum bacaan tajwid; 	<p>tugas hafalan).</p> <ul style="list-style-type: none"> • Observasi <ul style="list-style-type: none"> - Mengamati pelaksanaan diskusi dengan menggunakan lembar observasi yang memuat: <ul style="list-style-type: none"> ▪ isi diskusi (hukum bacaan, kandungan ayat), manfaat dan hikmah perilaku kontrol diri (mujahadah an-nafs), prasangka baik (husnuzzhan), dan persaudaraan (ukhuwah) ▪ sikap yang ditunjukkan peserta didik terkait dengan perilaku kontrol diri (mujahadah an-nafs), prasangka baik (husnuzzhan), dan persaudaraan (ukhuwah) • Portofolio 	<p>Al-Qur'an</p> <ul style="list-style-type: none"> • Buku lain yang menunjang • Multimedia interaktif dan Internet
--	---	---	---	---

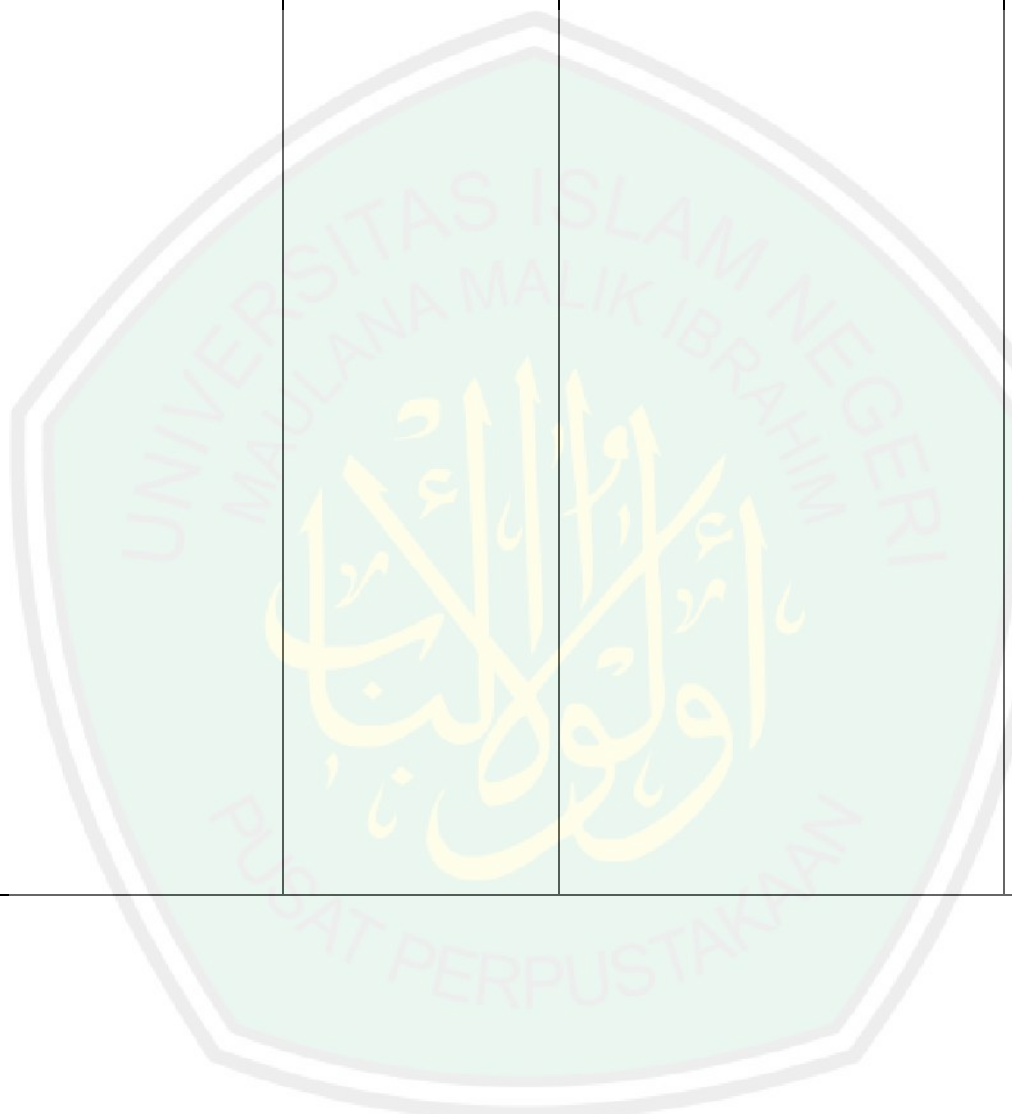
		<ul style="list-style-type: none"> - Menterjemahkan Q.S. Al-Anfal (8): 72; Q.S. Al-Hujurat (49): 12 dan 10 serta hadits terkait; - Menganalisis asbabun nuzul/wurud dan kandungan Q.S. Al-Anfal (8): 72; Q.S. Al-Hujurat (49):12; dan Q.S. Al-Hujurat (49):10 serta hadits terkait. • Mengasosiasi <ul style="list-style-type: none"> - Membuat kesimpulan dari kandungan Q.S. Al-Anfal (8): 72; Q.S. Al-Hujurat (49):12; dan Q.S. Al-Hujurat (49):10 serta hadits terkait. • Mengkomunikasikan: <ul style="list-style-type: none"> - Mendemonstrasikan bacaan (hafalan), menyampaikan hasil diskusi tentang Q.S. Al-Anfal (8): 72; Q.S. Al-Hujurat (49): 12 dan 10 serta hadits terkait secara individu maupun kelompok 	<ul style="list-style-type: none"> - Melaporkan hasil observasi berupa paparan tentang kandungan Q.S. Al-Anfal (8): 72; Q.S. Al-Hujurat (49): 12 dan 10 serta hadits terkait; - Membuat paparan analisis dan identifikasi hukum bacaan yang ada pada Q.S. Al-Anfal (8): 72; Q.S. Al-Hujurat (49): 12 dan 10; - Membuat laporan perkembangan hafalan Q.S. Al-Anfal (8): 72; Q.S. Al-Hujurat (49): 12 dan 10 serta hadits terkait. • Tes tulis <ul style="list-style-type: none"> - Menyalin Q.S. Al-Anfal (8): 72; Q.S. Al-Hujurat (49):12; dan Q.S. Al-Hujurat (49):10 serta mengidentifikasi 		
--	--	--	--	--	--



			<p>hukum bacaan tajwidnya;</p> <ul style="list-style-type: none"> - Menjawab soal-soal tentang isi kandungan Q.S. Al-Anfal (8): 72; Q.S. Al-Hujurat (49): 12 dan 10 serta hadis terkait. <ul style="list-style-type: none"> • Tes lisan <p>Membaca dan menghafal Q.S. Al-Anfal (8): 72; Q.S. Al-Hujurat (49):12; dan Q.S. Al-Hujurat (49):10 serta hadits terkait</p>		
<p>3.3 Menganalisis Q.S. Al-Isra' (17) : 32, dan Q.S. An-Nur (24) : 2, serta hadits tentang larangan pergaulan bebas dan perbuatan zina.</p> <p>3.4 Memahami manfaat dan hikmah larangan pergaulan bebas dan perbuatan zina.</p> <p>4.2.1 Membaca Q.S. Al-</p>	<p>2. Perilaku menghindari diri dari pergaulan bebas dan perbuatan zina.</p>	<ul style="list-style-type: none"> • Mengamati <ul style="list-style-type: none"> - Menyimak bacaan, mengidentifikasi hukum bacaan (tajwid), dan mencermati kandungan Q.S. Al-Isra' (17): 32, dan Q.S. An-Nur (24): 2, serta hadits terkait. - Mencermati manfaat dan hikmah larangan pergaulan bebas dan perbuatan zina melalui tayangan video 	<ul style="list-style-type: none"> • Tugas <ul style="list-style-type: none"> - Menghafal Q.S. Al-Isra' (17): 32, dan Q.S. An-Nur (24): 2, serta hadits terkait dengan cara mengisi lis (lembar tugas hafalan). <ul style="list-style-type: none"> • Observasi <ul style="list-style-type: none"> - Mengamati pelaksanaan diskusi 	<p>4x3 Jam pelajaran</p>	<ul style="list-style-type: none"> • Buku PAI Kls X Kemdikbud • Al-Quran dan Al-Hadits • Buku tajwid • Kitab tafsir Al-Qur'an • Buku lain yang menunjang

<p>Isra' (17) : 32, dan Q.S. An-Nur (24) : 2 sesuai dengan kaidah tajwid dan makhrajul huruf.</p> <p>4.2.2 Mendemonstrasikan hafalan Q.S. Al-Isra' (17) : 32, dan Q.S. An-Nur (24) : 2 dengan lancar.</p>		<p>atau media lainnya.</p> <ul style="list-style-type: none"> • Menanya • Menanyakan cara membaca hukum tajwid, asbabun nuzul, dan isi kandungan Q.S. Al-Isra' (17): 32, dan Q.S. An-Nur (24): 2, serta hadits terkait • Mengumpulkan data/eksplorasi Mendiskusikan cara membaca sesuai dengan tajwid, menganalisis asbabun nuzul/wurud dan kandungan Q.S. Al-Isra' (17): 32, dan Q.S. An-Nur (24): 2, serta hadits terkait • Mengasosiasi Membuat kesimpulan dari kandungan Q.S. Al-Isra' (17): 32, dan Q.S. An-Nur (24): 2, serta hadits terkait • Mengkomunikasikan: Mendemonstrasikan bacaan (hafalan), menyampaikan hasil diskusi tentang Q.S. Al-Isra' (17): 32, dan Q.S. An-Nur (24): 2, serta 	<p>dengan menggunakan lembar observasi yang memuat:</p> <ul style="list-style-type: none"> ▪ isi diskusi (kandungan ayat dan hukum bacaan) ▪ sikap yang ditunjukkan peserta didik terkait dengan perilaku menghindarkan diri dari pergaulan bebas dan perbuatan zina. <ul style="list-style-type: none"> • Portofolio <ul style="list-style-type: none"> - Melaporkan hasil obervasi berupa paparan tentang kandungan Q.S. Al-Isra' (17): 32, dan Q.S. An-Nur (24): 2, serta hadits terkait; - Membuat paparan analisis dan identifikasi hukum bacaan yang ada pada Q.S. Al-Isra' 		<ul style="list-style-type: none"> • Multimedia interaktif dan Internet
--	--	--	--	--	--

		<p>hadits terkait secara individu maupun kelompok</p>	<p>(17): 32, dan Q.S. An-Nur (24): 2;</p> <ul style="list-style-type: none"> - Membuat laporan perkembangan hafalan Q.S. Al-Isra' (17): 32, dan Q.S. An-Nur (24): 2, serta hadits terkait. • Tes tulis - Menyalin Q.S. Al-Isra' (17): 32, dan Q.S. An-Nur (24): 2, serta mengidentifikasi hukum bacaan tajwidnya; - Menjawab soal-soal tentang isi kandungan Q.S. Al-Isra' (17): 32, dan Q.S. An-Nur (24): 2, serta hadits terkait. • Tes lisan Membaca dan menghafal Q.S. Al-Isra' (17): 32, dan Q.S. An-Nur (24): 2, serta hadits terkait 		
--	--	---	---	--	--



			serta hadits terkait		
<p>3.5 Memahami makna Asmaul Husna: (<i>al-Kariim, al-Mu'min, al-Wakiil, al-Matiin, al-Jaami', al-'Adl, dan al-Akhiir</i>).</p> <p>4.3 Berperilaku yang mencontohkan keluhuran budi, kokoh pendirian, pemberi rasa aman, tawakal dan perilaku adil sebagai implementasi dari pemahaman makna Asmaul Husna (<i>al-Kariim, al-Mu'min, al-Wakiil, al-Matiin, al-Jaami', al-'Adl, dan al-Akhiir</i>).</p>	<p>3. Iman kepada Allah SWT (Asmaul Husna: <i>al-Kariim, al-Mu'min, al-Wakiil, al-Matiin, al-Jaami', al-'Adl, dan al-Akhiir</i>)</p>	<ul style="list-style-type: none"> • Mengamati: <ul style="list-style-type: none"> - Mencermati bacaan teks tentang Asmaul Husna (<i>al-Kariim, al-Mu'min, al-Wakiil, al-Matiin, al-Jaami', al-'Adl, dan al-Akhiir</i>) - Meyimak penjelasan materi di atas melalui tayangan video atau media lainnya. • Menanya (memberi stimulus agar peserta didik bertanya) : <ul style="list-style-type: none"> - Mengapa Allah memiliki nama yang begitu banyak? - Apa yang harus dilakukan oleh umat Islam terkait nama-nama Allah yang indah itu? • Mengumpulkan data/eksplorasi <ul style="list-style-type: none"> - Peserta didik mendiskusikan makna dan contoh perilaku keluhuran budi, kokoh pendirian, pemberi rasa aman, tawakal 	<ul style="list-style-type: none"> • Tugas <ul style="list-style-type: none"> - Mengumpulkan data (gambar, berita, artikel tentang perilaku keluhuran budi, kokoh pendirian, pemberi rasa aman, tawakal dan perilaku adil). • Observasi <ul style="list-style-type: none"> - Mengamati teman sejawat tentang perilaku keluhuran budi, kokoh pendirian, pemberi rasa aman, tawakal dan perilaku adil di lingkungan sekolah, rumah maupun masyarakat melalui lembar pengamatan. - Mengamati pelaksanaan diskusi dengan menggunakan lembar observasi yang memuat: 	<p>3x3 Jam pelajaran</p>	<ul style="list-style-type: none"> • Buku PAI Kls X Kemdikbud • Buku lain yang menunjang • Multimedia interaktif dan Internet

		<p>dan perilaku adil sebagai implementasi dari pemahaman makna Asmaul Husna (<i>al-Kariim, al-Mu'min, al-Wakiil, al-Matiin, al-Jaami', al-'Adl, dan al-Akhiir</i>)</p> <ul style="list-style-type: none"> - Guru mengamati perilaku keluhuran budi, kokoh pendirian, pemberi rasa aman, tawakal dan perilaku adil melalui lembar pengamatan di sekolah. - Guru berkolaborasi dengan orang tua untuk mengamati perilaku keluhuran budi, kokoh pendirian, pemberi rasa aman, tawakal dan perilaku adil di rumah. <ul style="list-style-type: none"> • Mengasosiasi Membuat kesimpulan materi di atas. • Mengkomunikasikan Mempresentasikan /menyampaikan hasil diskusi tentang materi di atas. 	<ul style="list-style-type: none"> ▪ isi diskusi ▪ sikap yg ditunjukkan saat pelaksanaan diskusi dan kerja kelompok <ul style="list-style-type: none"> • Portofolio <ul style="list-style-type: none"> - Membuat paparan analisis dari hasil observasi tentang perilaku keluhuran budi, kokoh pendirian, pemberi rasa aman, tawakal dan perilaku adil. • Tes tulis <ul style="list-style-type: none"> - Tes kemampuan kognitif dengan menjawab soal-soal pilihan ganda dan uraian tentang Asmaul Husna (<i>al-Kariim, al-Mu'min, al-Wakiil, al-Matiin, al-Jaami', al-'Adl, dan al-Akhiir</i>) • Tes lisan <ul style="list-style-type: none"> - Menjelaskan hasil pengamatan tentang 		
--	--	--	---	--	--

			<p>perilaku keluhuran budi, kokoh pendirian, pemberi rasa aman, tawakal dan perilaku adil sebagai implemantasi dari Asmaul Husna (<i>al-Kariim, al-Mu'min, al-Wakiil, al-Matin, al-Jaami', al-'Adl, dan al-Akhiir</i>)</p>		
<p>3.6 Memahami makna beriman kepada malaikat-malaikat Allah SWT.</p> <p>4.4 Berperilaku yang mencerminkan kesadaran beriman kepada Malaikat-malaikat Allah SWT</p>	<p>4. Iman kepada Malaikat</p>	<ul style="list-style-type: none"> • Mengamati <ul style="list-style-type: none"> - Mencermati bacaan teks tentang makna dan contoh perilaku beriman kepada malaikat-malaikat Allah SWT - Meyimak penjelasan materi di atas melalui tayangan vidio atau media lainnya. • Menanya (memberi stimulus agar peserta didik bertanya) <ul style="list-style-type: none"> - Mengapa kita harus beriman kepada malaikat? - Apa yang harus dilakukan oleh orang yang beriman 	<ul style="list-style-type: none"> • Tugas Mengumpulkan data (gambar, berita, artikel tentang perilaku yang mencerminkan kesadaran beriman kepada Malaikat-malaikat Allah SWT) • Observasi <ul style="list-style-type: none"> - Peserta didik melakukan pengamatan terhadap perilaku menghayati nilai-nilai keimanan kepada Malaikat-malaikat Allah SWT 	<p>3x3 Jam pelajaran</p>	<ul style="list-style-type: none"> • Buku PAI Kls X Kemdikbud • Buku lain yang menunjang • Multimedia interaktif dan Internet

		<p>kepada malaikat?</p> <ul style="list-style-type: none"> • Mengumpulkan data/eksplorasi - Peserta didik mendiskusikan makna dan contoh perilaku beriman kepada Malaikat. - Guru mengamati perilaku beriman kepada Malaikat melalui lembar pengamatan di sekolah. - Guru berkolaborasi dengan orang tua untuk mengamati perilaku beriman kepada Malaikat di rumah. • Mengasosiasi Membuat kesimpulan tentang makna beriman kepada malaikat-malaikat Allah SWT. • Mengkomunikasikan Mempresentasikan /menyampaikan hasil diskusi tentang beriman kepada malaikat-malaikat Allah SWT. 	<p>melalui lembar pengamatan di lingkungan sekolah, rumah maupun masyarakat.</p> <ul style="list-style-type: none"> • Portofolio - Melaporkan hasil obervasi berupa paparan tentang makna beriman kepada malaikat; - Membuat paparan analisis tentang perilaku orang-orang yang beriman kepada malaikat. • Tes tulis - Tes kemampuan kognitif dengan menjawab soal-soal pilihan ganda dan uraian tentang iman kepada malaikat. • Tes lisan - Memaparkan hasil pengamatan tentang perilaku orang-orang yang beriman kepada 		
--	--	---	---	--	--



			malaikat.		
<p>3.7 Memahami Q.S. At-Taubah (9) : 122 dan hadits terkait tentang semangat menuntut ilmu, menerapkan dan menyampaikannya kepada sesama.</p> <p>4.5 Menceritakan tokoh-tokoh teladan dalam semangat mencari ilmu</p>	<p>5. Semangat menuntut ilmu dan menyampaikannya kepada sesama</p>	<ul style="list-style-type: none"> • Mengamati <ul style="list-style-type: none"> - Mencermati bacaan teks tentang Q.S. At-Taubah (9) : 122 dan hadits terkait tentang semangat menuntut ilmu, menerapkan dan menyampaikannya kepada sesama - Meyimak penjelasan materi di atas melalui tayangan video atau media lainnya. • Menanya (memberi stimulus agar peserta didik bertanya) <ul style="list-style-type: none"> - Mengapa harus menuntut ilmu? - Bagaimana cara menyampaikan ilmu kepada sesama? 	<ul style="list-style-type: none"> • Tugas Mengumpulkan data (gambar, berita, artikel tentang semangat menuntut ilmu, menerapkan dan menyampaikannya kepada sesama) • Observasi <ul style="list-style-type: none"> - Peserta didik melakukan pengamatan terhadap perilaku semangat menuntut ilmu, menerapkan dan menyampaikannya kepada sesama sebagai implementasi pemahaman kandungan Q.S. at- 	<p>3x3 Jam pelajaran</p>	<ul style="list-style-type: none"> • Buku PAI Kls X Kemdikbud • Al-Quran dan Al-Hadits • Kitab tafsir Al-Qur'an • Buku lain yang menunjang • Multimedia interaktif dan Internet

		<p>sesama.</p> <ul style="list-style-type: none"> • Mengkomunikasikan Mempresentasikan /menyampaikan hasil diskusi tentang semangat menuntut ilmu dan menyampaikannya kepada sesama. 	<p>semangat menuntut ilmu dan menyampaikannya kepada sesama.</p> <ul style="list-style-type: none"> • Tes lisan <ul style="list-style-type: none"> - Memaparkan hasil pengamatan tentang perilaku orang-orang yang semangat menuntut ilmu dan menyampaikannya kepada sesama. 		
<p>3.8 Memahami kedudukan Al-Quran, Hadits, dan Ijtihad sebagai sumber hukum Islam.</p> <p>4.6 Menyajikan macam-macam sumber hukum Islam.</p>	6. Sumber Hukum Islam	<ul style="list-style-type: none"> • Mengamati <ul style="list-style-type: none"> - Mencermati bacaan teks tentang kedudukan al-Quran, al-Hadits, dan Ijtihad sebagai sumber hukum Islam - Meyimak penjelasan materi tersebut di atas melalui tayangan video atau media lainnya. • Menanya (memberi stimulus agar peserta didik bertanya) <ul style="list-style-type: none"> - Mengapa Al-Quran, Hadits, dan Ijtihad sebagai sumber hukum Islam 	<ul style="list-style-type: none"> • Tugas <ul style="list-style-type: none"> - Mengumpulkan data (gambar, berita, artikel tentang perilaku berpegang teguh kepada al-Qur'an, al-Hadits dan Ijtihad). • Observasi <ul style="list-style-type: none"> - Mengamati pelaksanaan diskusi dengan menggunakan lembar observasi yang memuat isi diskusi dan sikap 	4x3 jam pelajaran	<ul style="list-style-type: none"> • Buku PAI Kls X Kemdikbud • Al-Quran dan Al-Hadits • Buku lain yang menunjang • Multimedia interaktif dan Internet

		<p>?</p> <ul style="list-style-type: none"> - Apa yang anda pahami tentang Al-Quran, Hadits, dan Ijtihad ? • Mengumpulkan data/eksplorasi - Peserta didik mendiskusikan makna Al-Quran, Hadits, dan Ijtihad sebagai sumber hukum Islam - Guru mengamati perilaku berpegang teguh kepada Al-Quran, Hadits, dan Ijtihad sebagai sumber hukum Islam - Guru berkolaborasi dengan orang tua untuk mengamati perilaku berpegang teguh kepada Al-Quran, Hadits, dan Ijtihad di rumah. • Mengasosiasi - Membuat kesimpulan tentang sumber hukum Islam. • Mengkomunikasikan: - Mempresentasikan /menyampaikan hasil 	<p>saat diskusi.</p> <ul style="list-style-type: none"> - Mengamati perilaku orang-orang yang berpegang teguh kepada al-Qur'an, al-Hadits dan Ijtihad • Portofolio - Membuat paparan tentang kedudukan dan fungsi al-Qur'an, al-Hadits, dan ijtihad sebagai sumber hukum Islam. • Tes tulis - Tes kemampuan kognitif dengan menjawab soal-soal pilihan ganda dan uraian tentang kedudukan dan fungsi al-Qur'an, al-Hadits, dan ijtihad sebagai sumber hukum Islam. • Tes lisan - Memaparkan hasil pengamatan perilaku berpegang teguh 		
--	--	--	---	--	--

		diskusi tentang sumber hukum Islam.	kepada al-Qur'an, al-Hadits dan Ijtihad serta menganalisis dan menanggapi.		
<p>3.9 Memahami pengelolaan wakaf.</p> <p>4.7.1 Menyajikan dalil tentang ketentuan waqaf.</p> <p>4.7.2 Menyajikan pengelolaan wakaf.</p>	7. Pengelolaan wakaf	<ul style="list-style-type: none"> • Mengamati <ul style="list-style-type: none"> - Mencermati bacaan teks tentang pengertian, ketentuan dan hal-hal yang berkaitan dengan pengelolaan wakaf. - Meyimak penjelasan materi di atas melalui tayangan video atau media lainnya. • Menanya (memberi stimulus agar peserta didik bertanya) <ul style="list-style-type: none"> - Mengapa waqaf harus dikelola? - Bagaimana cara mengelola wakaf? • Mengumpulkan data/eksplorasi <ul style="list-style-type: none"> - Peserta didik mendiskusikan makna dan ketentuan wakaf serta pengeloaannya. • Mengasosiasi 	<ul style="list-style-type: none"> • Tugas <ul style="list-style-type: none"> - Mengumpulkan data (gambar, berita, artikel tentang pengelolaan wakaf). • Observasi <ul style="list-style-type: none"> - Mengamati pelaksanaan diskusi dengan menggunakan lembar observasi yang memuat isi diskusi dan sikap saat diskusi. - Mengamati pengelolaan wakaf. • Portofolio <ul style="list-style-type: none"> - Membuat paparan dan menganalisis tentang pengelolaan wakaf. • Tes tulis <ul style="list-style-type: none"> - Tes kemampuan kognitif dengan 	2x3 Jam pelajaran	<ul style="list-style-type: none"> • Buku PAI Kls X Kemdikbud • Buku lain yang menunjang • Multimedia interaktif dan Internet

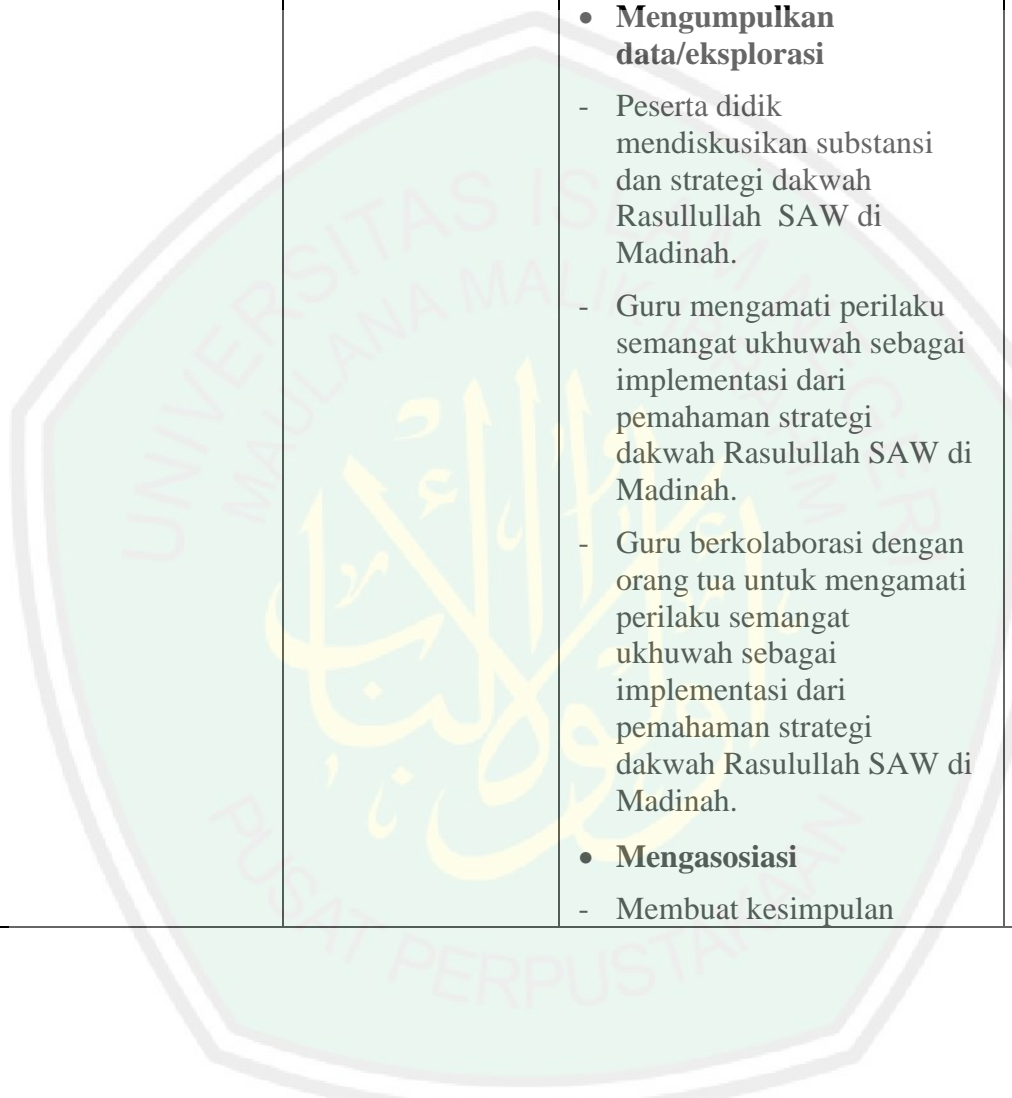
		<ul style="list-style-type: none"> - Membuat kesimpulan materi pengelolaan wakaf. • Mengkomunikasikan - Mempresentasikan /menyampaikan hasil diskusi tentang materi pengelolaan wakaf. 	<p>menjawab soal-soal pilihan ganda dan uraian tentang ketentuan dan pengelolaan wakaf.</p> <ul style="list-style-type: none"> • Tes lisan - Memaparkan hasil pengamatan tentang pengelolaan wakaf. 		
<p>3.10.1 Memahami substansi dan strategi dakwah Rasulullah SAW di Mekah.</p> <p>4.8.1 Mendeskripsikan substansi dan strategi dakwah Rasulullah SAW di Mekah.</p>	8. Meneladani Perjuangan Rasulullah SAW di Mekah	<ul style="list-style-type: none"> • Mengamati - Mencermati bacaan teks tentang substansi dan strategi dakwah Rasulullah SAW - Meyimak penjelasan materi tersebut di atas melalui tayangan video atau media lainnya. • Menanya (memberi stimulus agar peserta didik bertanya) - Apa substansi dakwah Rasulullah di Mekah? - Apa strategi dakwah Rasulullah di Mekah? • Mengumpulkan 	<ul style="list-style-type: none"> • Tugas - Mengumpulkan data (gambar, berita, artikel tentang substansi dan strategi dakwah Rasulullah SAW). • Observasi - Mengamati pelaksanaan diskusi dengan menggunakan lembar observasi yang memuat isi diskusi dan sikap saat diskusi. - Mengamati perilaku orang-orang yang 	4x3 Jam pelajaran	<ul style="list-style-type: none"> • Buku PAI Kls X Kemdikbud • Buku lain yang menunjang • Multimedia interaktif dan Internet

		<p>data/eksplorasi</p> <ul style="list-style-type: none"> - Peserta didik mendiskusikan substansi dan strategi dakwah Rasulullah SAW di Mekah. - Guru mengamati perilaku tangguh dan semangat menegakkan kebenaran dalam kehidupan sehari-hari. - Guru berkolaborasi dengan orang tua untuk mengamati perilaku tangguh dan semangat menegakkan kebenaran dalam kehidupan sehari-hari di rumah. <ul style="list-style-type: none"> • Mengasosiasi - Membuat kesimpulan tentang substansi dan strategi dakwah Rasulullah SAW di Mekah. <ul style="list-style-type: none"> • Mengkomunikasikan - Mempresentasikan /menyampaikan hasil diskusi tentang substansi dan strategi dakwah Rasulullah SAW di 	<p>memiliki sikap tangguh dan semangat menegakkan kebenaran sebagai implementasi dari pemahaman tentang strategi dakwah Rasulullah SAW di Mekah.</p> <ul style="list-style-type: none"> • Portofolio - Membuat paparan tentang substansi dan strategi dakwah Rasulullah SAW di Mekah. - Membuat paparan tentang perilaku orang-orang yang memiliki sikap tangguh dan semangat menegakkan kebenaran. <ul style="list-style-type: none"> • Tes tulis - Tes kemampuan kognitif dengan menjawab soal-soal pilihan ganda dan uraian tentang 		
--	--	--	---	--	--



		Mekah.	<p>substansi dan strategi dakwah Rasulullah SAW di Mekah.</p> <ul style="list-style-type: none"> • Tes lisan <ul style="list-style-type: none"> - Memaparkan hasil pengamatan tentang perilaku orang-orang yang memiliki sikap tangguh dan semangat menegakkan kebenaran sebagai implementasi dari pemahaman tentang strategi dakwah Rasulullah SAW di Mekah. 		
<p>3-9 Memahami substansi dan strategi dakwah Rasulullah SAW di Madinah.</p> <p>4-5 Mendeskripsikan substansi dan strategi dakwah Rasulullah SAW di Madinah.</p>	9. Meneladani Perjuangan Rasulullah SAW di Madinah	<ul style="list-style-type: none"> • Mengamati <ul style="list-style-type: none"> - Mencermati bacaan teks tentang substansi dan strategi dakwah Rasulullah SAW di Madinah - Meyimak penjelasan materi tersebut di atas melalui tayangan video atau media lainnya. • Menanya (memberi 	<ul style="list-style-type: none"> • Tugas <ul style="list-style-type: none"> - Mengumpulkan data (gambar, berita, artikel tentang substansi dan strategi dakwah Rasulullah SAW di Madinah). • Observasi <ul style="list-style-type: none"> - Mengamati pelaksanaan diskusi 	4x3 Jam pelajaran	<ul style="list-style-type: none"> • Buku PAI Kls X Kemdikbud • Buku lain yang menunjang • Multimedia interaktif dan Internet

		<p>stimulus agar peserta didik bertanya)</p> <ul style="list-style-type: none"> - Apa substansi dakwah Rasulullah di Madinah? - Apa strategi dakwah Rasulullah di Madinah? • Mengumpulkan data/eksplorasi - Peserta didik mendiskusikan substansi dan strategi dakwah Rasulullah SAW di Madinah. - Guru mengamati perilaku semangat ukhuwah sebagai implementasi dari pemahaman strategi dakwah Rasulullah SAW di Madinah. - Guru berkolaborasi dengan orang tua untuk mengamati perilaku semangat ukhuwah sebagai implementasi dari pemahaman strategi dakwah Rasulullah SAW di Madinah. • Mengasosiasi - Membuat kesimpulan 	<p>dengan menggunakan lembar observasi yang memuat isi diskusi dan sikap saat diskusi.</p> <ul style="list-style-type: none"> - Mengamati perilaku orang-orang yang memiliki semangat ukhuwah sebagai implementasi dari pemahaman strategi dakwah Rasulullah SAW di Madinah. • Portofolio - Membuat paparan tentang substansi dan strategi dakwah Rasulullah SAW di Madinah; - Membuat paparan tentang perilaku orang-orang yang memiliki sikap semangat ukhuwah sebagai implementasi dari pemahaman strategi dakwah Rasulullah SAW di Madinah. 		
--	--	---	--	--	--



		<p>materi substansi dan strategi dakwah Rasulullah SAW di Madinah.</p> <ul style="list-style-type: none"> • Mengkomunikasikan - Mempresentasikan /menyampaikan hasil diskusi tentang materi substansi dan strategi dakwah Rasulullah SAW di Madinah. 	<ul style="list-style-type: none"> • Tes tulis - Tes kemampuan kognitif dengan menjawab soal-soal pilihan ganda dan uraian tentang substansi dan strategi dakwah Rasulullah SAW di Madinah. • Tes lisan - Memaparkan hasil pengamatan tentang perilaku orang-orang yang memiliki sikap semangat ukhuwah sebagai implementasi dari pemahaman strategi dakwah Rasulullah SAW di Madinah. 		
--	--	---	--	--	--

SILABUS

Satuan Pendidikan : Sekolah Menengah Atas (SMA)
Mata Pelajaran : Pendidikan Agama Islam
Kelas : XI (sebelas)
Kompetensi Inti :
(K1) : Menghayati dan mengamalkan ajaran agama yang dianutnya

- (K2) : Mengembangkan perilaku (jujur, disiplin, tanggungjawab, peduli, santun, ramah lingkungan, gotong royong, kerjasama, cinta damai, responsif dan pro-aktif) dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsa dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- (K3) :Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- (K4) :Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

Kompetensi Dasar	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Menghayati nilai-nilai keimanan kepada Kitab-kitab Allah SWT					
1.2 Menghayati nilai-nilai keimanan kepada Rasul-rasul Allah SWT					
1.3 Berperilaku taat kepada aturan					
1.4 Menerapkan ketentuan syariat Islam dalam penyelenggaraan jenazah					
1.5 Menerapkan ketentuan syariat Islam dalam pelaksanaan khutbah, tabligh dan dakwah di masyarakat					
2.1 Menunjukkan perilaku jujur dalam kehidupan sehari-hari sebagai implentasi dari pemahaman Q.S. At Taubah (9) : 119 dan hadits terkait					
2.2 Menunjukkan perilaku hormat dan patuh kepada orangtua dan guru sebagai implentasi dari pemahaman Q.S. Al Isra' (17) : 23-24 dan hadits terkait					
2.3 Menunjukkan perilaku kompetitif dalam kebaikan dan kerja keras sebagai implementasi dari pemahaman QS. Al Maidah (5): 48;Q.S. Az-Zumar (39) : 39; dan Q.S. At Taubah (9): 105 serta Hadits yang terkait					

2.4 Menunjukkan sikap toleran, rukun dan menghindarkan diri dari tindak kekerasan sebagai implementasi dari pemahaman Q.S. Yunus (10) : 40-41 dan Q.S. Al-Maidah (5) : 32, serta hadits terkait					
2.5 Menunjukkan sikap semangat menumbuh- kembangkan ilmu pengetahuan dan kerja keras sebagai implementasi dari masa kejayaan Islam					
2.6 Menunjukkan perilaku kreatif, inovatif, dan produktif sebagai implementasi dari sejarah peradaban Islam di era modern.					
<p>3.1 Menganalisis Q.S. Al-Maidah (5) : 48; Q.S. Az-Zumar (39) : dan Q.S. At-Taubah (9) : 105, serta hadits tentang taat, kompetisi dalam kebaikan, dan etos kerja.</p> <p>4.1 Membaca Q.S. An-Nisa (4) : 59; Q.S. Al-Maidah (5) : 48; Q.S. At Taubah (9) : 105 sesuai dengan kaidah tajwid dan makhrjul huruf.</p> <p>4.2 Mendemonstrasikan hafalan Q.S. An-Nisa (4) : 59; Q.S. Al-Maidah (5) : 48; Q.S. At-Taubah (9) : 105 dengan lancar</p>	<p>1. Perilaku kompetitif dalam kebaikan dan kerja keras</p>	<ul style="list-style-type: none"> • Mengamati <ul style="list-style-type: none"> - Menyimak bacaan al-Qur'an QS. Al Maidah (5): 48; Q.S. Az-Zumar (39) : 39; dan Q.S. At Taubah (9): 105 serta Hadits yang terkait secara individu maupun kelompok. • Menanya <ul style="list-style-type: none"> - Mengajukan pertanyaan tentang kaedah tajwid yang terdapat dalam QS. Al Maidah (5): 48; Q.S. Az-Zumar (39) : 39; dan Q.S. At Taubah (9): 105 - Mengajukan pertanyaan tentang makna mufrodat yang terdapat dalam QS. Al Maidah (5): 48; Q.S. Az-Zumar (39) : 39; dan Q.S. At Taubah (9): 105 serta hadits yang terkait • Eksperimen/Eksplor 	<ul style="list-style-type: none"> • Tugas <ul style="list-style-type: none"> - Melakukan teka-teki terhadap kaedah tajwid dan kandungan makna yang terdapat dalam QS. Al Maidah (5): 48; Q.S. Az-Zumar (39) : 39; dan Q.S. At Taubah (9): 105 serta Hadits yang terkait • Observasi <ul style="list-style-type: none"> - Mengamati pelaksanaan diskusi dengan menggunakan lembar observasi 	<p>4x3 Jam Pelajaran</p>	<ul style="list-style-type: none"> • Al Qur'an dan terjemah • Buku teks PAI • CD, VCD, MP3 dan media lainnya yang relevan • Refrensi lain yang relevan

		<ul style="list-style-type: none"> - Menganalisa kaedah tajwid yang terdapat QS. Al Maidah (5): 48;Q.S. Az-Zumar (39) : 39; dan Q.S. At Taubah (9): 105 - Diskusi tentang makna mufrodat dan ijmal yang terdapat dalam QS. Al Maidah (5): 48;Q.S. Az-Zumar (39) : 39; dan Q.S. At Taubah (9): 105 serta Hadits yang terkait <p>Diskusi tentang kandungan makna QS. Al Maidah (5): 48;Q.S. Az-Zumar (39) : 39; dan Q.S. At Taubah (9): 105 serta Hadits yang terkait</p> <ul style="list-style-type: none"> • Assosiasi - Menyimpulkan kaedah tajwid yang terdapat pada QS. Al Maidah (5): 48;Q.S. Az-Zumar (39) : 39; dan Q.S. At Taubah (9): 105 - Menyimpulkan makna mufrodat dan ijmal yang terdapat dalam QS. Al Maidah (5): 48;Q.S. Az-Zumar (39) : 39; dan Q.S. At Taubah (9): 105 serta 	<p>yang memuat:</p> <ul style="list-style-type: none"> - Isi diskusi (kaedah tajwid, makna mufrodat dan ijmal, dan kandungan makna ayat al-Qur'an) <p>kompetitif dalam kebaikan dan kerja keras dalam kehidupan sehari-hari sebagai implementasi dari pemahaman QS. Al Maidah (5): 48;Q.S. Az-Zumar (39) : 39; dan Q.S. At Taubah (9): 105 serta Hadits yang terkait</p> <ul style="list-style-type: none"> • Portofolio - Membuatlap 		
--	--	--	---	--	--

		<p>Hadits yang terkait</p> <ul style="list-style-type: none"> - Menyimpulkan kandungan makna QS. Al Maidah (5): 48; Q.S. Az-Zumar (39) : 39; dan Q.S. At Taubah (9): 105 serta Hadits yang terkait. • Komunikasi - Menyajikan kaedah tajwid yang terdapat QS. Al Maidah (5): 48; Q.S. Az-Zumar (39) : 39; dan Q.S. At Taubah (9): 105 - Menyajikan makna mufrodat dan ijmal yang terdapat dalam QS. Al Maidah (5): 48; Q.S. Az-Zumar (39) : 39; dan Q.S. At Taubah (9): 105 serta Hadits yang terkait - Menyajikan kandungan makna QS. Al Maidah (5): 48; Q.S. Az-Zumar (39) : 39; dan Q.S. At Taubah (9): 105 serta Hadits yang terkait - Mendemonstrasikan bacaan tartil dan hafalan QS. Al Maidah (5): 48; Q.S. Az-Zumar (39) : 39; dan Q.S. At Taubah (9): 105 serta Hadits yang 	<p>orantentangkaedah tajwid, makna mufrodat dan ijmal, serta kandungan makna QS. Al Maidah (5): 48; Q.S. Az-Zumar (39) : 39; dan Q.S. At Taubah (9): 105 serta Hadits yang terkait</p> <ul style="list-style-type: none"> • Tes - Tes kemampuan kognitif dengan bentuk tes soal – pilihan ganda dan uraian 		
--	--	---	---	--	--

		<p>terkait</p> <ul style="list-style-type: none"> • Refleksi - Menampilkansikap kompetitif dalam kebaikan dan kerja keras, dalam kehidupan sehari-hari sebagai refleksi dari pemahaman QS. Al-Maidah (5): 48; Q.S. Az-Zumar (39) : 39; dan Q.S. At Taubah (9): 105 serta Hadits yang terkait 			
<p>3.2 Menganalisis Q.S. Yunus (10) : 40-41 dan Q.S. Al-Maidah (5) : 32, serta hadits tentang toleransi dan menghindari diri dari tindak kekerasan.</p> <p>4.3 Membaca Q.S. Yunus (10) : 40-41 dan Q.S. Al-Maidah (5) : 32 sesuai dengan kaidah tajwid dan makhrajul huruf.</p> <p>4.4 Mendemonstrasikan hafalan Q.S. Yunus (10) : 40-41 dan Q.S. Al-Maidah (5) : 32 dengan lancar</p>	<p>2. Sikap toleran, rukun dan menghindari diri dari tindak kekerasan</p>	<ul style="list-style-type: none"> • Mengamati - Menyimak bacaan Q.S. Yunus (10) : 40-41 dan Q.S. Al-Maidah (5) : 32 serta Hadits yang terkait secara individu maupun kelompok. • Menanya - Mengajukan pertanyaan tentang kaedah tajwid yang terdapat dalam Q.S. Yunus (10) : 40-41 dan Q.S. Al-Maidah (5) : 32 - Mengajukan pertanyaan tentang makna mufrodat yang terdapat dalam Q.S. Yunus (10) : 40-41 dan Q.S. Al-Maidah (5) : 32 serta hadits yang terkait 	<ul style="list-style-type: none"> • Tugas - Melakukan telaah terhadap kaedah tajwid dan kandungan makna yang terdapat dalam Q.S. Yunus (10) : 40-41 dan Q.S. Al-Maidah (5) : 32 • Observasi - Mengamati pelaksanaan diskusi dengan menggunakan 	<p>4x3 Jam Pelajaran</p>	<ul style="list-style-type: none"> • Al-qur'an dan terjemah • Buku teks PAI • CD, VCD, MP3 dan media lainnya yang relevan • Refrensi lain yang relevan

		<ul style="list-style-type: none"> • Eksperimen/Eksplor <ul style="list-style-type: none"> - Menganalisa kaedah tajwid yang terdapat Q.S. Yunus (10) : 40-41 dan Q.S. Al-Maidah (5) : 32 - Diskusi tentang makna mufrodat dan ijmal yang terdapat dalam Q.S. Yunus (10) : 40-41 dan Q.S. Al-Maidah (5) : 32 serta Hadits yang terkait - Diskusi tentang kandungan makna Q.S. Yunus (10) : 40-41 dan Q.S. Al-Maidah (5) : 32 serta Hadits yang terkait • Assosiasi <ul style="list-style-type: none"> - Menyimpulkan kaedah tajwid yang terdapat pada Q.S. Yunus (10) : 40-41 dan Q.S. Al-Maidah (5) : 32 - Menyimpulkan makna mufrodat dan ijmal yang terdapat dalam Q.S. Yunus (10) : 40-41 dan Q.S. Al-Maidah (5) : 32 serta Hadits yang terkait - Menyimpulkan kandungan makna Q.S. Yunus (10) : 40-41 dan Q.S. Al-Maidah (5) : 32 	<p>n lembar observasi yang memuat:</p> <ul style="list-style-type: none"> - Isi diskusi (kaedah tajwid, makna mufrodat dan ijmal, dan kandungan makna ayat al-Qur'an) - Sikap toleran, rukun dan menghindarkan diri dari tindak kekerasan dalam kehidupan sehari-hari sebagai implementasi dari pemahaman Q.S. Yunus (10) : 40-41 dan Q.S. Al-Maidah (5) : 32 dan hadis terkait. 		
--	--	---	--	--	--

		<p>serta Hadits yang terkait</p> <ul style="list-style-type: none"> • Komunikasi - Menyajikan kaedah tajwid yang terdapat Q.S. Yunus (10) : 40-41 dan Q.S. Al-Maidah (5) : 32 - Menyajikan makna mufrodat dan ijmal yang terdapat dalam Q.S. Yunus (10) : 40-41 dan Q.S. Al-Maidah (5) : 32 serta Hadits yang terkait - Menyajikan kandungan makna Q.S. Yunus (10) : 40-41 dan Q.S. Al-Maidah (5) : 32 serta Hadits yang terkait - Mendemonstrasikan bacaan tartil dan hafalan Q.S. Yunus (10) : 40-41 dan Q.S. Al-Maidah (5) : 32 serta Hadits yang terkait • Refleksi - Menampilkansikap toleran, rukun dan menghindarkan diri dari tindak kekerasan, dalam kehidupan sehari-hari sebagai refleksi dari pemahaman Q.S. Yunus (10) : 40-41 dan Q.S. Al- 	<ul style="list-style-type: none"> • Portofolio - Membuat laporan tentang kaedah tajwid, makna mufrodat dan ijmal, serta kandungan makna Q.S. Yunus (10) : 40-41 dan Q.S. Al-Maidah (5) : 32, dan hadis terkait. • Tes - Teskemampuan kognitif dengan bentuk tes soal – soal pilihan ganda dan uraian 		
--	--	---	---	--	--

		<p>Maidah (5) : 32 serta Hadits yang terkait</p>			
<p>3.3 Memahami makna iman kepada Kitab-kitab Allah SWT.</p> <p>4.5 Berperilaku yang mencerminkan kesadaran beriman kepada Kitab-kitab Suci Allah SWT</p>	<p>3. Iman kepada Kitab-kitab Allah swt</p>	<ul style="list-style-type: none"> • Mengamati <ul style="list-style-type: none"> - Mencermati teks bacaan tentang ketentuan beriman kepada Kitab-kitab Allah SWT secara individu maupun kelompok. • Menanya <ul style="list-style-type: none"> - Mengajukan pertanyaan, misalnya tentang makna beriman kepada Kitab-kitab Allah SWT?, hikmah apa yang diperoleh dari beriman kepada Kitab-kitab Allah SWT ?, bagaimana sikap kita terhadap keimanan kepada Kitab-kitab Allah SWT? Bagaimana cara mengimani Kitab-kitab Allah swt? • Eksperimen/Eksplora <ul style="list-style-type: none"> - Diskusi tentang makna bagaimana cara mengimani Kitab-kitab Allah SWT? dalam perspektif Islam, - Diskusi tentang cara beriman terhadap Kitab- 	<ul style="list-style-type: none"> • Tugas <ul style="list-style-type: none"> - Mencari ayat-ayat al-qur'an dan hadis tentang iman kepada Kitab-kitab Allah SWT? - Mengumpulkan bahan-bahan tulisan tentang beriman Kitab-kitab Allah SWT? • Observasi <ul style="list-style-type: none"> - Mengamati pelaksanaan diskusi dengan menggunakan lembar observasi yang memuat: - Isi diskusi (makna beriman Kitab-kitab 	<p>3x3 Jam Pelajaran</p>	<ul style="list-style-type: none"> • Al-qur'an dan terjemah • Buku teks PAI • CD, VCD, MP3 dan media lainnya yang relevan • Refrensi lain yang relevan

		<p>kitab Allah SWT?</p> <ul style="list-style-type: none"> - Menganalisa hikmah beriman kepada Kitab-kitab Allah SWT? • Assosiasi - Menyimpulkan makna beriman kepada Kitab-kitab Allah SWT? - Menyimpulkan hikmah beriman kepada Kitab-kitab Allah SWT? • Komunikasi - Menyajikan/melaporkan hasil diskusi tentang makna beriman kepada Kitab-kitab Allah SWT?, serta hikmahnya. - Menanggapi hasil presentasi (melengkapi, mengkonfirmasi, dan menyanggah). - Membuat resume pembelajaran di bawah bimbingan guru. • Refleksi - Menampilkan sikap gemar membaca dan mengamalkan al-Qur'an sebagai refleksi dari iman kepada Kitab-kitab Allah 	<p>Allah SWT?, cara beriman kepada beriman Kitab-kitab Allah SWT? dan hikmah beriman Kitab-kitab Allah SWT?</p> <ul style="list-style-type: none"> - Memiliki gemar membaca al Qur'an berakhlak karimah serta ketauladanan sebagai implementasi dari iman Kitab-kitab Allah SWT? • Portofolio - Membuat laporan tentang makna Kitab-kitab Allah SWT?, cara beriman kepada Kitab-kitab Allah SWT?, dan hikmah beriman kepada Kitab- 		
--	--	--	--	--	--



		<p>SWT?</p> <ul style="list-style-type: none"> - Menunjukkan sikap aklaqul karimah dan ketauladanan sebagai cerminan penghayatan terhadap iman kepada Kitab-kitab Allah SWT? 	<p>kitab Allah SWT?</p> <ul style="list-style-type: none"> • Tes - Tes kemampuan kognitif dengan bentuk tes soal – soal pilihan ganda tentang beriman kepada Kitab-kitab Allah SWT? 		
<p>3.4 Memahami makna iman kepada Rasul-rasul Allah SWT.</p> <p>4.6 Berperilaku yang mencerminkan kesadaran beriman kepada Rasul-rasul Allah SWT.</p>	<p>4. Makna iman kepada Rasul-rasul Allah SWT.</p>	<ul style="list-style-type: none"> • Mengamati - Mencermati teks bacaan tentang ketentuan beriman kepada Rasul-rasul Allah SWT secara individu maupun kelompok. • Menanya - Mengajukan pertanyaan, misalnya tentang makna beriman kepada Rasul-rasul Allah SWT?, hikmah apa yang diperoleh dari beriman kepada Rasul-rasul Allah SWT ?, bagaimana sikap 	<ul style="list-style-type: none"> • Tugas - Mencari ayat-ayat al-qur'an dan hadis tentang iman kepada Rasul-rasul Allah SWT? - Mengumpulkan bahan-bahan tulisan tentang beriman Rasul-rasul Allah SWT? 	<p>3x3 Jam Pelajaran</p>	<ul style="list-style-type: none"> • Al-Qur'an dan tarjamah • Buku teks PAI • CD, VCD, MP3 dan media lainnya yang relevan Refrensi lain yang relevan

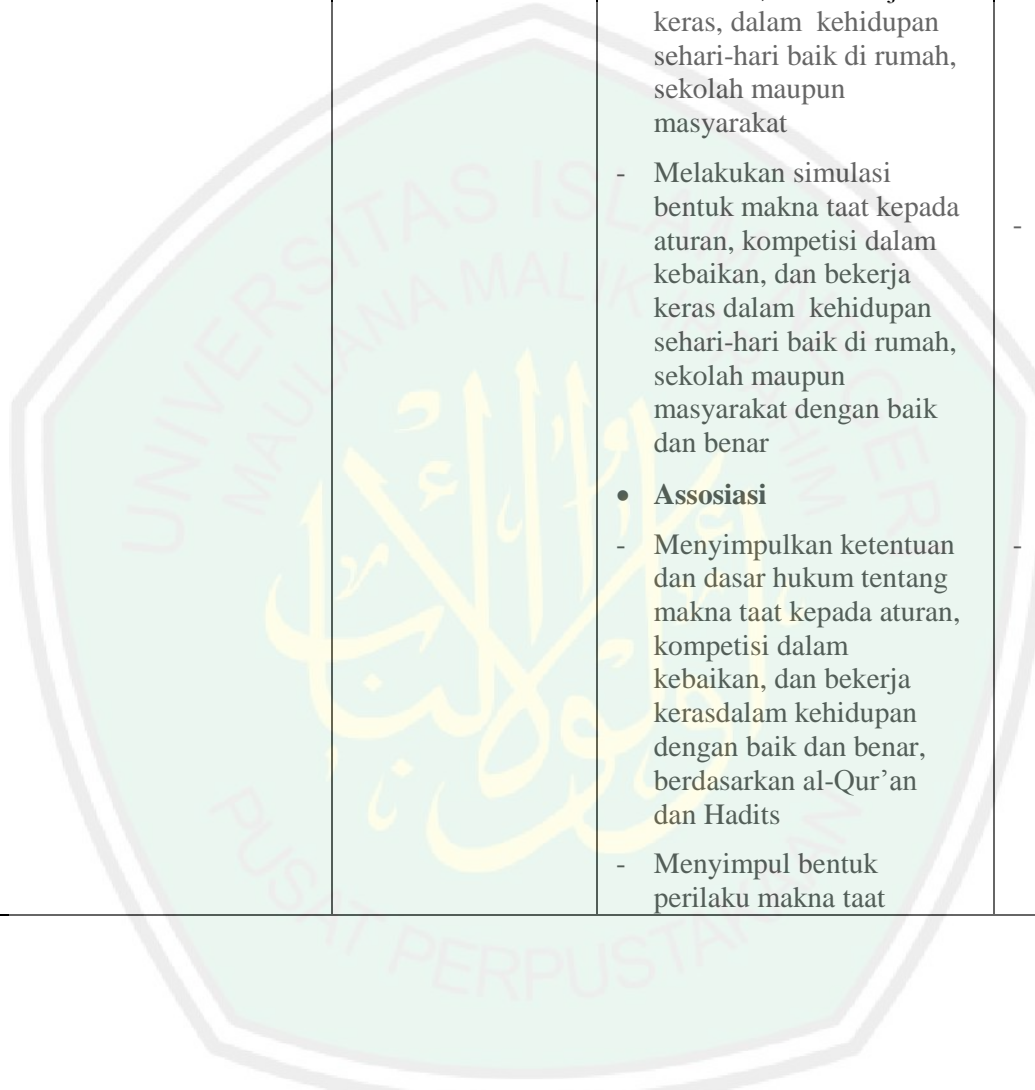
		<p>kita terhadap keimanan kepada Rasul-rasul Allah SWT? Bagaimana cara mengimani Rasul-rasul Allah swt?</p> <ul style="list-style-type: none"> • Eksperimen/Eksplora - Diskusi tentang makna bagaimana cara mengimani Rasul-rasul Allah SWT? dalam perspektif Islam, - Diskusi tentang cara beriman terhadap Rasul-rasul Allah SWT? - Menganalisa hikmah beriman kepada Rasul-rasul Allah SWT? • Asosiasi - Menyimpulkan makna beriman kepada Rasul-rasul Allah SWT? - Menyimpulkan hikmah beriman kepada Rasul-rasul Allah SWT? • Komunikasi - Menyajikan/melaporkan hasil diskusi tentang makna beriman kepada Rasul-rasul Allah SWT?, serta hikmahnya. 	<ul style="list-style-type: none"> • Observasi - Mengamati pelaksanaan diskusi dengan menggunakan lembar observasi yang memuat: - Isi diskusi (makna beriman Rasul-rasul Allah SWT?, cara beriman kepada beriman Rasul-rasul Allah SWT? dan hikmah beriman Rasul-rasul Allah SWT?) - Memiliki sikap sidiq, amanah, tabligh dan fathonah serta ketauladanan sebagai implementasi dari iman 		
--	--	---	--	--	--

		<ul style="list-style-type: none"> - Menanggapi hasil presentasi (melengkapi, mengkonformasi, dan menyanggah). - Membuat resume pembelajaran di bawah bimbingan guru. • Refleksi <ul style="list-style-type: none"> - Menampilkan sikap sidiq, amanah, tabligh dan fathonah sebagai refleksi dari iman kepada Rasul-rasul Allah SWT? - Menunjukkan sikap ketauladanan sebagai cerminan penghayatan terhadap iman kepada Rasul-rasul Allah SWT? 	<p>Rasul-rasul Allah SWT?</p> <ul style="list-style-type: none"> • Portofolio <ul style="list-style-type: none"> - Membuat laporan tentang makna Rasul-rasul Allah SWT?, cara beriman kepada Rasul-rasul Allah SWT?, dan hikmah beriman kepada Rasul-rasul Allah SWT? • Tes <ul style="list-style-type: none"> - Tes kemampuan kognitif dengan bentuk tes soal – soal pilihan ganda tentang beriman kepada Rasul-rasul Allah SWT? 		
--	--	---	---	--	--

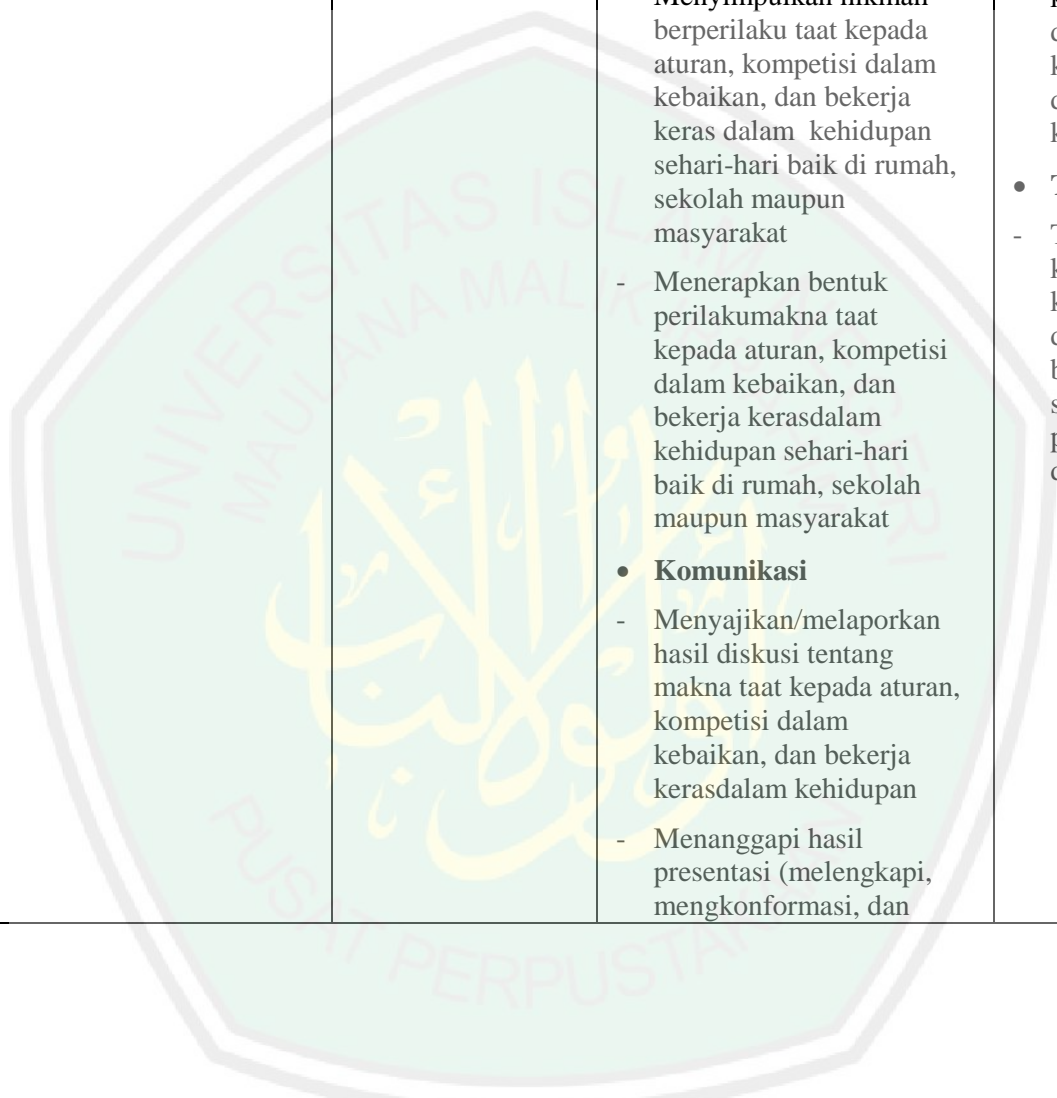


<p>3.5 Memahami makna taat kepada aturan, kompetisi dalam kebaikan, dan bekerja keras.</p> <p>4.7 Menampilkan perilaku taat kepada aturan, kompetisi dalam kebaikan, dan bekerja keras</p>	<p>5. Makna taat kepada aturan, kompetisi dalam kebaikan, dan bekerja keras</p>	<ul style="list-style-type: none"> • Mengamati <ul style="list-style-type: none"> - Menyimak bacaan al-Qur'an yang terkait dengan makna taat kepada aturan, kompetisi dalam kebaikan, dan bekerja keras secara individu maupun kelompok. - Mengamati tayangan video Atau mengamati langsung bentuk perilaku taat kepada aturan, kompetisi dalam kebaikan, dan bekerja keras • Menanya <ul style="list-style-type: none"> - Mengajukan pertanyaan tentang bentuk-bentuk perilaku taat kepada aturan, kompetisi dalam kebaikan, dan bekerja keras dalam kehidupan sehari-hari baik di rumah, sekolah maupun masyarakat, Apakah makna yang terkandung didalamnya? • Eksperimen/eksplor <ul style="list-style-type: none"> - Menelaah bentuk perilaku taat kepada aturan, kompetisi dalam kebaikan, dan bekerja 	<ul style="list-style-type: none"> • Tugas <ul style="list-style-type: none"> - Mengumpulkan bahan-bahan artikel/ tulisan sebagai data untuk pembuatan makalah dan laporan tentang makna taat kepada aturan, kompetisi dalam kebaikan, dan bekerja keras dalam kehidupan sehari-hari - Melakukan obeservasi langsung terhadap perilaku taat kepada aturan, kompetisi dalam kebaikan, dan bekerja keras baik 	<p>3x3 Jam Pelajaran</p>	<ul style="list-style-type: none"> • Al-Qur'an dan tarjamah • Buku teks PAI • CD, VCD, MP3 dan media lainnya yang relevan • Refrensi lain yang relevan
--	---	--	--	------------------------------	--

		<p>keras dalam kehidupan sehari-hari baik di rumah, sekolah maupun masyarakat</p> <ul style="list-style-type: none"> - Diskusi tentang hikmah taat kepada aturan, kompetisi dalam kebaikan, dan bekerja keras, dalam kehidupan sehari-hari baik di rumah, sekolah maupun masyarakat - Melakukan simulasi bentuk makna taat kepada aturan, kompetisi dalam kebaikan, dan bekerja keras dalam kehidupan sehari-hari baik di rumah, sekolah maupun masyarakat dengan baik dan benar • Assosiasi - Menyimpulkan ketentuan dan dasar hukum tentang makna taat kepada aturan, kompetisi dalam kebaikan, dan bekerja keras dalam kehidupan dengan baik dan benar, berdasarkan al-Qur'an dan Hadits - Menyimpulkan bentuk perilaku makna taat 	<p>disekolah, rumah dan masyarakat</p> <ul style="list-style-type: none"> • Observasi - Mengamati pelaksanaan diskusi dengan menggunakan lembar observasi yang memuat: - Isi diskusi: Makna taat kepada aturan, kompetisi dalam kebaikan, dan bekerja keras - Prilaku makna taat kepada aturan, kompetisi dalam kebaikan, dan bekerja keras dalam kehidupan sehari-hari 		
--	--	---	--	--	--



		<p>kepada aturan, kompetisi dalam kebaikan, dan bekerja keras dalam kehidupan sehari-hari baik di rumah, sekolah maupun masyarakat</p> <ul style="list-style-type: none"> - Menyimpulkan hikmah berperilaku taat kepada aturan, kompetisi dalam kebaikan, dan bekerja keras dalam kehidupan sehari-hari baik di rumah, sekolah maupun masyarakat - Menerapkan bentuk perilakumakna taat kepada aturan, kompetisi dalam kebaikan, dan bekerja keras dalam kehidupan sehari-hari baik di rumah, sekolah maupun masyarakat <ul style="list-style-type: none"> • Komunikasi - Menyajikan/melaporkan hasil diskusi tentang makna taat kepada aturan, kompetisi dalam kebaikan, dan bekerja keras dalam kehidupan - Menanggapi hasil presentasi (melengkapi, mengkonformasi, dan 	<ul style="list-style-type: none"> • Portofolio - Membuat laporan tentang makna taat kepada aturan, kompetisi dalam kebaikan, dan bekerja keras • Tes - Tes kemampuan kognitif dengan bentuk tes soal – soal pilihan ganda dan uraian 		
--	--	--	---	--	--



		<p>menyanggah).</p> <ul style="list-style-type: none"> - Membuat resume pembelajaran di bawah bimbingan guru. - Menanggapi simulasi bentuk perilaku makna taat kepada aturan, kompetisi dalam kebaikan, dan bekerja keras dalam kehidupan sehari-hari baik di rumah, sekolah maupun masyarakat • Refleksi - Berprilaku taat kepada aturan, kompetisi dalam kebaikan, dan bekerja keras baik di sekolah, rumah, maupun masyarakat 			
<p>3.6 Memahami makna toleransi dan kerukunan</p>	<p>6. Toleransi dan kerukunan</p>	<ul style="list-style-type: none"> • Mengamati - Menyimak bacaan al-Qur'an yang terkait dengansikap toleran dan kerukunansecara individu maupun kelompok. - Mengamati tayangan video <i>Atau</i> mengamati langsung sikap toleran dan kerukunan 	<ul style="list-style-type: none"> • Tugas - Mengumpulkan bahan-bahan artikle/ tulisan sebagai data untuk pembuatan makalah dan laporan tentang 	<p>2x3 Jam Pelajaran</p>	<ul style="list-style-type: none"> •Al-Qur'an dan tarjamah •Buku teks PAI •CD, VCD, MP3 dan media lainnya yang relevan • Refrensi lain yang relevan
<p>4.8 Menampilkan contoh perilaku toleransi dan kerukunan.</p>					

		<ul style="list-style-type: none"> • Menanya <ul style="list-style-type: none"> - Mengajukan pertanyaan tentang bentuk-bentuk perilaku toleran dan kerukunan dalam kehidupan sehari-hari baik di rumah, sekolah maupun masyarakat, Apakah hikmah yang terkandung didalamnya? • Eksperimen/eksplor <ul style="list-style-type: none"> - Menelaah bentuk perilaku toleran dan kerukunan dalam kehidupan sehari-hari baik di rumah, sekolah maupun masyarakat - Diskusi tentang hikmah berperilaku sikap toleran dan kerukunan, dalam kehidupan sehari-hari baik di rumah, sekolah maupun masyarakat - Melakukan simulasi bentuk perilaku sikap toleran dan kerukunan dalam kehidupan sehari-hari baik di rumah, sekolah maupun masyarakat dengan baik dan benar 	<p>perilaku toleran dan kerukunan dalam kehidupan sehari-hari</p> <ul style="list-style-type: none"> - Melakukan observasi langsung terhadap perilaku toleran dan kerukunan baik di sekolah, rumah dan masyarakat <ul style="list-style-type: none"> • Observasi <ul style="list-style-type: none"> - Mengamati pelaksanaan diskusi dengan menggunakan lembar observasi yang memuat: <ul style="list-style-type: none"> - Isi diskusi hikmah berperilaku sikap toleran dan kerukunan 		
--	--	---	---	--	--

		<ul style="list-style-type: none"> • Assosiasi <ul style="list-style-type: none"> - Menyimpulkan ketentuan dan dasar hukum tentang sikap toleran dan kerukunandalam kehidupan dengan baik dan benar, berdasarkan al-Qur'an dan Hadits - Menyimpul bentuk perilaku sikap toleran dan kerukunandalam kehidupan dalam kehidupan sehari-hari baik di rumah, sekolah maupun masyarakat - Menyimpulkan hikmah berperilaku sikap toleran dan kerukunan dalam kehidupan sehari-hari baik di rumah, sekolah maupun masyarakat - Menerapkan bentuk perilaku sikap toleran dan kerukunan dalam kehidupan sehari-hari baik di rumah, sekolah maupun masyarakat • Komunikasi <ul style="list-style-type: none"> - Menyajikan/melaporkan hasil diskusi tentang sikap toleran dan kerukunan dalam 	<ul style="list-style-type: none"> - Sikap tolerandan kerukunandalam kehidupan sehari-hari • Portofolio • Membuat laporan tentang hikmah berperilaku sikap toleran dan kerukunan • Tes <ul style="list-style-type: none"> - Teskemampuankognitif denganbentuksoal – soalpilihanga nda dan uraian 		
--	--	---	--	--	--



		<p>kehidupan</p> <ul style="list-style-type: none"> - Menanggapi hasil presentasi (melengkapi, mengkonformasi, dan menyanggah). - Membuat resume pembelajaran di bawah bimbingan guru. - Menanggapi simulasi bentuk perilaku sikap toleran dan kerukunan dalam kehidupan sehari-hari baik di rumah, sekolah maupun masyarakat • Refleksi - Berprilaku toleran dan kerukunan baik di sekolah, rumah, maupun masyarakat 			
<p>3.7 Memahami bahaya perilaku tindak kekerasan dalam kehidupan.</p> <p>4.9 Medeskripsikan bahaya tindak kekerasan dalam kehidupan.</p>	<p>7. Bahaya perilaku tindak kekerasan dalam kehidupan</p>	<ul style="list-style-type: none"> • Mengamati - Menyimak bacaan al-Qur'an yang terkait dengan bahaya perilaku tindak kekerasan dalam kehidupan secara individu maupun kelompok. - Mengamati tayangan video Atau mengamati langsung bahaya perilaku tindak kekerasan dalam 	<ul style="list-style-type: none"> • Tugas - Mengumpulkan bahan-bahan artikel/ tulisan sebagai data untuk pembuatan makalah dan laporan 	<p>2x3 Jam Pelajaran</p>	<ul style="list-style-type: none"> • Al-Qur'an dan terjemah • Buku teks PAI • CD, VCD, MP3 dan media lainnya yang relevan • Refrensi lain yang relevan

		<p>kehidupan</p> <ul style="list-style-type: none"> • Menanya <ul style="list-style-type: none"> - Mengajukan pertanyaan tentang bahaya perilaku tindak kekerasan dalam kehidupan sehari-hari baik di rumah, sekolah maupun masyarakat, Apakah hikmah yang terkandung didalamnya? • Eksperimen/eksplor <ul style="list-style-type: none"> - Menelaah bentuk, memahami bahaya perilaku tindak kekerasan dalam kehidupan sehari-hari baik di rumah, sekolah maupun masyarakat - Diskusi tentang memahami bahaya perilaku tindak kekerasan dalam kehidupan sehari-hari baik di rumah, sekolah maupun masyarakat - Melakukan simulasi bentuk perilaku dalam memahami bahaya perilaku tindak kekerasan dalam kehidupan sehari-hari baik di rumah, sekolah maupun 	<p>tentang memahami bahaya perilaku tindak kekerasan dalam kehidupan</p> <ul style="list-style-type: none"> - Melakukan obeservasi langsung terhadap memahami bahaya perilaku tindak kekerasan baik disekolah, rumah dan masyarakat • Observasi <ul style="list-style-type: none"> - Mengamati pelaksanaan diskusi dengan menggunakan lembar observasi yang memuat: - Isi diskusi: Sikap 		
--	--	---	--	--	--



		<p>masyarakat dengan baik dan benar</p> <ul style="list-style-type: none"> • Assosiasi - Menyimpulkan ketentuan dan dasar hukum dalam memahami bahaya perilaku tindak kekerasan dalam kehidupan dengan baik dan benar, berdasarkan al-Qur'an dan Hadits - Menyimpul bentuk perilaku dalam memahami bahaya perilaku tindak kekerasan dalam kehidupan sehari-hari baik di rumah, sekolah maupun masyarakat - Menyimpulkan bahaya perilaku tindak kekerasan dalam kehidupan dalam kehidupan sehari-hari baik di rumah, sekolah maupun masyarakat <ul style="list-style-type: none"> • Komunikasi - Menyajikan/melaporkan hasil diskusi tentang memahami bahaya perilaku tindak kekerasan dalam kehidupan 	<p>menghindarkan diri dari tindak kekerasan dalam kehidupan sehari-hari</p> <ul style="list-style-type: none"> • Portofolio - Membuat laporan tentang bentuk, memahami bahaya perilaku tindak kekerasan dalam kehidupan sehari-hari baik di rumah, sekolah maupun masyarakat • Tes - Tes kemampuan kognitif dengan bentuk soal – soal pilihan ganda dan uraian 		
--	--	---	--	--	--

		<ul style="list-style-type: none"> - Menanggapi hasil presentasi (melengkapi, mengkonformasi, dan menyanggah). - Membuat resume pembelajaran di bawah bimbingan guru. - Menanggapi simulasi bentuk memahami bahaya perilaku tindak kekerasan dalam kehidupan dalam kehidupan sehari-hari baik di rumah, sekolah maupun masyarakat • Refleksi <ul style="list-style-type: none"> - Menghindari prilaku memahami bahaya perilaku tindak kekerasan baik di sekolah, rumah, maupun masyarakat 			
<p>3.8 Menelaah prinsip-prinsip dan praktik ekonomi dalam Islam.</p> <p>4.10 Mempresentasikan praktik-praktik ekonomi Islam</p>	8. Prinsip-prinsip dan praktik ekonomi dalam Islam	<ul style="list-style-type: none"> • Mengamati <ul style="list-style-type: none"> - Menyimak bacaan al-Qur'an yang terkait dengan pelaksanaan praktik ekonomi dalam Islam di masyarakat dalam Islam secara individu maupun kelompok. - Mencermati ketentuan 	<ul style="list-style-type: none"> • Tugas <ul style="list-style-type: none"> - Mengumpulkan bahan-bahan artikel/ tulisan tentang masalah prinsip-prinsip dan praktik 	4x3 Jam Pelajaran	<p>Al-Qur'an dan tarjamah</p> <ul style="list-style-type: none"> • Buku teks PAI • CD, VCD, MP3 dan media lainnya yang relevan <p>Refrensi lain yang relevan</p>

		<p>dan tata cara pelaksanaan praktik ekonomi dalam Islam di masyarakat</p> <ul style="list-style-type: none"> • Menanya <ul style="list-style-type: none"> - Mengajukan pertanyaan tentang ketentuan dan tata cara praktik ekonomi dalam Islam di masyarakat • Eksperimen/Eksplor <ul style="list-style-type: none"> - Diskusi tentang ketentuan dan tata cara pelaksanaan Praktik ekonomi dalam Islam di masyarakat - Diskusi mengenai hikmah pelaksanaan Praktik ekonomi dalam Islam di masyarakat • Assosiasi <ul style="list-style-type: none"> - Menyimpulkan ketentuan dan tata cara pelaksanaan Praktik ekonomi dalam Islam di masyarakat - Menyimpulkan hikmah ketentuan dan tata cara praktik ekonomi dalam Islam di masyarakat • Komunikasi <ul style="list-style-type: none"> - Menyajikan/melaporkan hasil diskusi tentang 	<p>ekonomi dalam Islam</p> <ul style="list-style-type: none"> - Membuat konsep prinsip-prinsip dan praktik ekonomi dalam Islam - Membuat laporan tentang penerapan prinsip-prinsip dan praktik ekonomi dalam Islam • Observasi <ul style="list-style-type: none"> - Mengamati pelaksanaan diskusi dengan menggunakan lembar observasi yang memuat: - Isi diskusi bagaimana menerapkank onsep prinsip-prinsip dan 		
--	--	--	---	--	--



		<p>ketentuan ketentuan dan tata cara praktik ekonomi dalam Islam di masyarakat</p> <ul style="list-style-type: none"> - Menanggapi hasil presentasi (melengkapi, mengkonformasi, dan menyanggah). - Membuat resume pembelajaran di bawah bimbingan guru. - Berlatih menerapkan ketentuan dan tata cara praktik ekonomi dalam Islam di masyarakat <ul style="list-style-type: none"> • Refleksi - Menampilkan kemampuan menerapkan ketentuan dan tata cara praktik ekonomi dalam Islam di masyarakat - Menunjukkan sikap menghargai dan menghormati dan jujur serta terbuka sebagai hasil refleksi pelaksanaan praktik ekonomi dalam Islam 	<p>praktik ekonomi dalam Islam</p> <ul style="list-style-type: none"> - Memahami prinsip-prinsip dan praktik ekonomi dalam Islam di masyarakat <ul style="list-style-type: none"> • Portofolio - Membuat makalah tentang praktik ekonomi dalam Islam - Membuat laporan tentang ketentuan syariat Islam dalam masalah ketentuan dan tata cara praktik ekonomi dalam Islam di masyarakat 		
--	--	--	---	--	--



			<ul style="list-style-type: none"> • Tes - Tes kemampuan kognitif dengan bentuk tes soal – soal pilihan ganda dan uraian 		
<p>3.9 Memahami pelaksanaan tatacara penyelenggaraan jenazah.</p> <p>4.11 Memperagakan tatacara penyelenggaraan jenazah.</p>	<p>9. Pelaksanaan tatacara penyelenggaraan jenazah</p>	<ul style="list-style-type: none"> • Mengamati - Menyimak bacaan al-Qur'an yang terkait dengan pelaksanaan tatacara penyelenggaraan jenazah, secara individu maupun kelompok. - Mencermati ketentuan dan tata cara pelaksanaan tatacara penyelenggaraan jenazah • Menanya: - Mengajukan pertanyaan tentang ketentuan dan tata cara pelaksanaan tatacara penyelenggaraan jenazah • Eksperimen/Eksplor - Diskusi tentang ketentuan dan tata cara pelaksanaan tatacara penyelenggaraan 	<ul style="list-style-type: none"> • Tugas - Mengumpulkan bahan-bahan artikel/ tulisan tentang masalah pelaksanaan tatacara penyelenggaraan jenazah - Membuat konsep pelaksanaan tatacara penyelenggaraan jenazah - Membuat laporan tentang memahami sikap 	<p>4x3 Jam Pelajaran</p>	<ul style="list-style-type: none"> • Al-Qur'an dan terjemah • Buku teks PAI • CD, VCD, MP3 dan media lainnya yang relevan • Refrensi lain yang relevan

		<p>jenazah</p> <ul style="list-style-type: none"> - Diskusi mengenai hikmah pelaksanaan tatacara penyelenggaraan jenazah • Assosiasi - Menyimpulkan ketentuan dan tata cara pelaksanaan tatacara penyelenggaraan jenazah - Menyimpulkan hikmah ketentuan dan tata cara pelaksanaan tatacara penyelenggaraan jenazah • Komunikasi - Menyajikan/melaporkan hasil diskusi tentang ketentuan ketentuan dan tata cara pelaksanaan tatacara penyelenggaraan jenazah - Menanggapi hasil presentasi (melengkapi, mengkonformasi, dan menyanggah). - Membuat resume pembelajaran di bawah bimbingan guru. - Berlatih menerapkan ketentuan dan tata cara pelaksanaan tatacara 	<p>menghormati dan menghargai pelaksanaan tatacara penyelenggaraan jenazah</p> <ul style="list-style-type: none"> • Observasi - Mengamati pelaksanaan diskusi dengan menggunakan lembar observasi yang memuat: <ul style="list-style-type: none"> - Isi diskusi bagaimana melaksanakan pelaksanaan penyelenggaraan jenazah dengan baik dan benar - Memahami sikap menghormati dan menghargai pelaksanaan tatacara 	
--	--	--	---	--

		<p>penyelenggaraan jenazah</p> <ul style="list-style-type: none"> • Refleksi - Menampilkan kemampuan menerapkan ketentuan dan tata cara pelaksanaan tatacara penyelenggaraan jenazah - Menunjukkan sikap menghargai dan menghormati pelaksanaan penyelenggaraan jenazah 	<p>penyelenggaraan jenazah</p> <ul style="list-style-type: none"> • Portofolio - Membuat konsep pelaksanaan tatacara penyelenggaraan jenazah • Membuat laporan tentang ketentuan syariat Islam dalam masalah ketentuan dan tata cara pelaksanaan tatacara penyelenggaraan jenazah • Tes - Tes kemampuan kognitif dengan bentuk tes soal – soal pilihan ganda dan uraian 		
--	--	---	---	--	--



<p>3.10 Memahami pelaksanaan khutbah, tabligh dan dakwah.</p> <p>4.12 Mempraktikkan khutbah, tabligh, dan dakwah</p>	<p>10. Pelaksanaan khutbah, tabligh dan dakwah di masyarakat</p>	<ul style="list-style-type: none"> • Mengamati <ul style="list-style-type: none"> - Menyimak bacaan al-Qur'an yang terkait dengan pelaksanaan khutbah, tabligh dan dakwah di masyarakat dalam Islam secara individu maupun kelompok. - Mencermati ketentuan dan tata cara pelaksanaan khutbah, tabligh dan dakwah di masyarakat • Menanya: <ul style="list-style-type: none"> - Mengajukan pertanyaan tentang ketentuan dan tata cara pelaksanaan khutbah, tabligh dan dakwah di masyarakat • Eksperimen/Eksplor <ul style="list-style-type: none"> - Diskusi tentang ketentuan dan tata cara pelaksanaan khutbah, tabligh dan dakwah di masyarakat - Diskusi mengenai hikmah pelaksanaan khutbah, tabligh dan dakwah di masyarakat • Assosiasi <ul style="list-style-type: none"> - Menyimpulkan ketentuan 	<ul style="list-style-type: none"> • Tugas <ul style="list-style-type: none"> - Mengumpulkan bahan-bahan artikel/ tulisan tentang masalah khutbah, tabligh dan Dakwah - Membuat konsep khutbah, tabligh dan dakwah - Membuat laporan tentang memahami sikap menghormati dan menghargai pelaksanaan khutbah, tabligh dan dakwah di masyarakat • Observasi <ul style="list-style-type: none"> - Mengamati pelaksanaan 	<p>4x3 Jam Pelajaran</p>	<ul style="list-style-type: none"> • Al-Qur'an dan tarjamah • Buku teks PAI • CD, VCD, MP3 dan media lainnya yang relevan • Refrensi lain yang relevan
--	--	---	---	------------------------------	--

		<p>dan tata cara pelaksanaan khutbah, tabligh dan dakwah di masyarakat</p> <ul style="list-style-type: none"> - Menyimpulkan hikmah ketentuan dan tata cara pelaksanaan khutbah, tabligh dan dakwah di masyarakat • Komunikasi <ul style="list-style-type: none"> - Menyajikan/melaporkan hasil diskusi tentang ketentuan ketentuan dan tata cara pelaksanaan khutbah, tabligh dan dakwah di masyarakat - Menanggapi hasil presentasi (melengkapi, mengkonformasi, dan menyanggah). - Membuat resume pembelajaran di bawah bimbingan guru. - Berlatih menerapkan ketentuan dan tata cara pelaksanaan khutbah, tabligh dan dakwah di masyarakat • Refleksi <ul style="list-style-type: none"> - Menampilkan kemampuan menerapkan ketentuan dan tata cara 	<p>diskusi dengan menggunakan lembar observasi yang memuat:</p> <ul style="list-style-type: none"> - Isi diskusi bagaimana membuat konsep khutbah, tabligh dan dakwah - Memahami sikap menghormati dan menghargai pelaksanaan khutbah, tabligh dan dakwah di masyarakat • Portofolio <ul style="list-style-type: none"> - Membuat konsep khutbah, tabligh dan dakwah - Membuat laporan tentang 		
--	--	---	---	--	--



		<p>pelaksanaan khutbah, tabligh dan dakwah di masyarakat</p> <ul style="list-style-type: none"> - Menunjukkan sikap menghargai dan menghormati pelaksanaan khutbah, tabligh dan dakwah di masyarakat 	<p>ketentuan syariat Islam dalam masalah ketentuan dan tata cara pelaksanaan khutbah, tabligh dan dakwah di masyarakat</p> <ul style="list-style-type: none"> • Tes - Tes kemampuan kognitif dengan bentuk tes soal – soal pilihan ganda dan uraian 		
<p>3.11 Menelaah perkembangan peradaban Islam pada masa kejayaan.</p> <p>4.13 Mendiskripsikan perkembangan peradaban Islam pada masa kejayaan</p>	<p>11. Perkembangan peradaban Islam pada masa kejayaan</p>	<ul style="list-style-type: none"> • Mengamati - Mengamati tayangan video tentang perkembangan masa kejayaan Islam - Membaca artikel tentang perkembangan dan kemajuan Islam pada masa kejayaan Islam • Menanya - Mengajukan pertanyaan 	<ul style="list-style-type: none"> • Tugas - Mengumpulkan artikel dan tulisan tentang perkembangan Islam pada masa kejayaan Islam - Mengumpulkan data dan 	<p>3x3 Jam Pelajaran</p>	<ul style="list-style-type: none"> • Al-qur'an dan terjemah • Buku teks PAI • CD, VCD, MP3 dan media lainnya yang relevan • Refrensi lain yang relevan

		<p>berkaitan dengan perkembangan dan kemajuan Islam pada masa kejayaan Islam seperti faktor-faktor apa saja yang mempengaruhi kemajuan peradaban Islam ?</p> <ul style="list-style-type: none"> • Eksperimen/Eksplor <ul style="list-style-type: none"> - Diskusi tentang perkembangan peradaban Islam pada masa kejayaan Islam - Menelaah faktor-faktor yang mempengaruhi kemajuan peradaban pada masa kejayaan Islam - Menelaah hikmah kejayaan islam yang dapat dijadikan contoh untuk keberhasilan dan kemajuan islam sekarang ini • Assosiasi <ul style="list-style-type: none"> - Menyimpulkan perkembangan peradaban Islam pada masa kejayaan Islam - Menyimpulkan faktor-faktor yang memepengaruhi kemajuan peradaban Islam pada 	<p>bentuk-bentuk visualisasi tentang perkembangan Islam pada masa kejayaan Islam</p> <ul style="list-style-type: none"> • Observasi <ul style="list-style-type: none"> - Mengamati pelaksanaan diskusi dengan menggunakan lembar observasi yang memuat serta mengumpulkan berbagai data : - Isi diskusi (perkembangan Islam, beserta faktor-faktor yang mempengaruhi kemajuan peradaban Islam) pada masa kejayaan 		
--	--	---	--	--	--

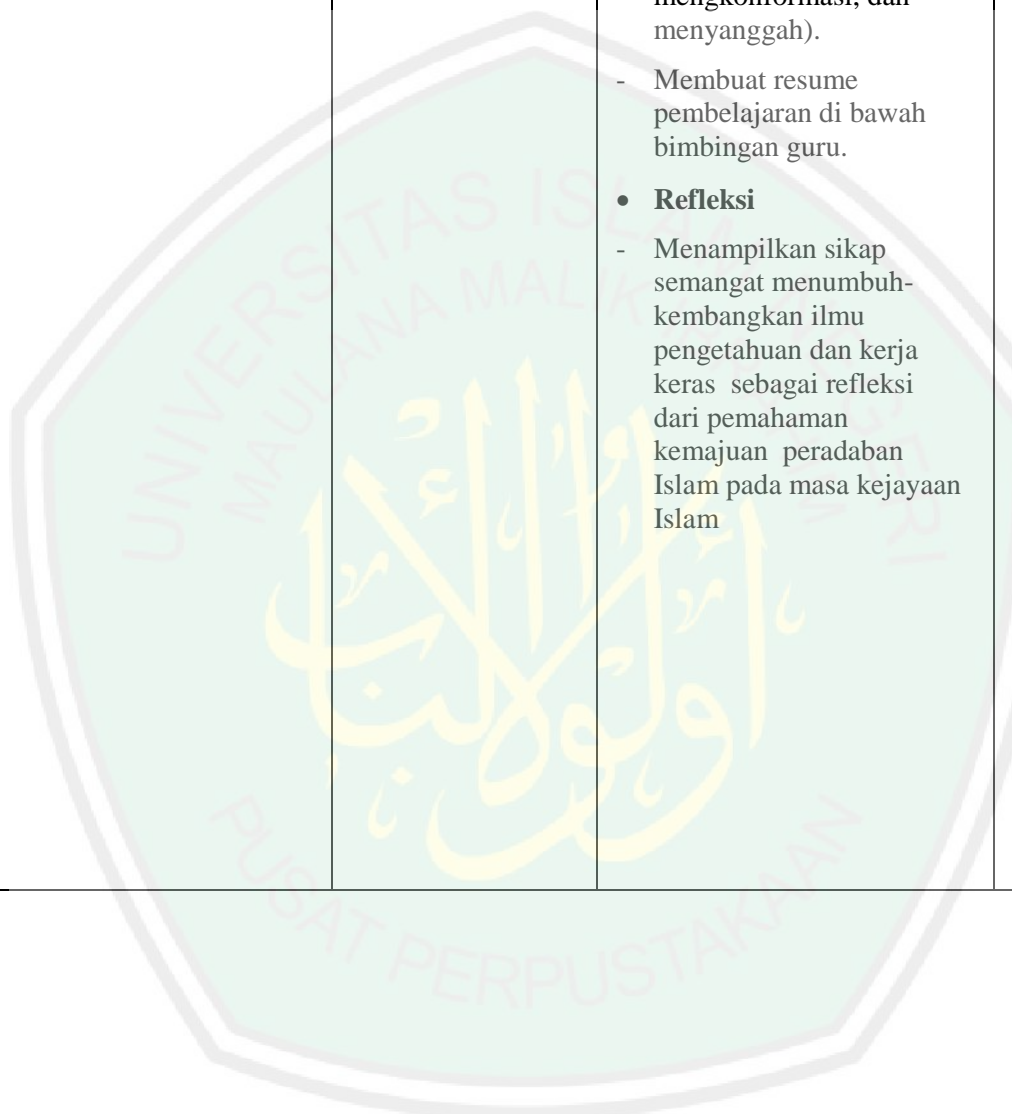


		<p>masa kejayaan Islam</p> <ul style="list-style-type: none"> - Menyimpulkan faktor-faktor yang mempengaruhi kemajuan peradaban Islam yang dapat dijadikan contoh untuk keberhasilan dan kemajuan islam sekarang ini • Komunikasi <ul style="list-style-type: none"> - Menyajikan/melaporkan hasil diskusi tentang faktor-faktor yang mempengaruhi kemajuan peradaban Islam pada masa kejayaan Islam - Menanggapi hasil presentasi (melengkapi, mengkonformasi, dan menyanggah). - Membuat resume pembelajaran di bawah bimbingan guru. • Refleksi <ul style="list-style-type: none"> - Menampilkan sikap semangat menumbuhkan ilmu pengetahuan dan kerja keras sebagai refleksi dari pemahaman kemajuan peradaban Islam pada masa kejayaan 	<p>Islam</p> <ul style="list-style-type: none"> - Sikap semangat menumbuhkan ilmu pengetahuan dan kerja keras sebagai refleksi dari pemahaman kemajuan peradaban Islam pada masa kejayaan Islam • Portofolio <ul style="list-style-type: none"> - Membuat makalah dan laporan perkembangan Islam dan faktor-faktor yang mempengaruhi kemajuan peradaban Islam pada masa kejayaan Islam • Tes 		
--	--	--	---	--	--

		Islam	- Tes kemampuan kognitif dengan bentuk tes soal – soal pilihan ganda dan uraian		
<p>3.12 Menelaah perkembangan Islam pada masa modern (1800-sekarang).</p> <p>4.14 Mendiskripsikan perkembangan Islam pada masa modern (1800-sekarang)</p>	12. Masa kejayaan Islam	<ul style="list-style-type: none"> • Mengamati <ul style="list-style-type: none"> - Mengamati tayangan video tentang perkembangan masa kejayaan Islam - Membaca artikel tentang perkembangan dan kemajuan Islam pada masa kejayaan Islam • Menanya <ul style="list-style-type: none"> - Mengajukan pertanyaan berkaitan dengan perkembangan dan kemajuan Islam pada masa kejayaan Islam seperti faktor-faktor apa saja yang mempengaruhi kemajuan peradaban Islam ? • Eksperimen/Eksplor <ul style="list-style-type: none"> - Diskusi tentang perkembangan peradaban Islam pada masa kejayaan 	<ul style="list-style-type: none"> • Tugas <ul style="list-style-type: none"> - Mengumpulkan artikel dan tulisan tentang perkembangan Islam pada masa kejayaan Islam - Mengumpulkan data dan bentuk-bentuk visualisasi tentang perkembangan Islam pada masa kejayaan Islam • Observasi <ul style="list-style-type: none"> - Mengamati pelaksanaan 	3x3 Jam Pelajaran	<ul style="list-style-type: none"> • Al-Qur'an dan tarjamah • Buku teks PAI • CD, VCD, MP3 dan media lainnya yang relevan • Refrensi lain yang relevan

		<p>Islam</p> <ul style="list-style-type: none"> - Menelaah faktor-faktor yang mempengaruhi kemajuan peradaban pada masa kejayaan Islam - Menelaah hikmah kejayaan islam yang dapat dijadikan contoh untuk keberhasilan dan kemajuan islam sekarang ini • Assosiasi - Menyimpulkan perkembangan peradaban Islam pada masa kejayaan Islam - Menyimpulkan faktor-faktor yang mempengaruhi kemajuan peradaban Islam pada masa kejayaan Islam - Menyimpulkan faktor-faktor yang mempengaruhi kemajuan peradaban Islam yang dapat dijadikan contoh untuk keberhasilan dan kemajuan islam sekarang ini • Komunikasi - Menyajikan/melaporkan 	<p>diskusi dengan menggunakan lembar observasi yang memuat serta mengumpulkan berbagai data :</p> <ul style="list-style-type: none"> - Isi diskusi (perkembangan Islam, beserta faktor-faktor yang mempengaruhi kemajuan peradaban Islam) pada masa kejayaan Islam - Sikap semangat menumbuhkan ilmu pengetahuan dan kerja keras sebagai refleksi dari pemahaman kemajuan 	
--	--	--	---	--

		<p>hasil diskusi tentang faktor-faktor yang mempengaruhi kemajuan peradaban Islam pada masa kejayaan Islam</p> <ul style="list-style-type: none"> - Menanggapi hasil presentasi (melengkapi, mengkonformasi, dan menyanggah). - Membuat resume pembelajaran di bawah bimbingan guru. • Refleksi - Menampilkan sikap semangat menumbuhkan ilmu pengetahuan dan kerja keras sebagai refleksi dari pemahaman kemajuan peradaban Islam pada masa kejayaan Islam 	<p>peradaban Islam pada masa kejayaan Islam</p> <ul style="list-style-type: none"> • Portofolio - Membuat makalah dan laporan perkembangan Islam dan faktor-faktor yang mempengaruhi kemajuan peradaban Islam pada masa kejayaan Islam • Tes - Tes kemampuan kognitif dengan bentuk tes soal – soal pilihan ganda dan uraian 		
--	--	--	--	--	--





UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF MALANG

ATTACHMENT XI



PEMERINTAH KOTA MALANG
DINAS PENDIDIKAN
SMA NEGERI 8 MALANG

Jl. Veteran 37 Telp.(0341) 551096 Fax.(0341) 575795 Malang

Website : www.sman8-mlg.sch.id E-mail : sman8malang@yahoo.com



KRITERIA KETUNTASAN MINIMAL (KKM)
TAHUN PELAJARAN 2014-2015

Mata Pelajaran : Pend. Agama Islam
Kelas/Semester : XI / 2

Standar Kompetensi : 7. Memahami ayat-ayat Al Qur'an tentang perintah menjaga kelestarian lingkungan hidup

KOMPETENSI DASAR	Kriteria Penetapan Ketuntasan			KKM	
	Kompleksitas	Daya dukung	Intake	Kognitif	Praktik
7.1 Membaca QS Ar Rum: 41- 42, QS Al-A'raf: 56-58, dan QS Ash Shad: 27	70	75	80	75	
7.2 Menjelaskan arti QS Ar Rum: 41- 42, QS Al-A'raf: 56-58, dan QS Ash Shad: 27	72	73	80	75	
7.3 Membiasakan perilaku menjaga kelestarian lingkungan hidup seperti terkandung dalam QS Ar Rum: 41- 42, QS Al-A'raf: 56-58, dan QS Ash Shad: 27	74	71	80	75	
RATA-RATA				75	

Standar Kompetensi : 8. Meniungatkan keimanan kepada Kitab-kitab Allah.

KOMPETENSI DASAR	Kriteria Penetapan Ketuntasan			KKM	
	Kompleksitas	Daya dukung	Intake	Kognitif	Praktik
8.1 Menampilkan perilaku yang mencerminkan keimanan terhadap Kitab-kitab Allah	77	77	80	78	
8.2 Menerapkan hikmah beriman kepada Kitab-kitab Allah	77	77	80	78	
RATA-RATA				78	

Standar Kompetensi : 9. Membiasakan perilaku terpuji

KOMPETENSI DASAR	Kriteria Penetapan Ketuntasan			KKM	
	Kompleksitas	Daya dukung	Intake	Kognitif	Praktik

9.1	Menjelaskan pengertian dan maksud menghargai karya orang lain	80	80	80	80	
9.2	Menampilkan contoh perilaku menghargai karya orang lain	77	80	80	79	
9.3	Membiasakan perilaku menghargai karya orang lain dalam kehidupan sehari-hari	70	75	80	75	
RATA-RATA					78	

Standar Kompetensi : 10. Menghindari Perilaku Tercela

KOMPETENSI DASAR	Kriteria Penetapan Ketuntasan			KKM		
	Kompleksitas	Daya dukung	Intake	Kognitif	Praktik	
10.1 Menjelaskan pengertian dosa besar	80	80	80	80		
10.2 Menyebutkan contoh perbuatan dosa besar	77	80	80	79		
10.3 Menghindari perbuatan dosa besar dalam kehidupan sehari-hari	70	75	80	75		
RATA-RATA					78	

Standar Kompetensi : 11. Memahami ketentuan hukum Islam tentang pengurusan jenazah.

KOMPETENSI DASAR	Kriteria Penetapan Ketuntasan			KKM		
	Kompleksitas	Daya dukung	Intake	Kognitif	Praktik	
11.1 Menjelaskan tatacara pengurusan jenazah	70	75	80	75		
11.2 Memperagakan tatacara pengurusan jenazah	70	75	80	75		
RATA-RATA					75	

Standar Kompetensi : 12. Memahami khutbah, tabligh dan dakwah.

KOMPETENSI DASAR	Kriteria Penetapan Ketuntasan			KKM		
	Kompleksitas	Daya dukung	Intake	Kognitif	Praktik	
12.1 Menjelaskan pengertian khutbah, tabligh, dan dakwah	80	80	80	80		
12.2 Menjelaskan tatacara khutbah, tabligh, dan dakwah	77	80	80	79		
12.3 Memperagakan khutbah, tabligh, dan dakwah	70	75	80	75		
RATA-RATA					78	

Standar Kompetensi : 13. Memahami perkembangan Islam pada masa modern (1800 – sekarang).

	Kriteria Penetapan Ketuntasan	KKM

KOMPETENSI DASAR	Kompleksitas	Daya dukung	Intake	Kognitif	Praktik
13.1 Menjelaskan perkembangan Islam pada masa modern	77	77	80	78	
13.2 Menyebutkan contoh peristiwa perkembangan Islam masa modern	77	77	80	78	
RATA-RATA				78	

RATA-RATA KKM KOGNITIF	77
-------------------------------	----



PEMERINTAH KOTA MALANG
DINAS PENDIDIKAN
SMA NEGERI 8 MALANG

Jl. Veteran 37 Telp.(0341) 551096 Fax.(0341) 575795 Malang

Website : www.sman8-mlg.sch.id E-mail : sman8malang@yahoo.com



**KRITERIA KETUNTASAN MINIMAL (KKM)
TAHUN PELAJARAN 2014-2015**

Mata Pelajaran : Pend. Agama Islam
Kelas/Semester : XII / 1

Standar Kompetensi : 1. memahami ayat-ayat al-Qur'an tentang anjuran bertoleransi.

KOMPETENSI DASAR	Kriteria Penetapan Ketuntasan			KKM	
	Kompleksitas	Daya dukung	Intake	Kognitif	Praktik
1.1 Membaca QS Al-Kafiruun, QS Yunus: 40-41, dan QS Al-Kahfi: 29	76	78	80	78	
1.2 Menjelaskan arti QS Al-Kafiruun, QS Yunus: 40-41, dan QS Al-Kahfi: 29	76	78	80	78	
1.3 Membiasakan perilaku bertoleransi seperti terkandung dalam QS Al-Kafiruun, QS Yunus: 40-41, dan QS Al-Kahfi: 29	76	78	80	78	
RATA-RATA				78	

Standar Kompetensi : 2. memahami ayat-ayat al-Qur'an tentang etos kerja.

KOMPETENSI DASAR	Kriteria Penetapan Ketuntasan			KKM	
	Kompleksitas	Daya dukung	Intake	Kognitif	Praktik
2.1 Membaca QS Al-Mujadalah: 11 dan QS Al-Jumuah: 9-10	76	78	80	78	
2.2 Menjelaskan arti QS Al-Mujadalah: 11 dan QS Al-Jumuah: 9-10	76	78	80	78	
2.3 Membiasakan beretos kerja seperti terkandung dalam QS Al-Mujadalah: 11, dan QS Al-Jumuah:	76	78	80	78	

9-10					
RATA-RATA				78	

Standar Kompetensi : : 3. Meningkatkan keimanan kepada Hari Akhir.

KOMPETENSI DASAR	Kriteria Penetapan Ketuntasan			KKM	
	Kompleksitas	Daya dukung	Intake	Kognitif	Praktik
3.1 Menampilkan perilaku yang mencerminkan keimanan terhadap Hari Akhir	77	77	80	78	
3.2 Menerapkan hikmah beriman kepada Hari Akhir	77	77	80	78	
RATA-RATA				78	

Standar Kompetensi : 4. Membiasakan berperilaku terpuji

KOMPETENSI DASAR	Kriteria Penetapan Ketuntasan			KKM	
	Kompleksitas	Daya dukung	Intake	Kognitif	Praktik
4.1 Menjelaskan pengertian adil, ridha, dan amal shaleh	80	80	80	80	
4.2 Menampilkan contoh perilaku adil, ridha, dan amal shaleh	77	80	80	79	
4.3 Membiasakan perilaku adil, ridha, dan amal shaleh dalam kehidupan sehari-hari	70	75	80	75	
RATA-RATA				78	

Standar Kompetensi : 5. Memahami hukum Islam tentang Hukum Keluarga.

KOMPETENSI DASAR	Kriteria Penetapan Ketuntasan			KKM	
	Kompleksitas	Daya dukung	Intake	Kognitif	Praktik
5.1 Menjelaskan ketentuan hukum perkawinan dalam Islam	80	80	80	80	
5.2 Menjelaskan hikmah perkawinan	77	80	80	79	
5.3 Menjelaskan ketentuan perkawinan menurut perundang-undangan di Indonesia	70	75	80	75	
RATA-RATA				78	

Standar Kompetensi : 6. Memahami perkembangan Islam di Indonesia.

KOMPETENSI DASAR	Kriteria Penetapan Ketuntasan			KKM	
	Kompleksitas	Daya dukung	Intake	Kognitif	Praktik
6.1 Menjelaskan perkembangan Islam di Indonesia	80	80	80	80	
6.2 Menampilkan contoh perkembangan Islam di Indonesia	77	80	80	79	
6.3 Mengambil hikmah dari perkembangan Islam di Indonesia	70	75	80	75	
RATA-RATA				78	

RATA-RATA KKM KOGNITIF	78
-------------------------------	-----------



**PEMERINTAH KOTA MALANG
DINAS PENDIDIKAN
SMA NEGERI 8 MALANG**

Jl. Veteran 37 Telp.(0341) 551096 Fax.(0341) 575795 Malang

Website : www.sman8-mlg.sch.id E-mail : sman8malang@yahoo.com



**KRITERIA KETUNTASAN MINIMAL (KKM)
TAHUN PELAJARAN 2014-2015**

Mata Pelajaran : Pend. Agama Islam

Kelas/Semester : XII / 2

Standar Kompetensi : 7. Memahami ayat-ayat al Quran tentang pengembangan IPTEK.

KOMPETENSI DASAR	Kriteria Penetapan Ketuntasan			KKM	
	Kompleksitas	Daya dukung	Intake	Kognitif	Praktik
7.1 Membaca QS Yunus:101 dan QS Al-Baqarah: 164	76	78	80	78	
7.2 Menjelaskan arti QS Yunus: 101 dan QS Al-Baqarah: 164	76	78	80	78	
7.3 Melakukan pengembangan iptek seperti terkandung dalam QS Yunus: 101 dan QS Al-Baqarah: 164	76	78	80	78	
RATA-RATA				78	

Standar Kompetensi : : 8. Meningkatkan keimanan kepada Qadha' dan Qadar.

	Kriteria Penetapan Ketuntasan	KKM
--	-------------------------------	-----

KOMPETENSI DASAR	Kompleksitas	Daya dukung	Intake	Kognitif	Praktik
8.1 Menjelaskan tanda-tanda keimanan kepada qadha' dan qadar	77	77	80	78	
8.2 Menerapkan hikmah beriman kepada qadha' dan qadar	77	77	80	78	
RATA-RATA				78	

Standar Kompetensi : 9. Membiasakan perilaku terpuji.

KOMPETENSI DASAR	Kriteria Penetapan Ketuntasan			KKM	
	Kompleksitas	Daya dukung	Intake	Kognitif	Praktik
9.1 Menjelaskan pengertian dan maksud persatuan dan kerukunan	80	80	80	80	
9.2 Menampilkan contoh perilaku persatuan dan kerukunan	77	80	80	79	
9.3 Membiasakan perilaku persatuan dan kerukunan dalam kehidupan sehari-hari	70	75	80	75	
RATA-RATA				78	

Standar Kompetensi : 10. Menghindari perilaku tercela.

KOMPETENSI DASAR	Kriteria Penetapan Ketuntasan			KKM	
	Kompleksitas	Daya dukung	Intake	Kognitif	Praktik
10.1 Menjelaskan pengertian isyraf, tabzir, ghibah, dan fitnah	80	80	80	80	
10.2 Menjelaskan contoh perilaku isyraf, tabzir, ghibah, dan fitnah	77	80	80	79	
10.3 Menghindari perilaku isyraf, tabzir, ghibah, dan fitnah dalam kehidupan sehari-hari	70	75	80	75	
RATA-RATA				78	

Standar Kompetensi : 11. Memahami hukum Islam tentang Waris

KOMPETENSI DASAR	Kriteria Penetapan Ketuntasan			KKM	
	Kompleksitas	Daya dukung	Intake	Kognitif	Praktik
11.1 Menjelaskan ketentuan-ketentuan hukum waris	77	77	80	78	
11.2 Menjelaskan contoh pelaksanaan hukum waris	77	77	80	78	
RATA-RATA				78	

Standar Kompetensi : 12. Memahami perkembangan Islam di dunia.

KOMPETENSI DASAR	Kriteria Penetapan Ketuntasan			KKM	
	Kompleksitas	Daya dukung	Intake	Kognitif	Praktik
12.1 Menjelaskan perkembangan Islam di dunia	80	80	80	80	
12.2 Menampilkan contoh perkembangan Islam di dunia	77	80	80	79	
12.3 Mengambil hikmah dari perkembangan Islam di dunia	70	75	80	75	
RATA-RATA				78	

RATA-RATA KKM KOGNITIF	78
-------------------------------	-----------

Koordinator Mata Pelajaran PAI

Drs. Masrur
NIP 196705242001121



Wawancara dengan Bapak Juswadi, S.Pdi Selaku Guru Agama Islam
di SMA Negeri 8 Malang



Wawancara dengan Bapak Drs. Mubasyir Selaku Guru Pendidikan Agama Islam
Di SMA Negeri 8 Malang



Wawancara dengan Bapak Drs. H. Moh. Sulthon, M.Pd selaku Kepala Sekolah SMA Negeri 8 Malang





Wawancara dengan Amelia Siswa Kelas XI IPA 4 SMA Negeri 8 Malang



Wawancara dengan Ifa Siswa Kelas XI IPA 4 SMA Negeri 8 Malang



Proses Kegiatan Belajar mengajar (KBM) Sedang Berlangsung di Kelas XI IPA 4



Proses Kegiatan Belajar mengajar (KBM) Sedang Berlangsung di Kelas XI IPA 4



Proses Kegiatan Belajar Mengajar di kelas XI IPA 1



Proses Kegiatan Belajar Mengajar di kelas XI IPA 1



Ruang Kelas XI SMA Negeri 8 Malang di lengkapi dengan LCD



Ruang Belajar Siswa SMA Negeri 8 dilengkapi dengan Papan LCD, Papan Tulis.



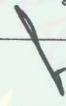








Ruangan Kelas di Lengkapi CCTV Untuk Memantau Proses Kegiatan Belajar di Kelas



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://tarbiyah.uin-malang.ac.id> Email: psg_uinmalang@ymail.com

EVIDENCE OF CONSULTATION

Name : Jenny Hidayanti
Number of Student : 11110048
Tittle of Skripsi : The Implementation of Curriculum 2013 on Islamic
Education Lesson at Senior High School 8 Malang
Advisor : Dr.H.Nur Ali, M.Pd

No	Date of Consultation	Consultation Material	Signature
1.	24/ 03/ 2015	Proposal Consultation	1. 
2.	27/ 04/ 2015	Proposal Consultation	2. 
3.	11/ 05/ 2015	ACC Chapter I, II,III	3. 
4.	13/ 05/ 2015	Instrument of Reasearch	4. 
5.	16/ 05/ 2015	ACC Instrument of Reasearch	5. 
6.	28/ 05/ 2015	Chapter IV	6. 
7.	02/ 06/ 2015	Chapter IV	7. 
8.	11/ 06/ 2015	ACC Chapter IV and Consultation V	8. 
9.	15/ 06/ 2015	All Chapter	9. 

Malang, 15 June 2015
The Head of Islamic Education
Department

Dr. Marno Nurullah, M.Ag
NIP. 19720822 2002121 001