ISLAMIKA
Jurnal Keislaman dan Ilmu Pendidikan

p-ISSN : 2656-5382
e-ISSN : 2656-0224

Terindeks : SINTA 5, Crossref, Garuda, Moraref, Google Scholar, dan lain-lain.

https://doi.org/10.36088/islamika.v5i2.3183

# MANAGEMENT OF ISLAMIC RELIGIOUS EDUCATION LEARNING WITH A SCIENTIFIC APPROACH AS A FORMATION OF ACTIVE AND SCIENTIFIC ATTITUDES OF STUDENTS AT SMK BINA NUSANTARA ANDIKA CIANJUR

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**Abstract**

*The purpose of this research for demonstrate how the implementation of governance practices, processes, and supporting and inhibiting elements of the scientific method are used to increase student involvement in PAI learning at SMK Bina Nusantara Andika. A qualitative descriptive approach was used in this study. Data collection methods include observation, interviews, and documentation. The findings show that PAI learning is applied using the 2013 curriculum and the scientific model. The school has endeavored to promote discipline and order, maximize study hours using the scientific method, and increase student participation by requiring students to participate in group discussions of the teaching-learning process and hands-on practice. In addition, the instructor demonstrates the scientific method paradigm through real-life examples. The scientific approach is carried out by stimulating students' interest in the concepts being taught, encouraging students to ask questions about concepts, assisting students in gathering various information related to concepts, guiding students in developing arguments from concepts, and guiding students in concluding concepts. In addition, the supporting elements are the active participation of students in learning, competent instructors, supporting facilities and infrastructure, and various learning techniques. On the other hand, the inhibiting factors include inadequate facilities, such as the lack of technical support tools, insufficient allocation of teaching time, and the shortage of teaching staff, especially PAI teachers who have not been able to adapt to the scientific approach model.*

***Keywords***: *Scientific Approach; Islamic Learning Activity; Islamic Education*

## INTRODUCTION

Islamic Religious Education (PAI) is one of the subjects charged with values, morals that lead humans to a better level of understanding and behavior (Haris, 2021). This certainly has the purpose of being a preventive measure to overcome various moral problems through PAI subjects. However, in reality, there are still problems that are still visible both structurally

and functionally by PAI teachers (Faiz, 2021). The effect is that PAI in schools only falls out of obligation because of existing rules, so PAI learning only revolves around knowledge transfer. Ideally, not only the transfer of knowledge but also must include a higher understanding because understanding that PAI learning must touch the highest realm, namely drawing closer to GodLearning is a process of interaction between teachers and students. Good learning should be designed so that students are able to be active and scientific. An active and scientific attitude is necessary for students to be able to digest learning well. The scientific approach is taken by the 2013 curriculum by encouraging students to observe, question, analyze, present, conclude, and createsomething (work) (Ismail & Fata, 2016). Each student must participate in the scientific process, which often requires observation or analysis necessary for data collection (Suyanto, 2018).

PAI in schools needs to be given a larger portion so that the achievement of character and morality reaches an even better point. For this reason, it is certainly not enough if PAI is carried out once a week in learning. There needs to be other programs that are applied in habituation in schools, one of which is through the PAI literacy program in schools. Multiliteration learning in PAI certainly needs to be applied not only by subject teachers but also by anyone else to achieve a better generation of the nation by multiliteration with the basics of Islamic Religious Education (Salam, Arifin, & Sulistiono, 2022).

The scientific approach includes several steps that must be passed, including observation, questioning, data collection, communication, and drawing conclusions. (Tatang Muh Nasir, Irawan, & Priyatna, 2022). As said earlier, all these improvements are made to assist students in understanding and implementing the ideas they learned in school. Not only intellectually, but also in terms of the attitudes and abilities necessary for success. In the implementation of the previous curriculum, students were seen as objects that could only listen to the lectures of their lecturers, and teachers were treated as knowledge centers that communicate information only through classroom learning *(teacher center)*. Meanwhile, the 2013 Curriculum emphasizes more on this subject, where the focus of information is not on the teacher, but on students who are actively seeking knowledge (Maba, 2017). In other words, the student becomes the topic in this example. This is the essence of the learning improvements mandated by the 2013 curriculum, so that the chosen way to implement them is scientific. The cornerstone of this scientific method is that students research things, ask questions, reason, and do research. However, if examined through the lens of the scientific method, it seems that this strategy will be straightforward when used for science courses,

because it includes stages that are often used in research, such as researching something, finding information, reasoning, and experimenting. However, how is this technique applied to topics in Islamic Religious Education (PAI)? Will it be difficult to apply this strategy to PAI subjects? Or, will this method help PAI learning? Starting with this inquiry, researchers are particularly interested in studying how these strategies are used for PAI subjects. How do teachers actually implement this new curriculum?

This is because, based on the reality on the ground, it turns out that there are still many teachers who have difficulty in implementing the 2013 Curriculum (Suyanto, 2017). Among the difficulties encountered in implementing the 2013 Curriculum is the assessment process which is considered complicated; teachers continue to struggle with the application of scientific approaches in teaching and learning activities; and teachers continue to struggle with involving students in their learning. Taking these factors into account, it is not easy to apply the current model approach, so its implementation has not been effective in all schools using the 2013 Curriculum (Prasetyo, 2016).

The scientific method is a collection of tools to examine one or more events or symptoms, learn new information, or correct and integrate previously acquired knowledge (Irawan, 2017). To qualify scientific learning as scientific, research techniques must be based on evidence derived from observable, empirical, and measurable things and adhere to proper reasoning rules (Priatna, Maylawati, Sugilar, & Ramdhani, 2020). Thus, the scientific method usually consists of a series of data collection activities such as observation or experimentation, data processing, analysis, and finally the formulation and testing of hypotheses (Kristiyani, 2019). Using a scientific approach to learning eliminates unscientific experiments. Students should be led to "own" conclusions and interpretations of learning using this scientific technique. Sure, it puts a premium on student-centered learning. Students are required to participate in the process of obtaining information, attitudes, and behaviors actively and creatively through a student-centered learning process. By actively involving students in the learning process, the teacher implies that he is no longer fully committed to the student's right to learn. It is very important to promote student activities because learning is basically an active process in which students use their minds to build knowledge (Suwono, 2016).

According to the above statement, the scientific method is supposed to increase student engagement. However, as this is a new strategy in Indonesia, there is currently little

empirical evidence that scientific approaches affect student participation. Like research conducted by Dewi Sandra in 2019 at a high school in Aceh, it shows that scientific metdoe is influential for fostering students' active attitudes. However, in the study, it has not been revealed whether scientific methods influence students' scientific attitudes.

Thus, this is the basis for researchers to find out the extent to which scientific methods influence students' active and scientific attitudes in PAI learning. Therefore, it is very important for a teacher, especially one who teaches Islamic education, to have a better understanding of how to apply the scientific approach in the learning process so that the objectives of the scientific method can be achieved effectively and accurately. Thus, this study will assess how PAI teachers use the scientific methodology mentioned in the title.

## METHODS

This research uses qualitative research methods. This study aims to demonstrate how scientific methods to encourage student involvement in Islamic Religious Education at SMK Bina Nusantara Andika Cianjur are in accordance with the reality of the current location setting. The data used to describe the scientific approach were collected through observation, interviews, and documentation studies, with the researcher as the main instrument (Suryana & Priatna, 2008). The data collected includes planning, implementing, evaluating, and teacher efforts to overcome difficulties in implementing scientific approaches in learning Islamic Religious Education Curriculum 2013 at SMK Bina Nusantara Andika Cianjur. The research describes and explores multiliteration-based PAI Learning at SMK Bina Nusantara Andika Cianjur with a focus on problems that include planning, processing, and evaluating mulititarian learning. To describe the data, the researchers used qualitative research (Lexy J. Moleong, 2019).

## RESULTS

Nowadays, character education always provides interesting things for academics, to be studied and believed to be a source of solving various existing problems. The cultivation and formation of character is indeed very important, because it concerns the quality of a nation as stated by Faiz (Faiz, 2021) that it is an important foundation for the sustainability of a nation's civilization, because the quality of character determines the existence of a nation.

But nowadays, character education has entered a new era and challenges, in addition to the domino effect of the condition of the progress of the times

Supporting Factors and Obstacles to Increasing Student Activity through a Scientific Approach in Learning Islamic Religious Education at SMK Bina Nusantara Andika The teaching and learning process certainly cannot be separated from supporting and inhibiting elements (Priatna, 2020). These elements are issues that require the cooperation of all stakeholders. For example, in the teaching and learning process, if the supporting variables are not met, this will inevitably become an obstacle for both students and teachers, and vice versa. Thus, in connection with this study, researchers discussed the elements that contribute to and hinder the learning activities of Islamic Religious Education students in students of SMK Bina Nusantara Andika using scientific methods. The following is a discussion of the results of the study.

**Supporting Factors**

**1. Teacher Abilities**

The implementation of the 2013 curriculum requires teachers to have certain skills or competencies (Machali, 2014). This can be achieved by educating teachers to apply the curriculum during the learning process, as islamic religious education teachers do.

As previously stated, SMK Bina Nusantara Andika has been using the 2013 curriculum since 2013. This means that teachers, especially those who teach Islamic Religious Education, have been trained in the application process through attendance at relevant training sessions. According to researchers, this is a critical aspect in the effectiveness of teachers in using a scientific approach in the learning process of Islamic Religious Education.

Then, the study found that Islamic Religious Education teachers are quite professional in their teaching because they use a scientific approach model. In addition, teachers can use appropriate learning tools. This truth can be seen from the student confession. In addition, researchers saw that children were very excited and enjoyed learning Islamic Religious Education. In addition, the classroom environment becomes more vibrant as students look more engaged in the classroom.

Ramayulis stated that the function of evaluating Islamic education is: 1). To find out which student is the smartest and dumbest in his class, 2) to find out whether the material that has been taught is already owned by the student or not, 3) To encourage healthy

competition between students, 4) To know the progress and development of students after following the teaching and learning process, 5) to know whether or not it is appropriate in choosing materials, methods and various adjustments in the classroom (Rambat Nur Sasongko, 2021). Islamic Religious Education besides having the same transmission as other fields of study (transfer of knowledge) also has a transformation of values (transfer of values) and personality formation with all aspects it covers in accordance with a deep-rooted transcendental foundation, and which is very strong in its teaching. The occurrence of a transformation process in the lives of students is the main goal of religious education and the success of religious education learning that must be reflected in the actions of individuals, families and communities (Harto, Kasinyo, 2021).

**2. School Facilities**

In addition, in terms of current facilities, it is considered almost adequate (although additional resources are needed) to allow a scientific approach in studying Islamic Religious Education. For example, projectors already exist in computer labs, language labs and libraries with an adequate collection of books. In addition, functional materials are enough. For example, sources for the practice of tajhid mayyid, including the practice of ablution, and the practice of prayer. With a high level of teaching skills in Islamic Religious Education and appropriate facilities, the scientific method of improving student learning activities is of course increasing. This was also received by the Head of SMK Bina Nusantara Andika who said that: "The ability to teach good and bad PAI teachers is always addressed and improved by each teacher in their respective topics." Even today, the PAI teacher at SMK Bina Nusantara Andika is the leader of the PAI organization in the MGMP area of this school.

**3. Teacher Training**

As for the ways to improve the quality of teachers, as mentioned earlier, namely: Efforts are made by conducting teacher training both inside and outside the school, encouraging teachers to buy books, open internet services, and follow the development of information, and teachers are required to submit a teacher ability development report called Sustainable Professional Development (PKB), which is reported every semester.

As a result of various development efforts, as explained by the principal, it can be said that the teaching ability of PAI teachers with a scientific approach has been applied and improved, and many modern teachers, including PAI teachers, master IT and are able to use it in the learning process. Education. Furthermore, the Principal said that: "With the

increasing professionalism of teachers in mastering science and the use of technology, as well as scientific approaches in the learning process of Islamic Religious Education, students' activeness in learning is increasing. Despite this, some students remain passive participants in the teaching and learning process".

**4. Availability of Supporting Books and Laboratories**

According to MN, the availability of appropriate 2013 curriculum books and even a separate laboratory for PAI is very helpful in efforts to apply the scientific method at SMK Bina Nusantara Andika. With these supporting facilities or variables, it is certainly useful in increasing the attachment of students at SMK Bina Nusantara Andika using scientific methods to study Islamic Religious Education.

**Inhibiting Factors**

The first inhibiting factor is the teacher who is too fierce, the researcher's experience when he is a teacher, many teachers have a misconception between firm and fierce. This makes students not open for fear of being blamed. This kind of educational practice makes students' characters tend to be obedient, but students' abilities are limited for fear of expressing their ideas and ideas because the teacher always feels right. From a psychological point of view, teachers who are too fierce contribute violent behavior to children. It is possible that the large number of brawls, fights between students is the result of the teacher's mistake in instilling character education in students. The results of a survey by the Indonesian Child Protection Commission (KPAI) in 2012 which said there were still teacher errors in terms of discipline to shape student character. KPAI concluded that 39% of respondents had experienced non-verbal violence such as being pinched by teachers, and 34% received verbal violence in the form of high-pitched speech. This is done with initiatives to provide a deterrent effect for students to be disciplined(Christiana, 2019).

Then in 2017 KPAI also revealed that as many as 84% of children in Indonesia had experienced violence at school. These results make Indonesia ranked highest in cases of violence in schools (KPAI, 2017). KPAI also released the latest results in 2019, which received complaints of physical and psychological violence in the school environment. KPAI data shows that 44% of abusers are teachers or principals to students(Wıdadıo., 2019). If such conditions continue to occur then it is certain that students do not get good moral qualities. As Megawangi said that teachers must provide healthy moral air so that students breathe healthy moral air in order to nourish students' lungs because children will be in class

all day, if the teacher is able to provide air of affection and respect for students, then the child's character will be good (Megawangi, 2016) . The increase in student learning activities through a scientific approach to Islamic Religious Education is also inseparable by overcoming inhibitions. This is a separate obstacle for the school or educators at SMK Bina Nusantara Andika.

**1. Inadequate Facilities**

As previously stated, one of the components that play a role in the smooth implementation of education in schools is the completeness of the facilities needed for the educational process. SMK Bina Nusantara Andika already has some of these supporting facilities, but the obstacle is that it is insufficient or not proportional to the number of students who use it. In this regard, the school justified this by stating that:

"One of the obstacles is the limited facilities that exist today. When class hours overlap, for example, and there is only one infocus accessible, one of the other courses that requires infocus will be harmed by a meager PBM when compared to the amount of study space available. Of course with only one focal point, that's simply not enough".

As a result of these barriers, teachers are forced to use their own computers to teach and learn. Of course, using a computer as a learning material does not give the most effective results due to a flexible laptop. In this scenario, children sit in groups to watch movies on their computers. Whereas learning using a scientific paradigm requires the use of existing material, such as a projector.

**2. Some Teachers Are Still Adjusting to the Latest Learning Model**

In addition, the obstacles that hinder efforts to apply a scientific approach to students at SMK Bina Nusantara Andika are related to teachers and students who change paradigms and adjust to new learning models. In addition, it is associated with the scarcity of scientific facilities. Therefore, there are still many obstacles or inhibiting factors in increasing student participation through scientific methods in learning Islamic Religious Education at SMK Bina Nusantara Andika. These considerations are mainly concentrated on the inadequate facilities provided as resources to support the smooth running of the educational process and obstacles to the implementation of Islamic Religious Education at SMK Bina Nusantara Andika.

## DISCUSSION

Education and learning will provide the best results if the procedure is carried out in accordance with established norms (Riptakasari, 2021). This shows that educational goals must be achieved through a series of procedures and stages, and if all this is achieved well, then the results will certainly be maximum (Ardianto & Rubini, 2016). One possibility that cannot be ruled out is to raise the level of discipline, as shown by Pak AJ, because discipline, order, and maximization of study hours continue to be improved at SMK Bina Nusantara Andika. This is done to involve students in learning and, of course, to ensure that learning objectives are met to the maximum extent possible.

Naturally, teaching and learning activities are focused on students and led by teachers. Of course, with these steps, the teaching and learning process will go as smoothly as possible. Mr. M as Deputy Head of Curriculum said as follows: "Of course, the scientific approach in learning applies to all subjects, including Islamic Religious Education and other disciplines. That is why, before school, or in this case the teacher, applying or teaching a topic to his students, he must first understand it and be able to teach it scientifically."

Indeed, the introduction of the 2013 curriculum is projected to make students more engaged, motivated, and alive in a learning environment. However, not all subjects can follow the scientific process outlined above; certain classes require students to be forced to study; Therefore, the learning process will not go as efficiently as the use of the scientific method in such a situation.

Teachers have not fully integrated the 2013 curriculum with a scientific approach, and both teachers and students feel uncomfortable and shocked, as the new model takes time to adjust. However, prior to the implementation, all teachers, including those who teach Islamic Religious Education, received training both inside and outside the school. After going through a series of steps and exercises, the teacher was finally able to implement the 2013 Curriculum scientifically, so that there was an increase in student participation, because students seemed enthusiastic and motivated to learn by the scientific method.

Several different methods have been used so far in the PAI learning process, including lectures, discussions, demonstrations, and question and answer sessions. However, discussion techniques are often used in conjunction with scientific approaches. Scientific procedures or stages are undoubtedly well suited for PAI subjects since students learn through hands-on experience. A real illustration of the application of the scientific method

is seen in the hajj material, where students start by watching a movie about hajj, then ask clarifying questions, proceed to practice, and finally make conclusions.

Thus, in scientific education, each subject taught must be understood from various points of view, including scientific, philosophical, historical, and practical (practical) perspectives, as well as being a guide for students in everyday life. And to get it all, certain materials such as cleaning the corpse, praying the corpse, practicing hajj, and praying five times must be done directly. And among these materials such as corpse prayers and five-time prayers must be strictly according to the guidelines (Tatang Muh Nasir, 2021).

In addition to the description above, AJ said that the PAI learning method is scientific. For example, in taking care of the corpse, students practice directly how to bathe, fancise, and burn the corpse, complete with the necessary media. The concept is the same as other materials: children learn by doing and experiencing the original. That is, by using scientific methods, students are already involved in the learning process, students seem to be inspired by demonstration videos, and the learning environment is livelier during the teaching and learning process. In addition, there have been modifications because of the use of scientific approaches in learning. If learning through lecture techniques in the student's past is less active, learning through today's scientific approach includes students who are engaged but not excited. Indeed, students are generally more engaged and eager to learn when the scientific method is used.

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Education and learning will provide the best results if the procedure is carried out in accordance with established norms (Riptakasari, 2021). This shows that educational goals

must be achieved through a series of procedures and stages, and if all this is achieved well, then the results will certainly be maximum (Ardianto & Rubini, 2016).

One possibility that cannot be ruled out is to raise the level of discipline, as shown by Pak AJ, because discipline, order, and maximization of study hours continue to be improved at SMK Bina Nusantara Andika. This is done to involve students in learning and, of course, to ensure that learning objectives are met to the maximum extent possible. Education is a process of transformation and internalization of Islamic science and values in students through the growth and development of their fitrah potential to achieve balance and perfection of life in all its aspects (Nata, 2021).

Supporting factors for increasing student activity through a scientific approach in learning can be influenced in terms of teacher abilities, school facilities that continue to be improved, teacher training, availability of supporting books and laboratories. With these factors, it will certainly be very helpful in increasing student activity through a scientific approach in learning Islamic Religious Education at SMK Bina Nusantara Andika. Meanwhile, the inhibiting factors can be seen from two types, namely in terms of facilities that are currently inadequate as needed and there are still some teachers including Islamic Religious Education teachers who are still adjusting to the latest learning model as demanded by the 2013 curriculum.

Currently, researchers find that Islamic Religious Education teachers are very professional in teaching by applying a scientific approach model. Teachers have also been able to use the necessary teaching aids. This fact is evident from the recognition of students as described above (Rambat Nur Sasongko, 2021). To achieve the quality of learning, various new innovations are needed so that the learning process is more effective and quality. Learning must be able to develop the creativity of learners, create fun and challenging conditions in learning, charged with values, ethics, aesthetics, logic and kinesthetics. Learning should also provide a diverse learning experience through the application of a variety of fun learning strategies and methods. Therefore, the 2013 Curriculum presents a scientific approach so that students are accustomed to being able to find and create things, thus in the learning process a scientific approach uses methods that lead students to acquire new knowledge by actively finding information, uncovering problems and integrating knowledge (Nabila, 2015).

Learning strategies must be carried out by the teacher on students so that students can understand and understand the material presented. The scientific approach is used to provide a learning encouragement to students so that the material taught by educators can be easily understood and remembered by students (Wahab, 2015). Educational tools are grouped into two, namely (1) educational tools in the form of objects such as sekokah buildings, libraries, learning equipment commonly called teaching aids, (2) educational tools that are not objects, such as habituation, exemplary, supervision, orders, prohibitions, rewards and punishments.

The results of the observation that what is meant by evaluation in learning is a process of collecting data continuously in a series of learning activities to report the ability of students to follow up if there are shortcomings (Febriana, 2021). Evaluation is continuous, if we often evaluate every event, the better in the future, from this understanding, evaluation is an absolute thing to do (Subur, 2021). Assessment in the classroom is categorized into three aspects, namely attitude value, knowledge value and skill value. The three aspects of the value will be explained as follows: 1) the value of attitudes, from the assessment of attitudes on several things that are assessed in the following way: observation, self-assessment, assessment taken from between friends, journals; 2) assessment of aspects of knowledge in the form of written tests, oral tests; 3) assessment of skill aspects in the form of performance, products, fortofolio (Noble, Rijal, & Rozi, 2020).

## CONCLUSION

After explaining the main problems and discussions around scientific approaches to increase student activities in Islamic religious learning at SMK Bina Nusantara Andika, it can be concluded that the implementation of Islamic Religious Education learning through the use of the 2013 curriculum and the scientific model in the learning approach used with vocational students has been successful at SMK Bina Nusantara Andika by improving discipline, organizing, and maximizing learning hours, by teaching with scientific steps, and by involving students in the teaching and learning process through group discussion models, hands-on practices, and teachers providing concrete examples related to the scientific approach model.

The following initiatives are carried out to increase student learning activities in Islamic Religious Education at SMK Bina Nusantara Andika:

a. Islamic Religious Education teachers arouse students' interest in the subjects taught.
b. Islamic Religious Education teachers encourage students to ask questions about the topics taught.
c. Islamic Religious Education teachers assist students in collecting various knowledge related to the principles taught.
d. Islamic Religious Education teachers assist students in developing arguments based on the topics presented.
e. PAI teachers assist students in synthesizing the topics taught.

Accompanying variables for increasing student engagement through scientific approaches to learning may include teacher skills, continuously improving school facilities, teacher training, and the availability of supporting literature and laboratories. Taking these elements into account, it is clear that increasing student engagement through a scientific approach to learning will be of great benefit. Islamic Religious Education at SMK Bina Nusantara Andika the obstacles faced are of two kinds, namely facilities that are now inadequate, and certain teaching staff, especially Islamic Religious Education, are still adapting to the learning of new methods required by the 2013 curriculum.

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