

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan perencanaan dan proses implementasi Kurikulum 2013 bidang studi Pendidikan Agama Islam dan Budi Pekerti dalam mengembangkan sikap religius siswa SMA di Sekolah Indonesia Kuala Lumpur (SIKL) Malaysia serta penghambat dalam pengembangan sikap religius siswa.

Jenis penelitian ini adalah *field research* dengan pendekatan kualitatif deskriptif. Teknik pengumpulan data dengan wawancara, observasi partisipatif, dokumentasi dan untuk menguji keabsahan penelitian menggunakan teknik triangulasi data dengan sumber. Teknik analisis data yang digunakan adalah reduksi data, penyajian data, penarikan kesimpulan/verifikasi data.

Hasil penelitian ini adalah: (1) Perencanaan dilakukan dengan: (a) Penulisan tujuan pembelajaran. (b) Penyampaian salam dan do'a, tadarus/hafalan surah pilihan atau surah pendek, dan tes di awal pelajaran. (c) Kegiatan inti dalam RPP berisi upaya menambah pengetahuan siswa untuk dapat mengembangkan sikap religius yang ada pada diri siswa. (d) Kegiatan penutup terdapat pada kegiatan refleksi. (2) Proses pembelajaran dilakukan dengan: (a) Kegiatan pendahuluan, pengembangan sikap religius melalui salam, penyampaian izin mengajar kepada siswa non muslim sebagai wujud toleransi beragama, do'a, dan membaca Al-Qur'an serta mendalaminya. Kegiatan inti, mengaitkan tema pelajaran dengan Al-Qur'an serta mengorelasikannya pada kegiatan sehari-hari, pemanfaatan sarana dan prasarana sekolah sebagai media pembelajaran, kegiatan *outing class* dan praktik lapangan. Pada kegiatan penutup, pengembangan sikap religius melalui refleksi atau umpan balik, do'a *kafaratul majlis* dan salam penutup. Pengembangan sikap religius juga melalui aktifitas guru dalam memberi teguran kepada siswa yang melanggar syari'at agama dan motivasi Islami kepada siswa. (b) Kegiatan evaluasi pengembangan sikap religius melalui salam pembuka dan penutup, menghafal surah pendek, dan berdo'a bersama. Mengukur kesesuaian pencapaian dengan evaluasi dan tes, dan mengukur melalui penilaian observasi dan sikap, serta mengikut sertakan keluarga dan masyarakat dalam proses penilaian. (c) Menjadi teladan dan menciptakan lingkungan pembelajaran yang religius. (d) Dukungan sekolah dalam mengembangkan sikap religius melalui acara-acara yang dilakukan Rohis sekolah. Produk atau *output* yang ditunjukkan dengan amalan-amalan siswa. (3) Adapun hambatannya adalah: (a) Pendidikan keluarga dan lingkungan tempat tinggal mempengaruhi siswa dalam memahami pelajaran. (b) Kurangnya kreatifitas guru dalam mengembangkan sarana prasarana serta sumber daya sekolah sebagai metode dan pendekatan proses pembelajaran. (c) Kurangnya keikutsertaan guru dalam mendukung perkembangan sikap religius siswa di sekolah baik dari kegiatan akademis maupun non akademis. (d) Keapatisan orangtua dan masyarakat dalam menerima perlakuan guru untuk mengembangkan Kurikulum 2013 pada diri siswa.

Kata Kunci: Implementasi Kurikulum 2013, Sikap Religius SMA

ABSTRACT

This research aims at describing the planning and the process of the Indonesian 2013 curriculum implementation on Islamic and morals education in developing the students' religiosity in Sekolah Indonesia Kuala Lumpur (SIKL) Malaysia as well as to describe the obstacles in developing the students' religiosity.

This research was a field research with descriptive qualitative approach. The data collection technique was through interview, participative observation, and documentation. To test the validity, triangulation with the data sources was conducted. The data analysis used was data reduction, data presentation, and data verification.

The results of this study are: 1) The planning is carried out through: a) Learning objectives preparation. b) Greetings and prayer delivery, tadarus (Al-Qur'an memorizing and recitation), and initial class test. c) The core activity within the learning plan contains effort in improving the students' knowledge in order to develop their religiosity. d) The closing activity is reflection. 2) The learning process is conducted through: a) introductory activity, religiosity development through greetings, asking for teaching permission from non-Moslem as one of the religious tolerances, prayers, as well as reciting and studying the holy Qur'an. The core activity is done by correlating between the learning themes, Al-Qur'an, and daily activities, utilizing the school's facilities and infrastructures as learning media, performing outing class activities and field practices. In the closing activity, religiosity development is done through reflection and feedback, kafaratul majlis prayer and closing. The religiosity development is also done through the teachers' action in warning the students if they had violated the Islamic regulations during opening and closing activity. b) The religiosity development evaluation activity is carried out through performing opening and closing greetings, Al-Qur'an memorizing and altogether prayers, evaluating the congruity between the achievement, the test evaluation, as well as the observation and attitude, and inviting family and society within the evaluation process. c) Becoming model and creating religious learning environment. d) The school's support in developing the religiosity development is conducted through several events done by the Islamic organization. The product or output is shown through the students' religious implementations. 3) The obstacles are that: a) The family and environmental education affects students in acquiring the learning input. b) There is the lack of teachers' creativity in developing school facilities and resources as the learning process approach and method. c) There is lack of teachers' participation in supporting the religiosity development of the students at school either in academic or non-academic activities. d) There is family and social apathy in accepting teachers' treatment in embracing the Indonesian 2013 curriculum within students.

Key Words: *Indonesian 2013 Curriculum Implementation, Senior High School Students' Religiosity*