

IMPLEMENTATION OF THE 2013 CURRICULUM WITH A SCIENTIFIC APPROACH TO ISLAMIC RELIGIOUS EDUCATION COURSES IN THE ESTABLISHMENT OF SPIRITUAL COMPETENCY (KI 1) AND SOCIAL COMPETENCY (KI 2) FOR STUDENTS IN SCHOOL

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Abstract

Implementation of the 2013 curriculum emphasizes a scientific approach. The stages of learning Islamic Religious Education in a scientific approach are observing (observing), asking (questioning), trying (experimenting), reasoning (associating), and communicating (communicating). These stages are adjusted to the subject matter of Islamic Religious Education, and are directed so that the Spiritual Competence (KI 1) and Social Competence (KI2) of students can be formed. One of the results of the achievements of the two competencies is that students have an attitude of respect and appreciate the teachings of the religion they adhere to, istiqamah and can improve their worship practices, both mandatory worship and sunnah worship according to the example of the Prophet Muhammad, SAW, and can form students' social competence in terms of respecting, and live honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), polite, confident, in interacting effectively with the social and natural environment within the reach of the association and its existence.

Keywords: Scientific Approach, Spiritual Competence and Social Competence

1. Background of the Problem

Law Number 32 of 2013 concerning the National Education System states that the curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals. The 2013 curriculum achievements are Competence, Spiritual, Social Competence, Cognitive Competence, and Psychomotor Competence. To achieve the shutter of competence, one of the learning elements that emphasizes the implementation of the 2013 curriculum is through a scientific approach. Learning through a scientific approach is learning that provides opportunities for students to learn more independently and or explore more open sources of knowledge and networks. Proceedings of the 1st International Conference of Actual Islamic Studies (1st ICAIS 2022) Makassar, June 30th 2022 1 st ICAIS 2022 | 463 One of the problems of learning that has taken place in schools so far is that teachers are still dominant in the

learning process or commonly known as teacher centered learning or the so-called conventional learning. According to Milano (Reksiana, 2019), a teacher-oriented approach can be called conventional learning where almost all learning activities are controlled by teachers and staff of educational institutions. The characteristics of this approach are the teaching and learning process or the communication process takes place in the classroom with the face-to-face lecture method scheduled by the school. The direction of the 2013 curriculum provides a style of change from a teacher-centered approach to a student-centered approach or student-centered learning. This approach is a learning system that shows the dominance of students during learning activities and the teacher is only a facilitator, mediator, mentor and leader (M. Hosman, 2016). The scientific approach is indeed very synonymous with the scientific method. For example, data acquisition, data processing, and information delivery also require cooperation. The main activity is a characteristic of scientific learning (Sulastri, 2018). Dyer in (Ridwan, 2014), revealed that innovative skills in scientific learning include, observing, asking questions, conducting experiments, associations, and building networks. The scientific approach can be applied to Islamic Religious Education learning subjects that have components of the learning process, including: observing, asking questions, trying/gathering information, reasoning/associating, and forming networks/conducting communication.

2. Method

This type of research is descriptive research, providing an explanation of the description of the characteristics of a phenomenon under study. This research is to reveal a problem and situation as it is, and is supported by library research. The author uses descriptive research methods because this research has the aim of obtaining answers related to one's opinions, responses or perceptions so that the discussion must be qualitatively or using descriptions of words. Descriptive research tries to find an appropriate and sufficient description of all activities, objects, processes, and people.

3. Discussion

A. Scientific approach

The scientific approach is intended to provide understanding to students in recognizing, understanding various materials using a scientific approach, that information can come from anywhere, anytime, not depending on the direction of the teacher, therefore, learning conditions are expected to be created directed at encouraging students to find out from various sources of observation, not being told. (Abdul Majid, et al, 2013). According to Sudarwan, the scientific approach is characterized by the protrusion of the dimensions of observation, reasoning, discovery, validation, and Proceedings of the 1st International Conference of Actual Islamic Studies (1st ICAIS 2022) Makassar, June 30th 2022 464 | 1 st ICAIS 2022 explanation of a truth. Thus, the learning process must be carried out guided by scientific values, principles or criteria. The learning process is called scientific if it meets the following criteria.

- a. The substance or learning material is based on facts or phenomena that can be explained by certain logic or reasoning; not just a guess or fantasy, legend, or fairy tales.
- b. Teacher explanations, student responses, and student-teacher educative interactions are free from prejudice, subjective thinking, or reasoning that deviates from the flow of logical thinking.
- c. Encourage and inspire students to think critically, analytically, and appropriately in identifying, understanding, solving problems and applying learning substances or materials.
- d. Encourage and inspire students to be able to think hypothetically in seeing the differences, similarities, and links to each other from the substance or learning material.
- e. Encourage and inspire students to be able to understand, apply, and develop a rational and objective mindset in responding to the substance or learning material
- f. Based on concepts, theories, and empirical facts that can be accounted for.
- g. Learning objectives are formulated in a simple and clear, but attractive presentation system.

B. Islamic Education Learning Planning

Learning as a collaborative process between teachers and students will inevitably face some learning problems. This will have an impact on learning failure. Through

good planning, at least it can anticipate or minimize problems that will later arise, so that learning runs normally and learning success is achieved. Planning can make learning take place systematically. The learning process does not take place in an improvised manner, but takes place in a directed and organized manner, thus teachers can use time effectively to achieve learning objectives and learning success. This can take place through good lesson planning. Before the teacher prepares a learning plan, what needs to be understood is related to the curriculum. The teacher's knowledge of the curriculum when the teacher has fulfilled the administration of the device can be used as a benchmark that the teacher knows and understands the curriculum. The reference that is used as a benchmark in preparing lesson plans is the 2013 curriculum. Understanding the curriculum is a very important thing for a teacher to know as part of competence. The part of the curriculum that must be understood, prepared or compiled by the teacher is the learning device. Each teacher must prepare learning tools, namely: syllabus, details of the effective week, semester program, annual program, KI/KD mapping, lesson plans, educational calendar, and evaluation. So that all of this can be fulfilled, always carry out activities to update teachers' understanding of the curriculum by holding workshops or trainings that can support the activities of teachers. Proceedings of the 1st International Conference of Actual Islamic Studies (1st ICAIS 2022) Makassar, June 30th 2022 | 465 Teachers in planning planning are expected so that learning places more emphasis on learning approaches that empower students or students to fight actively to learn independently and in groups. It is necessary to pay attention to the teacher before compiling learning tools, namely: 1) In preparing lesson plans, always pay attention to the needs and conditions of students. 2) The lesson plans prepared can build students' understanding in order to gain new knowledge and experience based on the observations made. 3) Learning is designed so that students can have and develop their skills. 4) Learning is designed not only to learn individually but learning is done with a group model 5) The teacher develops learning materials other than the reference books prepared at school. The teacher's task in learning with a scientific approach is to help students achieve their goals. Always provide opportunities for students to get various information about the themes of the lessons that have been given. This has been arranged in the lesson plan. Learning planning for Islamic Religious Education with a scientific approach, is arranged in stages, namely observing, asking, experimenting/exploring, association and communication contained in the lesson plans that have been prepared and developed by the teacher. The RPP is used as a reference in teaching Islamic Religious Education by emphasizing scientific learning.

C. Implementation of the Scientific Approach to Religious Education Learning Islam in the formation of students' Spiritual Competence (KI1) and the Formation of Social Competence (KI 2) for students in schools. Scientific learning is one of the alternative approaches used in learning Islamic Religious Education. This approach can provide a comprehensive strengthening of understanding and practice of Islamic religious teachings that students learn with direct experience in real life. Through the scientific learning model, learning experiences do not only occur and are owned when a student is in the classroom, but much more important than that is how to bring the learning experience out of the classroom, namely when he is required to respond and solve real problems faced daily. So that scientific learning ideally relates problems to the real world, and students actively solve these problems according to what they get through their learning experiences. Using a scientific approach, it is hoped that the learning process can be active, innovative, creative, effective and fun/PAIKEM. This is in accordance with PP RI No. 19 of 2005 concerning National Education Standards Chapter IV Article 19 paragraph 1 as in the following quote. "The learning process in educational units is held interactively, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence in Proceedings of the 1st International Conference of Actual Islamic Studies (1st ICAIS 2022) Makassar, June

30th 2022 466 | 1 st ICAIS 2022 accordance with the talents, interests, and physical and psychological development of students". The scientific approach is a learning approach that is carried out through the process of observing (observing), asking (questing), trying (experimenting), reasoning (associating), and communicating (communicating). Learning activities like this can shape the attitudes, skills, and knowledge of students to the fullest. The five processes are implemented when entering the core learning activities. (M. Fadillah, 2014). The stages of applying scientific learning in Islamic Religious Education subjects are:

1. Observing The method of observing prioritizes the meaningfulness of the learning process (meaningfull learning). This method has certain advantages, such as presenting real media objects, making students happy and challenged, and easy to implement. Of course, observing activities in the context of learning usually require a long and thorough preparation time, relatively large costs and energy, and if not controlled will obscure the meaning and objectives of learning.¹ Learning activities observe to instill the formation of Spiritual Competence (KI1) and Social Competence (KI 2). For example: Students read and observe reading texts about examples of the theme of the lesson given by students, which is related to the commendable behavior and personality of the friends of as-Sabiqunal Awwalun. From the results of these observations, it will grow Spiritual Competence (KI 1) in terms of respecting and living the teachings of the religion he adheres to and can improve the practice of worship both mandatory worship and sunnah worship according to the example of the Prophet Muhammad, SAW, and can form Social Competence (KI2) students in terms of respecting, and living honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), polite, confident, in interacting effectively with the social and natural environment within the reach of their association and existence.
2. Asking Effective teachers are able to inspire students to improve and develop their attitudes, skills, and knowledge. When the teacher asks, at the same time he guides or guides his students to study well. When the teacher answers the students' questions, at the same time he encourages his foster care to be good listeners and learners. The teacher has explained the material in observing activities and students listen to what the teacher explains, after that it is continued with a question and answer session between the teacher and students, students are given the opportunity to ask questions about the material that has just been explained. Each student is welcome to ask questions about the material that has not been understood. Questioning activities are given the opportunity for students to explore PAI lessons from various perspectives, especially from the teacher 1 Saminanto, Mengembangkan RPP PAIKEM Scientific Kurikulum 2013, Rasail Media Group, Semarang, 2013, hlm. 26-27 Proceedings of the 1st International Conference of Actual Islamic Studies (1st ICAIS 2022) Makassar, June 30th 2022 1 st ICAIS 2022 | 467 himself. One example of the questioning activity carried out by students was questioning the story of the struggle of the Prophet Muhammad SAW. The questioning activity is done after the teacher explains the material. The questioning activity is to stimulate students to want to participate actively, in order to create an interactive, inspiring and fun classroom atmosphere. From the results of these questions, it will grow the Spiritual Competence (KI 1) of students in showing istiqamah to unite Allah SAW. in daily life. Social competence (KI2), students have the nature of a sense of responsibility, caring, polite, confident, in interacting effectively in the classroom.
3. Reasoning Reasoning is one of the terms within the framework of the scientific learning process adopted in the 2013 curriculum to describe that teachers and students are active actors. The pressing point in many ways and situations is that students must be more active than teachers. Reasoning is a logical and systematic thought process or empirical facts that can be observed to obtain a conclusion in the form of knowledge. The term reasoning here is the equivalent of associating; is not a translation of reasonsing, although this term also means reasoning or reasoning. Therefore, the term reasoning activity in the context of learning in the 2013 curriculum with a scientific approach refers to the theory of

association learning or associative learning. The term association in learning refers to the willingness to classify various ideas and associate various events and then incorporate them into fragments memory. While transferring specific events to the brain, experiences stored in brain memory relate and interact with previously available experiences. This process is known as association or reasoning. From a psychological perspective, association refers to the connection between conceptual or mental entities as a result of the similarity between thoughts or proximity in space and time (Abdul Majid).

4. Experimenting/Exploring Learning Islamic Religious Education using a scientific approach will involve students in conducting activities to investigate phenomena in an effort to answer a problem. Teachers can also assign students and provide opportunities for students to collect data or information from various sources, for example in understanding the life history of the Prophet Muhammad. So that students carry out the stages in planning activities, carrying out activities, and reporting activities that have been carried out. These activities form the attitude of responsibility and discipline of students in exploring what they are doing.

5. Association Association activities, are learning activities that students can do by discussing with their group friends to analyze the information obtained about the material and immediately conclude for themselves the important points contained in the material. The last step is communicating, this activity is usually done with group

Proceedings of the 1st International Conference of Actual Islamic Studies (1st ICAIS 2022) Makassar, June 30th 2022 468 | 1 st ICAIS 2022 presentations. Each group must present the results of the analysis and discussion of the material or findings they got during the process of searching for information and discussion, then presented in front of the class. Learning with a group approach is very important to apply and needs to be used to foster and develop the social attitudes of students and can understand each other between students and can share their respective advantages. It is realized that students are a kind of social creature, namely creatures who tend to live together. With a group approach, it is hoped that social characteristics or the instillation of high social competence (KI2) in each student are expected. They are nurtured to control the sense of selfishness that exists within each of them, so that an attitude is developed social solidarity in class. The five stages mentioned above can be done well if the teacher has high creativity and innovation in compiling and developing learning, so that students have spiritual competence and social competence through a scientific approach.

3. Conclusion The scientific approach taken is Islamic Religious Education learning activities carried out by teachers by applying aspects that exist in the scientific approach. These aspects include observing aspects, questioning aspects, digging information, associating, and communicating. Each of these stages has the formation of Spiritual Competence (KI1) and Social Competence (KI2) which are expected to be achieved after learning with a scientific approach is applied. The scientific approach applied refers to the lesson plans that have been prepared and developed by the teacher, with this scientific approach the spiritual competence and social competence of students are fostered and formed through the application of learning activities with these 5 aspects. One of the results of the achievements of the two competencies is that students have an attitude of respect and appreciate the teachings of the religion they adhere to, istiqamah and can improve their worship practices, both mandatory worship and sunnah worship according to the example of the Prophet Muhammad, SAW, and can form students' social competence in terms of respecting, and live honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), polite, confident, in interacting effectively with the social and natural environment within the reach of the association and its existence.

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