Scientific and Characteristic Dimension of 2013 Curriculum Implementation to Islamic Religious Education (PAI) Subject at SMKN 2 Bengkulu
Madania Vol 24 No. 1 Juni 2020
https://ejournal.iainbengkulu.ac.id/index.php/madania/index

SmallSEOTools

PLAGIARISM SCAN REPORT

Words	999	Date	July 02,2020
Characters	6903	Exclude Url	

0%	100%	0	19
Plagiarism	Unique	Plagiarized Sentences	Unique Sentences

Content Checked For Plagiarism

SCIENTIFIC AND CHARACTERISTIC DIMENSION OF 2013 CURRICULUM IMPLEMENTATION TO ISLAMIC RELIGIOUS EDUCATION (PAI) SUBJECT AT SMKN 2 BENGKULU Abstract: The article examines 2013 curriculum (K-13) implementation of Islamic Religious Education (PAI) subject towards paradigm of scientific and characteristic. There were two issues to be discussed: First, how do the teachers plan the K-13 implementation? Second, how do the teachers implement the learning patterns of PAI subject according to K13? Qualitative approach was employed by understanding related-person performance in certain situation naturally, or without influenced by surrounding. In qualitative study analysis, inductive method was applied by overlooking initial hypothesis, while exploring the patterns, forms, and themes in examining data systematically. The present study found that the implementation of K-13 in PAI subject at State Vocational High School (SMKN) 2 Bengkulu run systematically and programmatically. The K-13 program was began with conducting training, designing program for annually, every semester, monthly, and daily, as well as for remedial program. The learning process of K-13 was implemented through introductory, core, and closing activities. The K-13 implementation indicated scientific-based learning, such as inquiry, discovery, problem solving, and video analysis. This implementation revealed that benefit to build religious character. Keywords: scientific-based; syntax; competence; reasoning; collaborative learning. Introduction Curriculum change is inevitable. The government, in this case is Ministry of Education and Culture (Mendikbud), is planning to change the curriculum of 2013/2014 forward. As stated by the minister that 2006 school-level autonomy curriculum (KTSP) is changed into 2013 curriculum (K-13), officially launched in July 2013 which gradually implemented throughout the schools.1 K1-3 emphasizes character education, specifically for primary level which fundamental for the next level of grades. Through K-13 development of character and competence based, the minister hopes that the nation becomes the dignified nation with added value people, could have selling value that can be offered to other people and other nations of the world. This curriculum is also expected to be able to solve the nation's problems, especially in education. It is accomplished by preparing the students through planning, implementing, and evaluating the education system effectively and efficiently. Therefore, it is a positive beginning when the minister attempts to restore character education in all levels of grades, including the 2013 curriculum development. In the other side, reaction occurs in other regions. The pros and cons followed as the curriculum has implemented in this school. However, once the policy officially launched, the whole parties should enforce K-13 as expected. The K-13 implementation is scheduled gradually and selectively, primarily for A-accredited or former international-standard schools.2 The example of the school which commits to provide K-13 implementation is SMKN 2 Bengkulu. Without doubt, this school immediately prepares three stages: socialization, preparation, and implementation. K-13 implementation in this school includes Islamic religious education (PAI). Enforcing K-13 in PAI is interesting to be investigated further, since both K-13 and PAI are highlight character building to students. Accordingly, PAI director claims that K-13 belongs to Islamic education studies teacher. It is represented by first competences standard (SKL) requirement that reflects the attitude of those who have believed and noble morals. It is also stated that first core competence of all subjects always begin with the sentence appreciates and lives the teachings of the followed religion3 . A subject which has mandate and mission in attitude building is Islamic religious education (PAI). PAI

Dipindai dengan CamScanner