

## ABSTRAK

**Sitta Zukhrufa, 206020037. Integrasi Pembelajaran Pendidikan Agama Islam dalam Pengembangan Spiritual *Entrepreneurship* Peserta Didik SMK NU Banat Kudus. Tesis Pascasarjana Program Studi Manajemen Pendidikan Islam, Institut Agama Islam Negeri (IAIN) Kudus.**

Penelitian ini bertujuan untuk mendeskripsikan konsep integrasi, karakteristik, dan implementasi pembelajaran PAI dalam pengembangan spiritual *entrepreneurship* peserta didik SMK NU Banat Kudus. Jenis penelitian ini adalah penelitian lapangan (*field research*) dengan pendekatan kualitatif deskriptif. Teknik pengumpulan data dengan observasi terstruktur, wawancara mendalam, dan dokumentasi. Teknik analisis data melalui pengumpulan data, reduksi data, penyajian data, penarikan kesimpulan, dan verifikasi data.

Hasil penelitian menunjukkan bahwa: 1) Integrasi pembelajaran PAI dimaknai sebagai pembauran mata pelajaran PAI dengan *entrepreneurship* yang mengacu pada capaian pembelajaran kejuruan. Integrasi pembelajaran PAI dilakukan melalui proses sinkronisasi materi, proyek, evaluasi, dan kebiasaan sehari-hari di SMK NU Banat Kudus. Pembelajaran integratif diterapkan sejak tahun pelajaran 2019/2020 dengan tujuan agar pembelajaran sesuai dengan kebutuhan peserta didik, lebih riil, dan bermakna. 2) Pembelajaran PAI di SMK NU Banat Kudus memiliki karakteristik memegang spirit aswaja an-nah/diyyah, materi terintegrasi dengan *fashion* dan *entrepreneurship*, menumbuhkan spiritual *entrepreneurship*, dan melaksanakan evaluasi berbasis tematik integratif. 3) Implementasi pembelajaran PAI dalam pengembangan spiritual *entrepreneurship* peserta didik SMK NU Banat Kudus meliputi perencanaan, pelaksanaan, dan evaluasi. Integrasi PAI terlihat dalam perencanaan pembelajaran pada sinkronisasi materi PAI dengan *fashion* dan *entrepreneurship*. Selanjutnya guru PAI melengkapi perangkat ajar meliputi capaian pembelajaran (CP), alur tujuan pembelajaran (ATP), dan modul ajar (MA). Pada pelaksanaan pembelajaran, integrasi terlaksana pada pendahuluan, inti, dan penutup. Integrasi sangat menonjol dalam materi dan evaluasi. Proses evaluasi pembelajaran PAI di SMK NU Banat Kudus dilaksanakan dengan tes tematik integratif.

**Kata Kunci: Integrasi Pembelajaran, PAI, Spiritual *Entrepreneurship***

## ABSTRACT

**Sitta Zukhrufa, 206020037. Learning Integration of PAI (Islamic Subject) in Spiritual Entrepreneurship Development for SMK NU Banat Kudus students. Postgraduate thesis of Islamic Education Management Program, State Islamic Institute (IAIN) Kudus.**

This study aims to describe the integration concept, characteristic, and implementation of learning PAI in the spiritual entrepreneurship development for SMK NU Banat Kudus students. This type of research is field research with a descriptive qualitative approach. Data collection techniques use overt observation, in-depth interview, and documentation. Data analysis techniques are data collection, data reduction, data presentation, drawing conclusions, and data verification.

The results of the study show that: 1) The learning integration of PAI is meant as a blending of PAI and entrepreneurship which refers to vocational learning outcomes. It is carried out through a process of synchronizing materials, projects, evaluations, and daily habits at SMK NU Banat Kudus. Integrative learning has been implemented since the 2019/2020 academic year aiming that the learning meets the needs of students, is more real, and meaningful. 2) PAI learning at NU Banat Kudus Vocational School has the characteristics of having the spirit of *aswaja an-nah/diyyah*, integrating material to fashion and entrepreneurship, fostering spiritual entrepreneurship, and carrying out integrative thematic-based evaluations. 3) Implementation of PAI learning in developing spiritual entrepreneurship for SMK NU Banat Kudus students includes planning, implementation, and evaluation. PAI integration is shown on learning planning in synchronizing PAI material to fashion and entrepreneurship. Furthermore, a PAI teacher completes teaching tools including learning outcomes (CP), learning objectives flow (ATP), and teaching modules (MA). In the implementation of learning, integration is carried out in the introduction, core, and closing. Integration is very prominent in the material and evaluation. The process of evaluating PAI learning at NU Banat Kudus Vocational High School was carried out with Furthermore, the PAI teacher completes teaching tools including learning outcomes (CP), learning objectives flow (ATP), and teaching modules (MA). In the implementation of learning, integration is carried out in the introduction, content, and closing. Integration is very prominent in the material and evaluation. The evaluation process of PAI learning at SMK NU Banat Kudus is conducted by having integrative thematic-based test.

**Keywords: Learning Integration, PAI, Spiritual Entrepreneurship**