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Implementation of Scientific Approach In Islamic Education Learning

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Abstract

The learning process that originally focused on exploration, elaboration and confirmation comes with observing, inquiring into, process, present, summing up and created. Learning is not only happening in the room class, but also on the environment of the school and the community, so that in this case the teacher is not the only source of learning. This research describes how the scientific approach in the implementation of the curriculum in subjects 2013 Islamic education, as well as its scientific approach concept 2013 Curriculum in subjects of religious education at MTs. Mathalih Falah Kudus. The approach in this research is to use qualitative research approach that is descriptive. The methods used in this research is the documentation of interview and observation. Data analysis was done with the reduction of the data, the presentation of data and verification. The results from this research that a Scientific approach on Islamic subjects performed on four aspects, namely, the aspect of Al-Quran-Hadith, creed-Morals, Principles and skiing (history of Islamic culture) that is packaged in the activities to observe, ask yourself, explore, associate and communicate. The results of the study revealed that the internalization of character values in PAI learning with a scientific approach included planning, implementation, control and evaluation activities. Implementation activities include the application of approaches, methods, media and strategies, learning that is adaptive to values, including student centered learning approaches, problem based learning and contextual learning. Scientific approach in the eyes of PAI lessons can be applied with the approach of the material as well as approach method. Moral education material, jurisprudence and skiing can be used approaches the material, while the material for Creed, Hadith and Quran whence are scientific approaches can be applied with a approach method. Approach to the material is done by providing an explanation more broadly associated with everyday life, while a search is performed with the method approach searches on sources materials, this aims to let learners used to do searches, discussion and interaction that was conceived by the scientific approaches. There are several factors supporting and restricting scientific approaches in implementation. Ie from the aspect of the material, the readiness of students, learning and media infrastructure.

Keywords: Scientific Approach, Learning PAI, Character Building

Abstrak

Proses pembelajaran yang semula terfokus pada eksplorasi, elaborasi dan konfirmasi dilengkapi dengan mengamati, menanya, mengolah, menyajikan, menyimpulkan dan mencipta. Belajar tidak hanya terjadi diruang kelas, tetapi juga di lingkungan sekolah dan masyarakat, sehingga dalam hal ini guru bukan satu-satunya sumber belajar. Melalui pembelajaran pendidikan agama Islam (PAI) peserta didik diarahkan agar mampu mengaktualisasikan pemahaman agama dalam kehidupan bersama dengan sikap religius, multikulturalis, toleran dan moderat dalam kerangka berbangsa dan bernegara Indonesia. Penelitian ini menjelaskan bagaimana implementasi pendekatan saintifik pada Kurikulum 2013 dalam mata pelajaran Pendidikan Agama Islam, serta problematika konsep pendekatan saintifik pada kurikulum 2013 dalam mata pelajaran Pendidikan Agama Islam di MTs. Mathalih Falah Kudus. Pendekatan dalam penelitian ini adalah dengan menggunakan pendekatan kualitatif deskriptif. Metode yang digunakan dalam penelitian ini adalah dokumentasi wawancara dan observasi. Analisis data dilakukan dengan reduksi data, penyajian data dan verifikasi. Hasil dari penelitian ini bahwa pendekatan Saintifik pada mata Pelajaran Agama Islam dilakukan pada keempat aspek, yaitu aspek Al-Qur'an-Hadis, Akidah-Akhlak, Fiqih dan SKI (Sejarah Kebudayaan Islam) yang dikemas dalam kegiatan mengamati, menanya, mengeksplorasi, mengasosiasi dan Mengkomunikasikan. Pendekatan saintifik dalam mata pelajaran PAI dapat diterapkan dengan pendekatan materi serta pendekatan metode. Hasil penelitian mengungkapkan bahwa internalisasi nilai-nilai karakter pada pembelajaran PAI dengan pendekatan saintifik meliputi kegiatan perencanaan, pelaksanaan, pengendalian dan evaluasi. Kegiatan pelaksanaan meliputi penerapan pendekatan, metode, media dan strategi, pembelajaran yang adaptif terhadap nilai-nilai karakter, diantaranya pendekatan *student centered learning*, *problem based learning* dan *contextual learning*. Materi pendidikan akhlak, fikih dan SKI dapat digunakan pendekatan materi, sementara untuk materi Akidah, ketauhidan dan Quran Hadis pendekatan *saintifik* dapat diterapkan dengan pendekatan metode. Pendekatan materi dilakukan dengan memberikan penjelasan secara lebih luas dikaitkan dengan kehidupan sehari-hari, sementara pendekatan metode dilakukan dengan penelusuran penelusuran pada sumber-sumber bahan ajar, hal ini bertujuan agar peserta didik terbiasa melakukan penelusuran, diskusi dan interaksi yang dicetuskan oleh pendekatan saintifik. Terdapat beberapa faktor pendukung dan penghambat dalam implementasi pendekatan saintifik, yakni dari aspek materi, kesiapan siswa, media pembelajaran dan sarana prasarana.

Kata Kunci : Pendekatan Saintifik, Pembelajaran PAI, membangun Karakter

A. Introduction

Education is an inseparable part of human needs in the world, and the government must pay attention to the situation of education in Indonesia. There are still many things that need to be addressed, both from the perspective of the students and the teachers themselves. Not to mention the environment outside the school or madrasa, in this case, the community and family. Many policies in the context of improving the quality of education in Indonesia

have been carried out, for as a society we must be able to contribute to this education. In society, it is often heard that "learning matters is the business of the teacher, matters of making money are the business of parents" this is a perception that we often hear in the community, for that it is necessary to change people's thinking through socialization and involvement of parents in education.¹

Education has a very important position in human life, because life without education, humans will not experience progress and development. The meaning of education itself is a process with certain methods so that people gain knowledge, understanding, and ways of behaving according to their needs.² Through planned education, it is hoped that students can develop their potential to the maximum. Education as an activity that is social in nature is strongly influenced by development community, and in turn the results of education (education graduates) will enter the community to participate in helping and developing the community. On this basis, the design of an educational concept must consider society as well as the concept of an ideal society.³

The importance of inculcating character education in adolescents is considered important enough to ward off and fortify students so that they have strong control not to get involved in juvenile delinquency actions in various forms. Not only physical delinquency but also delinquency caused by an understanding of deviant ideologies from the teachings of Islam which is *rahmatan lil alamin*. This phenomenon is often referred to as a radical, intolerant understanding of Islam, which can harm the students themselves and the community around them. Globalization and advances in information technology make all information from wherever it comes easily accessible from and wherever people are. One of the effects or even part of globalization is the outbreak of religious radicalism. The growing development of religious radicalism in society is a threat to the unity of the Indonesian nation. One of the strategic efforts to counter religious radicalism among students is through a program to strengthen religious activities as well as Islamic character education in Madrasahs.

On the other hand, the world of education currently expects students to be more independent in exploring knowledge and information during the teaching and learning process. The 2013 curriculum which is currently being implemented in Indonesia for PAI

¹ Layyinah, Leni. "Menciptakan Pembelajaran *Fun Learning Based on Scientific Approach* dalam Pembentukan Karakter Peserta Didik pada Pembelajaran PAI." *TARBAWY: Indonesian Journal of Islamic Education* 4, no. 1 (2017): 1-9.

² Muhibbin Syah, *Psikologi Pendidikan Dengan Pendekatan Baru*, Remaja Rosdakarya, Bandung, 2013, 10.

³ Abuddin Nata, *Pendidikan Dalam Perspektif Al-Qur'an*, Prenadamedia Group, Jakarta, 2016, 50.

subjects is oriented towards process skills, making the approach *scientific* an inseparable part. So this research was carried out with the aim of explaining the approach *scientific* and how to apply it in PAI learning. The 2013 curriculum for PAI subjects currently has a paradigm and process different from the previous one. The learning process which was originally focused on exploration, elaboration and confirmation is equipped with observing, asking, processing, presenting, concluding and creating. Learning does not only occur in the classroom, but also in the school and community environment, so that in this case the teacher is not the only source of learning. In addition, attitudes are not only taught verbally, but through examples and examples. In other words, an educator is not only a facilitator, but also must provide a good example for students both in the school environment and outside the school environment.

Therefore, the role of madrasah managers and teachers is very important in preventing Islamic radicalism in madrasas / schools because teachers are one of the components of education that are able to influence the mindset of their students, especially Islamic Religious Education (PAI) teachers, who are seen as very moderate figures. In conveying the teachings of Islam in Madrasas. The reason is, in the Permendikbud or syllabus that has been set by the government which is then used as a basic reference for Islamic Religious Education Teachers, the teaching materials do not contain elements of radicalism.⁴ This study explains the implementation of PAI learning with a scientific approach based on character education at MTs. Mathaliul Falah Kudus, as well as what are the supporting and inhibiting factors for implementing PAI learning with a scientific approach and Islamic character education at MTs. Mathaliul Falah Kudus.

B. Discussion

Discourse on scientific integration has become an interesting research topic recently. Along with the rapid development of science and technology demands change and transformation in various fields to be able to synergize between the religious sciences and the sciences. As a consequence of the results of this transformation process, madrasa education is required to play a dual role at the same time. On the one hand, madrasas must carry out the mission of Islamic teachings as the spirit and main mission of the existence of the madrasa itself, while on the other hand madrasas must also carry out the responsibility to continue to progressively carry out the process of adapting to the needs and developments of the times which are always dynamic. The dual role of madrasas as "Islamic Educational

⁴ Rd. Arif Mulyadi dan Lativa Novidasari "Peran Guru Pendidikan Agama Islam dalam Mencegah Radikalisme Islam di SMA Sejahtera 01 Depok" dalam Jurnal Safina Volume 2/Nomor 1/2017.

Institutions" in playing their roles must be carried out simultaneously, where the role of madrasas as Islamic educational institutions must oversee how Islamic values and missions can be realized in the implementation of teaching, besides that madrasas are also required to be able to accommodate general subjects according to the national education curriculum. Madrasas are required to teach many things, starting with religion-based subjects, including fiqh, moral creed, al-qur'an and hadith, SKI, also while still having to teach general subjects in full as demanded by the national education curriculum.

1. The scientific approach to the subjects of PAI

Learning *scientific* is learning to adopt measures scientists build knowledge through scientific method. The learning model that is required is that allows terbudayakannya scientific thinking skills, terkembangkannya "sense of inquiry" and creative thinking abilities of students. This approach *scientific* is applied in the 2013 curriculum, one of which is PAI learning both in schools and madrasas. The stages in scientific learning include: *observing* (observing), *questioning* (asking), *exploring* (trying/searching), *associating* (reasoning), *communicating* (communicating). In the approach *scientific*, subject matter is based on facts or phenomena that can be explained by certain logic or reasoning. Students are expected to think critically, analytically, and accurately in identifying, understanding, solving problems, and applying learning materials. The learning objectives are formulated in a simple and clear way, but the presentation system is attractive.⁵

In the 2013 Curriculum which uses this approach *scientific*, the role of the teacher is no less important. Teachers are expected to have pedagogic competence, professional competence, personal competence and social competence in supporting the teaching and learning process. Pedagogic competence gets special emphasis on the 2013 Curriculum because teachers must be able to encourage and inspire students to be able to understand, apply, and develop rational and objective thinking patterns in responding to learning materials.⁶ The Psychological Foundation of the Approach *Scientific* is the relationship between the use of the approach *scientific* according to the psychological study of learning. Based on the principles of learning in the approach, it *scientific* can be stated that the approach *scientific* is based on constructivism learning theory. . there are 4 constructivist principles in learning, namely as follows; (1) knowledge is built by the students themselves,

⁵Ahmad Salim, "Pendekatan Saintifik Dalam Pembelajaran Pendidikan Agama Islam (Pai) di Madrasah," *Cendekia: Journal of Education and Society* 12, no. 1 (2014): 33–48.

⁶ Indah Haryati Amakae, "Analisis Proses Perencanaan Pembelajaran Tematik Menggunakan Pendekatan Saintifik Di Sd Negeri Monggang, Sewon, Bantul Yogyakarta" (PhD Thesis, PGSD, 2016).

both personally and socially, (2) knowledge cannot be transferred from the teacher to the learner, except by the student's own activity in reasoning, (3) active students construct continuously so that more conceptual changes occur. detailed, complete, and in accordance with scientific concepts, (4) teachers only assist learning by providing facilities and situations so that the learning construction process takes place effectively and efficiently. The constructivist principle, the teacher acts as a mediator and facilitator who helps the learning process run well.⁷

In Islamic education, the main materials taught include: faith education, moral education, and worship education. In relation to the application of education, scientific it turns out that not all of the subject matter can be explained using approach scientific. Faith education will not be able to be explained using approach scientific. In the step of observing, for example, we will not be able to invite children to observe something unseen. Likewise at the reasoning/associating stage.⁸ As for the material for moral education and worship education, approach scientific can be applied in explaining it. When explaining *mahmudah* morality, for example, we can ask students to observe the morals of the people around them, which includes *mahmudah* morality. Likewise with worship. When we explain about the pilgrimage, we can show a video about the implementation of the pilgrimage for students to observe. This method may be more interesting student. Scientific approach is considered effective enough to be applied in the learning process, including in the subject of Islamic Education. Likewise, research on issues of radicalism, intolerance and moral degradation of youth in the area of education is still a topic of research which has been widely studied recently. Many studies on radicalism highlight the causes of the birth of radicalism, as well as the forms of radicalism in the world of education. For example, Moh Hasyim's research on "The Potential of Radicalism in Study Schools Against Islamic Religious Education Books for Elementary Schools". This study found the value of radicalism in the teaching material of Islamic education in elementary schools. Radical values that can influence students' attitudes are religious militancy, which is driven by the teachings of jihad and is anti-aggressor towards other religious groups/followers, as well as narrow religious understanding.⁹

While research efforts to deter radicalism in schools is still limited to the central role of teachers in delivering PAI PAI learning in school or madrasah. Penelitian performed by

⁷ Pudjiani, Tatik. 2014. *Pendekatan Sainifik dan Penilaian Otentik*. Yogyakarta: Spirit

⁸ Asep Kusnadi, "Implementasi Pendekatan Sainifik Dalam Langkah-Langkah Pembelajaran Pendidikan Agama Islam Dan Budi Pekerti (Studi Kasus di SMA Negeri 1 Cisarua)," *SAFINA: Jurnal Pendidikan Agama Islam* 1, no. 1 (2016): 2-11.

⁹ Hasim, Moh. "Potensi Radikalisme di Sekolah Studi Terhadap Buku Pendidikan Agama Islam Sekolah Dasar." *EDUKASI: Jurnal Penelitian Pendidikan Agama dan Keagamaan* 13, no. 2 (2017)

Salman Parisi on the role of Master PAI in Efforts Deradicalisation Students In this paper put forward about the characteristics of the radical understanding and step- what steps should be taken by PAI teachers in dealing with it.¹⁰ This study focuses more on the role of the Islamic teacher centrally and Education places more emphasis on the aspects of learning and delivering PAI materials. A similar study was also conducted by Zulfani Sesmiarni, with the topic "Stemming Radicalism in Education Through a Approach *Brain Based Learning*". The results of this study offer a solution to prevent/repress acts of violence among students through the use of the brain-based teaching learning method. This method combines 5 aspects of learning, namely emotional, social, cognitive, physical and reflective aspects. The personal formation of students begins in the form of classroom learning to develop the abilities, potential and competencies of students. In this way students are expected to avoid various violence and other apathy because they have been educated in a peaceful and pleasant learning atmosphere.¹¹

In the opinion of the researcher, efforts to take preventive action in an effort to counteract or reduce radical understanding and actions among students must be carried out jointly and integrated between all components in the educational institution. and limited, while student activities are dominated outside the classroom, inevitably a conducive learning environment must also be created, both in the form of religious activities and the cultivation of character education. From this point of view, in this case the researcher is interested in conducting research that involves elements that exist in educational institutions in efforts to instill Islamic character education in students and learning with a scientific approach, so that students are trained and accustomed to having a tolerant attitude, respecting, appreciate, cooperate in the learning process. It is hoped that the results of this study will provide examples, models and offers of innovation from the implementation of PAI learning with a scientific approach and models of planting Islamic character in the madrasa environment.

The term scientific approach, or, or *scientific approach* scientific approach is a subject of discussion that attracts the attention of educators. The application of this approach is a challenge for teachers through the development of student activities, namely observing, asking, trying, processing, presenting, reasoning, and creating. The seven learning activities are activities in developing thinking skills to develop students' curiosity. With that, it is expected that students are motivated to observe the phenomena around them,

¹⁰ Parisi, Salman. "Peran Guru Pai dalam Upaya Deradikalisasi Siswa." *SAFINA: Jurnal Pendidikan Agama Islam* 2, no. 1 (2017): 85-102.

¹¹ Sesmiarni, Zulfani. "Membendung Radikalisme dalam dunia Pendidikan Melalui Pendekatan Brain Based Learning." *Kalam* 9, no. 2 (2017): 233-252.

record or identify facts, then formulate the problems they want to know in questioning statements. From this step, students are expected to be able to formulate problems or formulate what they want to know.³ However, this scientific approach needs to be analyzed, especially in the subjects of Islamic Religious Education and Morals, whether this scientific approach is in accordance with the material of Islamic Religious Education. With a scientific approach, can the material for Islamic Religious Education and Character Education be conveyed to students properly¹²

2. Implementation of the Scientific Approach to Islamic Education Subjects

Learning PAI with the scientific method has characteristics including; First; student-centered learning, where the teacher must teach based on the needs of the students themselves. In the context of learning Islamic religious education, the assessment uses an observation instrument, namely improving attitudes aimed at students during the learning process of Islamic religious education. The second involves science process skills in constructing concepts, punishments or principles; technical skills in Islamic religious education, adjusted to the level or level of each student, all technical skills are already in the curriculum set by the madrasa. Third; the involvement of processes ranging from cognitive (a potential competency) so that it can stimulate intellectual progress, this has an impact on high-level thinking skills, so for example at the level of knowledge and understanding of Islamic religious education teachers do not only target students to understand a context about Islamic religious subjects but he is able to understand the material given. Fourth; can develop student character, student character development is very important in learning Islamic religious education, for example the habit of reading *asmaul husna* before learning, tadarus Al-Quran, *dhuha* prayer activities and congregational prayers. this must be accustomed so that the meaningfulness of learning in the madrasa is embedded.¹³

One of the basic skills that a teacher must have is being able to manage the learning process in the classroom so that learning can run effectively. At MTs Matholi'ul Falah Dawe Kudus, the task of the teacher is not only to deliver learning materials, but a teacher also plays a role in shaping the character and behavior of students. The teacher is also responsible for conditioning the classroom so that students can study comfortably and learning remains conducive and effective.¹⁴ This is relevant to what Wina Sanjaya said in

¹² Ahmad Hasan Hariri, "Analisis Implementasi Dan Problematika Pendekatan Saintifik Pada Kurikulum 2013 Mata Pelajaran Pendidikan Agama Islam Dan Budi Pekerti Di Kegiatan Belajar Mengajar," *EDU-RELIGIA : Jurnal Keagamaan Dan Pembelajarannya* 1, no. 1 (14 Februari 2018): 2.

¹³ Interview with PAI Teacher at MTs Matholi'ul Falah, Kudus

¹⁴ Ibid.

her book *Educational Process Standard Oriented Learning Strategy*, that as learning managers, teachers play a role in creating a learning climate that allows students to learn comfortably.¹⁵ In managing classroom learning which includes scientific learning management, teachers are required to develop creativity in acting to condition optimal learning. Mr. Malikin, in learning PAI subjects at MTs Matholi'ul Falah Dawe Kudus, implements psychology-based classroom management for students in class VIII to create and maintain optimal conditions in the classroom so that students can learn well.¹⁶

Based on the observations made by the researcher in class VIII of MTs Matholi'ul Falah Dawe Kudus, it can be seen that the learning process carried out by Mr. Malikin is in accordance with the planned RPP. The preparation of this learning implementation plan is adjusted to the character of the material according to the curriculum and is considered based on the characteristics and needs of the local area. Then it is also adjusted to the characteristics, potential, and needs of students. This is done before the implementation of classroom management in order to obtain and achieve effective and efficient learning objectives.¹⁷ This is very relevant to Sue Cowley's description in her book *Student Behavior Management Guide* that every student is an interesting and complex individual. However, up to a point, the teacher may have to make general observations to help control the challenging behavior. Furthermore, an inclusion policy means that teachers will teach different types of students in general classes. Some will have a fairly high level of behavioral problems, which were previously handled in special arrangements. The more teachers understand the different needs of students, the more confident they are to teach in the most effective way.¹⁸ In the learning process at MTs Matholi'ul Falah Dawe Kudus in class VIII there are students who carry out learning activities with each unique characteristic. Teachers need to understand this difference so that it is easy to carry out classroom management activities effectively.

Results of interviews with PAI teachers at MTs. Mathaliul Falah explained that the learning process of Islamic religious education is actively designed to construct concepts, punishments or principles through stages in PAI subjects that are adapted to basic competencies and learning indicators in the 2013 curriculum. Several stages of scientific learning in Islamic religious education subjects are: observing, formulating concepts, questioning activities, collecting data with various techniques, analyzing data, drawing

¹⁵ Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, Kencana, Jakarta, 2006., 24

¹⁶ Interview with PAI Teacher at MTs Matholi'ul Falah, Kudus

¹⁷ Ibid.

¹⁸ Sue Cowley, *Panduan Manajemen Perilaku Siswa*, Erlangga, Surabaya, 2011, 149

conclusions and communicating them. For example, observing the procedure for cleaning of najis, then opening questions based on observations, formulating several fiqh concepts in cleaning of najis, and making conclusions in the form of understanding concepts and techniques in cleaning of najis.

Study groups in the class have certain behaviors that are sometimes different from the behavior of other groups and individuals in the class. Therefore, the groups in the class need to get attention. Study groups in the classroom also have an influence on the individuals who are members. Good influences can be developed, but bad influences need to be dammed by the teacher by guiding them. For this reason, Mr. Malikin involves the active learning of all students in the learning process, both students who behave actively and students who tend to be passive.¹⁹ In the learning process when Mr. Malikin explained the material about prostration of gratitude and prostration of recitation, he did not only use formations conventional, but he used several formations such as group formations and the letter U formation to increase students' enthusiasm for learning. Even though the students seemed enthusiastic about listening and paying attention to the teacher who was explaining, there were still some students who talked to themselves, especially the students who sat in the back. Because with the conventional formation the teacher has difficulty in monitoring all students. For this reason, in the next meeting, Mr. Malikin tried to arrange classrooms using group formations and the formation of the letter U in the learning process, with the aim of reducing student behavior which can reduce the possibility of deviant behavior.²⁰ This is very relevant to Noer Rohmah's description in his book *Psychology of Education* that: In order to create a pleasant classroom atmosphere, the arrangement of space and learning situations should be considered. The arrangement and arrangement of the study room should allow children to sit in groups and make it easier for teachers to move freely in order to assist students in learning.²¹

The conclusion from the analysis above is that before the teacher conducts learning activities, the teacher must prepare everything needed when the learning process takes place which is adjusted to the existing KI and KD, starting with apperception, motivation, core and closing activities. Teachers must also create an atmosphere that can improve student learning by paying attention to the arrangement or arrangement of the class and its contents during the learning process that is adapted to the characteristics of different students. From the explanation of the implementation and problems of the Scientific approach to the 2013 Curriculum above, the authors analyze problems the existing based on eight National

¹⁹ Interview with PAI Teacher at MTs Matholi'ul Falah, Kudus

²⁰ Interview with PAI Teacher at MTs Matholi'ul Falah, Kudus

²¹ Noer Rohmah, *Psikologi Pendidikan*, Kalimedia, Yogyakarta, 2015, 310

Education Standards. However, the author only uses one standard because the problems analyzed are related to process standards. Process standards are national education standards related to the implementation of learning in educational units to achieve graduate competence. The standard process contains the minimum criteria for the process learning in the education unit. Process standards include planning the learning process, implementing the learning process, evaluating learning outcomes, and supervising the learning process for the implementation of an effective and efficient learning process.²²

Broadly speaking, the standard process can be described as follows: (1) 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 according to talent, interests and physical and psychological development of students²³ Success in learning will be determined by how capable the teacher is in creating and maintaining classroom conditions that allow students to learn well so as to improve student achievement. (2) Each unit of educators undertakes planning of the learning process, implementation of the learning process, assessment of learning outcomes and supervision of the learning process for the implementation of an effective and efficient learning process. (3) Learning planning is the preparation of a learning implementation plan for each learning content. Judging from the concept, this scientific approach is very relevant to exact subject matter (Mathematics, Physics, Chemistry and Biology). The reason is because this science is a natural science, where the truth can be accepted by all mankind without exception, despite different beliefs. It is different with the subject of Islamic Religious Education whose truth is only believed by people who believe in aspects that are unseen. So that the implementation of the scientific approach in this subject is irrelevant. Ironically, although some are irrelevant, many PAI teachers apply this approach in every teaching and delivering PAI material in the teaching and learning process. There may be several reasons for this. First, because the 2013 Curriculum is identical to the Scientific approach, this approach is made a necessity to be implemented.

In fact, material that is unseen can be conveyed or relevant to approach *problem solving* (problem-based), because students can observe the reality of life due to the existence of Allah SWT and His creatures as well as His provisions that are supernatural. Likewise with aspects of morality and fiqh. The author is of the opinion that the material aspects of Morals and Fiqh will be effectively delivered when using approach *problem*

²² Sofan Amri, *Pengembangan dan Model Pembelajaran dalam Kurikulum 2013* (Jakarta: Prestasi Pustakaraya, 2013), 49.

²³E. Mulyasa, *Pengembangan dan Implementasi Kurikulum 2013* (Bandung: Remaja Rosdakarya, 2013), 25

solving, even though from the perspective of a scientific approach these two aspects are relevant. The author argues that Islam is a religion that guides human life, so that the object of PAI material is related to the reality of life and human behavior. When using a problem-based approach in the learning process, there will be an interaction process between stimulus and response, which is the relationship between two directions of learning and the environment.²⁴

In the teaching and learning process in the classroom, it cannot be separated from the inhibiting factors. The teacher realizes that in the learning task there are learning barriers experienced by students. Even teachers understand that students' environmental conditions can also be a source of obstacles in learning. With various kinds of obstacles that can trigger the inhibition of classroom learning, such as there are students who study hard, there are students who only pretend to study, there are students who study half-heartedly, and there are even students who do not study. For this reason, a teacher is required to be able to manage his class as efficiently as possible.

Conclusion of this research is that before the teacher conducts learning activities, the teacher must prepare everything needed when the process learning takes place which is adjusted to the existing KI and KD, starting with apperception, motivation, core activities and closing. One learning activity with a syntetic approach based on character education which includes various steps is preliminary activity, core activity, and closing activity. Preliminary activities aim to create an effective beginning of learning or psychological conditioning of students so that they are ready to receive lessons. The core activity is the learning process with a scientific approach. Learning is designed to show the relationship between material and reality in everyday life, so that students get a more meaningful impression. Likewise, the content or learning materials based on facts or phenomena so that they can be explained by logic or reasoning. The stages in the core activities with a scientific approach (*scientific approach*) in learning have the stages of observing, asking, seeking information, reasoning, and communicating for all subjects.

From the results of observations, interviews, and documentation, it can be explained the steps of a scientific approach in learning Islamic religious education in MTs. Mathali'ul Falah is as follows:

1. Observing / Observation Activities. This activity prioritizes the meaningfulness of the learning process (meaningful learning). Observing has certain advantages, such as

²⁴ Trianto, *Mendesain Model Pembelajaran Inovatif-Progresif* (Jakarta: Kencana Prenada Media Group. 2009), 91.

presenting real media objects, making students happy and challenged, and being easy to implement. Of course, observing activities in the context of learning usually requires a long and thorough preparation time, relatively large costs, and energy, and if not controlled will obscure the meaning and objectives of learning. The method of observing is very useful for fulfilling the curiosity of students. So that the learning process has a high meaning. Observation activities in the learning process require direct student involvement. An example of the process of observing in the field of *fiqh* material is: the teacher shows the *tayammum* procedure, and all students follow it and give opinions.

2. Questioning activity. Teachers should be able to provoke students to ask questions, this is one of the demands of competence, namely student-oriented learning. Questioning activities can develop competence in terms of cognitive (knowledge), affective (attitude), and skills (psychomotor). When a teacher asks questions, of course with persuasive approaches where students are not pressured when asked, if students cannot answer, then the teacher must direct the student until he can answer the teacher's question. Learning must be fun, this is very important in scientific learning, when students look relaxed then they can think optimally, and when they do not understand the material being taught, the student will not be shy to ask questions. Students are motivated and inspired to be more active during learning, and ask questions when students do not understand the context of the material taught by the teacher. The point is that in the learning process the students must be active, the teacher must classify which students are active and which are not. After doing the classification, you can develop strategies for what to do for active students and inactive students. So it is expected that in the learning process all in the class become active or participate.
3. Information gathering activities. Real learning outcomes will be obtained by students by trying or conducting experiments, especially for the appropriate material or substance. For example, in the field of creed and morality, students must understand the concepts of Akidah Akhlak and their relation to everyday life. Several strategies applied in this stage are *student-centered learning*, *problem-based learning*, and *contextual learning*.
4. Activities associate. This activity is processing the information that has been collected, both limited from the results of collecting/experimenting and the results of observing activities and information gathering activities. Processing of information collected from those that add breadth and depth to the processing of information that is seeking solutions from various sources that have different conflicting opinions. This activity is used to find the relationship of one information with other information, find patterns of

the relationship of the information. Students must be able to associate or process information that they already know. For example: after seeing and asking about the procedure for *tayammum*, the students were then instructed by the teacher to practice the stages according to the pillars of *tayammum*. This activity is also termed as a reasoning activity.’’

5. Conclude. The activity of concluding in learning with a scientific approach is a continuation of the activities of processing data or information. After finding the relationship between the information and finding various patterns of the relationship. Furthermore, together in a unified group, or individually make conclusions. In the subject of Islamic religious education, the results of the analysis, such as pieces of short verses designed based on the *tayammum*, are then prepared to be presented.
6. Communicate. At this stage, it is expected that students will be able to communicate the results of the work that has been prepared either jointly or individually from the conclusions that have been made together, and the results are presented in class and assessed by the teacher as the learning outcomes of students or groups of students. This communication activity aims so that the teacher can know correctly or there is something that must be improved. The meaning and reflection of the meaning of the learning material and taking lessons from the *tayammum* worship can be emphasized with an explanation from the teacher.

There are several supporting and inhibiting factors in the implementation of the scientific approach. Namely from the material aspect, student readiness, learning media and infrastructure. For moral education materials and religious education, scientific approach can be applied in explaining them. When explaining about *mahmudah* morality, for example, we can ask students to observe the morals of the people around them, which are included in morals. Likewise with worship. When we are going to explain about the pilgrimage, we can show a video about the implementation of the pilgrimage for students to observe. This method will probably attract more students' attention. The scientific approach is indeed considered quite effective to be applied in the teaching and learning process, including in Islamic Religious Education subjects

The goal of Islamic education is a form of human morality, the man should be able to implement the teachings Islamic teachings properly, so that they are reflected in attitudes and actions in all their lives in order to achieve happiness in this world and the hereafter. So the material for Islamic religious education in Madrasas must always be understood and realized by these students. So that the teacher has an urgent role for the creation of the cultivation of Islamic values. With an understanding of the Islamic values of these students,

it will have a positive impact on the individual students themselves, parents, society, nation and state. In PAI learning itself at MTs Matholi'ul Falah Dawe Kudus, basically there are many worship procedures that must be learned by students, so that in carrying out daily worship students can realize them in accordance with Islamic law.

C. Conclusion

The implementation of the Scientific approach in Islamic Religion subjects is carried out in four aspects, namely aspects of Al-Qur'an-Hadith, Akidah-Akhlak, Fiqh and SKI (Islamic Cultural History) which are packaged in some learning activities (Observing, Questioning, Exploring, Associating and Communicating). The concept of the Scientific approach is a learning process approach that is designed in such a way that students actively construct concepts, laws or principles through the stages of observing (to identify or find problems), formulating problems, proposing or formulating hypotheses, collecting data with various techniques, analyzing data, draw conclusions and communicate the "found" concept, law or principle. 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 direct information from the teacher.

It can be explained the steps of a scientific approach in learning Islamic religious education in MTs. Mathali'ul Falah is as follows; 1). Observing / Observation Activities. This activity prioritizes the meaningfulness of the learning process (meaningful learning). Observing has certain advantages, such as presenting real media objects, making students happy and challenged, and being easy to implement. Of course, observing activities in the context of learning usually requires a long and thorough preparation time, relatively large costs, and energy, and if not controlled will obscure the meaning and objectives of learning. The method of observing is very useful for fulfilling the curiosity of students. So that the learning process has a high meaning. Observation activities in the learning process require direct student involvement. 2). Questioning activity. Teachers should be able to provoke students to ask questions, this is one of the demands of competence, namely student-oriented learning. Questioning activities can develop competence in terms of cognitive (knowledge), affective (attitude), and skills (psychomotor). When a teacher asks questions, of course with persuasive approaches where students are not pressured when asked, if students cannot answer, then the teacher must direct the student until he can answer the teacher's question. Learning must be fun, this is very important in scientific learning, when students look relaxed then they can think optimally, and when they do not understand the material being taught, the student will not be shy to ask questions. Students are motivated

and inspired to be more active during learning, and ask questions when students do not understand the context of the material taught by the teacher. The point is that in the learning process the students must be active, the teacher must classify which students are active and which are not. After doing the classification, you can develop strategies for what to do for active students and inactive students. So it is expected that in the learning process all in the class become active or participate.

3). Information gathering activities. Real learning outcomes will be obtained by students by trying or conducting experiments, especially for the appropriate material or substance. For example, in the field of creed and morality, students must understand the concepts of Akidah Akhlak and their relation to everyday life. Several strategies applied in this stage are *student-centered learning, problem-based learning, and contextual learning*. 4). Activities associate. This activity is processing the information that has been collected, both limited from the results of collecting/experimenting and the results of observing activities and information gathering activities. Processing of information collected from those that add breadth and depth to the processing of information that is seeking solutions from various sources that have different conflicting opinions. This activity is used to find the relationship of one information with other information, find patterns of the relationship of the information. Students must be able to associate or process information that they already know. 5). Conclude. The activity of concluding in learning with a scientific approach is a continuation of the activities of processing data or information. After finding the relationship between the information and finding various patterns of the relationship. Furthermore, together in a unified group, or individually make conclusions. 6). Communicate. At this stage, it is expected that students will be able to communicate the results of the work that has been prepared either jointly or individually from the conclusions that have been made together, and the results are presented in class and assessed by the teacher as the learning outcomes of students or groups of students. This communication activity aims so that the teacher can know correctly or there is something that must be improved.

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