The Implementation Model for the Process Islamic Religious Education (PAI) in 6 Senior High School of Palembang

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Abstract--This study aims to analyze the management of the implementation of process of Islamic religious education (PAI) in 6 Senior High School, Palembang. The research method is qualitative. This type of intrinsic case study research is qualitative with the logic of inductive thinking. The research findings found that in addition to the three activities, there is a synergy between the intracuricular activities and extracurricular activities of Islamic religious education (PAI) in schools that support each other and there is a common vision of all school members to build an Islamic environment. The three activities in the implementation of Islamic religious education (PAI) have a significant role in the implementation of the educational process, specifically Islamic religious education.

Key words--- Implementation, Education Process.

I. INTRODUCTION

Basically, education is oriented to the formation of whole people, namely people who have knowledge, skills, and attitudes. The point is that humans are not only intelligent and skilled, but carry out nobility of character in running life and interacting with others. In other words, every education leads to the formation of a civilized, skilled and intelligent person or person so that it can be used as capital to develop themselves in the midst of the life of society.

Education has a very strategic and urgent value in the formation of a nation. Education also seeks to ensure the survival of the nation. Because education does not only function for how to know and how to do, but what is very important is how to be, and for this it is necessary to transfer culture and culture. National Education has a vision of the realization of the education system as a strong and authoritative social institution to empower all Indonesian citizens to develop into qualified human beings so that they are able and proactively respond to changing times [1].

Educational expert in Indonesia H.A.R. Tilaar, in a book written by Amie Primarni [2], said there were some weaknesses in the national education system. First, our education system is rigid and centralistic. The pattern of uniformity in schools causes the making of curriculum not understood as the needs of each educational provider. Second, the national education system never considers the reality that exists in society. Here the community is only regarded as an object. The community has never been treated or positioned as a subject in education. Third, a bureaucratic system that is rigid and is used as an instrument of power by parties or rulers. For the implementation itself, according to him, the current development of education that leads to the pattern of "mass education" which

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aims to print children who are cognitively smart (which emphasizes the development of the left brain only and only includes the language and logical-mathematical aspects), so a lot of subject matter is related to the development of the right brain (such as art, music, imagination, and character formation) received less attention. If there is, the orientation is also more cognitive (rote), there is no appreciation and appreciation that can foster students' enthusiasm to learn and explore further material [2].

The implementation of education concerns educational management activities that are inseparable from the inputs, processes, outputs, and outcomes that exist in educational institutions. Teaching and learning activities that are still rigid and have not been able to build conducive learning conditions are also problems that hamper success in our education. Teaching and learning processes that are centered on lecturers / teachers bring stagnant educational conditions. With these conditions, expectations of the learning process that educate and are able to open reasoning thinking of students (students) are only wishful thinking that is difficult to achieve, even, "the low ability of educators to manage classrooms is another problem that adds to the congestion in learning dynamic and dialogical" [3]. This means that the teacher or educator has a big role to play in the success of the learning process.

Government Regulation Number 19 of 2005 concerning National Education Standards, one of the standards that must be developed is the process standard. Process standards are national education standards related to the implementation of learning in an education to achieve graduate competence. The standard process contains the minimum criteria for a learning process in a primary and secondary education in the entire territory of the Republic of Indonesia. Process standards include planning the learning process, implementing the learning process, evaluating learning outcomes and monitoring the learning process for the implementation of an effective and efficient learning process [4].

Efforts to manage and develop educational institutions, both general educational institutions and Islamic educational institutions, are a necessity and a collective burden for the decision makers of Islamic education. They have an obligation to formulate a strategy and practice it to advance their education. The formulation of the strategy will also consider the existence of educational institutions in real terms and their development orientation. Educational institutions must have a clear orientation. Like a vehicle, the orientation is like a route, which is the path that must be traversed to reach the destination. In another sense, orientation is like a goal that leads to the goal. Therefore, orientation can make the education movement more directed, organized and planned. To formulate the orientation it is necessary to consider the phenomena that occur related to education. Managers' sensitivity to the phenomenon is used as a basis in management (management) Education, which starts from the input, process, output, and outcomes that will be issued from the educational institution so that the goals achieved really lead to the child's ability to be able to live and develop in in the middle of society. Lack of success Education is now a clear proof of the weakness of education management (both input, process, output, and outcome). Therefore, one of the efforts in improving the quality of education must be supported by quality management.

In the midst of the condition of the National education which according to education experts still needs to be addressed, there is one high school that has advantages compared to other high schools in Palembang, especially in the areas of IMTAQ and Religion. Religious environment adds to the atmosphere becomes more conducive for

everyone to carry out and practice the teachings of religion in daily activities, such as the morning greeting culture both with teachers and with fellow students, the freedom to perform duha prayers, the existence of tadajib activities, tausiyah activities alternately, the existence of mentoring activities from wasilah (alumni), and others. As an excellent school in the field of IMTAQ and Religion has 23 extracurricular activities facilitated by the school with the guidance of teachers and trainers in accordance with their fields. All of these extracurriculars have shown quite encouraging results because from 2005 until now each of these extracurriculars has been able to raise and raise the name of the school.

II. METHODOLOGY

The research method is qualitative. This type of intrinsic case study research is qualitative with the logic of inductive thinking. Techniques for determining purposive sampling and snowball sampling data sources. Data collection techniques using observation, interviews, documentation, and triangulation. Data analysis techniques through data reduction, data display, and data verification. For the level of accuracy and credibility of the findings through a strategy: member checking, triangulation, and auditing.

III.   RESULTS

Implementation is one of the functions that exist in management. The implementation of the process of Islamic religious education (PAI) is basically a management or arrangement in the implementation of various components of the process that exists in education.

1. Implementation of an effective teaching-learning process

Learning is basically a process of behavioral change, the change leads to better behavior that occurs through practice or experience. Changes in behavior because learning involves several aspects of personality, both psychological and physical (Trianto 2010, p. 17). According to Skinner in learning found things like, the chance of events that lead to learning responses, the learner's response, and the consequences that are using the response, both the consequences as gifts and reprimands and punishment. There are three definitions of teaching, is 1) Teaching is instilling knowledge in children; 2) Teaching is conveying culture to children; and 3) Teaching is an activity of organizing or regulating the environment as well as possible and connecting it with children so that the learning process occurs [5].

Thus, the teaching and learning process must be supported by situations and conditions that are conducive for students so that students who follow the learning process and teachers who carry out the educational process can carry out their respective duties and functions. To create an effective teaching and learning process, it certainly involves many parties in the school. The word effective comes from English, which is effective, which means successful or something done successfully.

The implementation of the teaching and learning process of Islamic religious education (PAI) in one of the high schools in Palembang has been carried out even though there is something lacking. In the implementation of this teaching and learning process, most educators have prepared learning tools such as statements made by school

principals that if there are teachers who violate (somewhat stubborn) do not prepare all the learning tools even though it is the main task of the teacher begins to plan, implement, evaluate, follow up , the leadership usually only reprimands satire or recalls every opportunity. Until now almost all made and prepared it, even though there are one, two that have not, it was not not made but too late (interview with the school principal) Based on observations made by researchers during conducting research, the teaching-learning process of Islamic religious education has taken place in accordance with plan or run according to existing rules. Teachers carry out the teaching-learning process in part in accordance with what they prepare in the Learning Implementation Plan (RPP), although there are some who do the teaching-learning process without preparing the Learning Implementation Plan (RPP) in advance. For example, every time you enter the classroom or start the teaching-learning process in the classroom, educators (teachers) always start by greeting students who will follow the learning process. Because Islamic religious education (PAI) is not only learning activities on the material or curriculum of Islamic religious education (PAI) but Islamic religious education (PAI) carried out at this school is enriched with various other supporting religious programs (in extracurricular activities) that distinguish it from schools the other. Based on the results of interviews and direct observation of researchers in the field, the researchers saw that the teaching-learning process for religious activities that were held had been going according to a schedule that had been arranged and determined even though sometimes there were activities whose implementation was hampered or delayed because there was a problem or obstacle.

2. Implementation of Leadership

In general, the definition of leadership can be formulated as follows. "Leadership" means the ability and readiness possessed by someone to be able to influence, encourage, invite, guide, move, direct, and if necessary force people or groups to accept the influence and then do something that can help achieve a certain goal that has been set [6].

According to Soebagio Atmodiwirio [7], educational leadership requires major attention because through good leadership we expect the birth of qualified personnel in various fields, both thinkers and workers. In essence, through education, we prepare qualified personnel, staff who are ready to train and are ready to use to meet the needs of the community.

Leadership is needed to bring constructive changes in teaching programs according to the values and goals of decision makers [8]. This book is an adaptation of the book Leadership for Improving Instruction. Therefore, in an educational institution, the leader has a very significant role in his leadership. Strong leadership influences the goals to be achieved, as well as weak leadership will have a bad impact in the process and achievement of existing goals. The principal function of the principal as an educational leader is to create a teaching-learning situation so that teachers can teach and students can learn well. In carrying out this function, the principal has a dual responsibility of carrying out school administration so as to create a good teaching and learning situation, and carrying out supervision so that the ability of teachers increases in guiding the growth of their students [9]. Thus, the leader's job is to stimulate and guide the continuous growth of teachers so that they are able to carry out their duties as well as possible in accordance with the development of the situation. He must be able to help teachers recognize

the needs of the community, help teachers foster according to the interests, needs and abilities of students. The principal as an education leader must be able to manage educational facilities and infrastructure, special school services and other educational facilities in such a way that teachers and students get satisfaction in carrying out their duties.

The implementation of leadership can be seen from the existence and formation of each deputy head, teacher, staff, and coordinator of each field that has carried out. Based on the observation of the researchers themselves in the field, each deputy head appointed in their field has carried out their duties and functions, such as the statement of several informants that everything that has to do with students must have a relationship with students. Whatever happens in this school has something to do with students. In addition, in this school there are programs that are always compiled by public relations every year including budget plans to be submitted to the school as well as ways of coaching in accordance with the main tasks and functions of public relations which consists of two namely internal public relations (in) and external public relations (exit partnership). Internal public relations (into) how the teacher and the teacher are harmonious so that everything that is programmed is good and smooth without any obstacles from inside. External public relations, looking for partnership partners whose purpose is to have partnerships that are beneficial for schools both in the field of infrastructure so that they get physical assistance and open external relations so that the school has the opportunity to move forward (interview with the deputy head of student affairs, the deputy head public relations field). From the statements of the two deputy heads both in the field of student affairs and the field of public relations (public relations) clearly illustrated that each of them has worked in accordance with their duties and functions. Indirectly, their duties and functions help the principal as a leader to carry out his leadership.

For the implementation of Islamic religious education (PAI) and religious (integrated IMTAQ) activities that are also subject to and related to its leadership, researchers also collect data in the field through interviews and direct observations and are evidenced by documentation of Islamic religious education (PAI) and integrated PAI carried out in the school hall. Each activity is coordinated by Islamic religious education (PAI) teachers and alumni (wasilah) owned by the school. The school has 23 extracurricular activities facilitated by the school with the guidance of teachers and trainers in accordance with their fields. All of these extracurriculars have shown quite encouraging results because from 2005 until now each of these extracurriculars has been able to raise and raise the name of the school. For the model of activities in the leading approach (Integrated IMTAQ) and Religion at the school are Morning Shakes, Morning Tadarusan, Morning Taushiah, Dhuha Prayers, Dhuha Prayers in Congregation, Intensive Mentoring, Friday Infaq Movement, Intensive Study of Rhythm (Qur'an Reading Art)), Keputraan & Keputrian, Taklim Assembly, Student Da'wah Sheet, Intensive Arabic Learning, Muslim Friday Uniform, Ramadhan & General Islamic Boarding School, Khataman Al Qur'an, Collection & Distribution of Zakat Fitrah, Social Service, Intensive Da'i Cadre , Intensive Integrated PAI, Commemoration of Islamic Holidays (PHBI), Infaq / Sadaqah Teachers' Movement, Slaughtering & Distribution of Sacrificial Animals, Islamic School-End Islamic Boarding Schools (BTPI Labschool). The implementation of activity models in the leading (IMTAQ Integrated) and Religious approaches is adjusted to the Daily Program, Weekly Program, Monthly Program, and Annual Program. This uniqueness and superiority is certainly influenced by the management of education in

schools, especially the management of the implementation of the Islamic education process. One Islamic religious education (PAI) said that the implementation of cadre da'i and MTQ was held on Wednesday, especially for those who have talent there. From the beginning it has been recorded and coordinated by the teachers and the Tahpiz and Tahsin departments so that the activity can be carried out after the new teaching (August month) starting from odd semester to general semester and continued again until they can grade B in class for reciting again. For those whose C grades were again repaired in the hall, coordinated by the religion teacher. Thus it is clear the implementation of leadership carried out by this school leader by organizing and distributing tasks to each deputy head of the field, the teachers, staff, and coordinators of religious activities who hold and assume the tasks assigned to them.

3. Implementation of the Creation of a Safe and Orderly School Environment

Schools are educational institutions that formally and potentially have an important and strategic role for the development of young people. A comfortable place and environment makes it easy for students to concentrate. By preparing the right environment, students will get better results and enjoy the educational process at the school. In the process of education, teachers no longer only transfer knowledge, but students themselves must build their knowledge (knowledge is constructed by human). Knowledge is not a set of facts, concepts or rules that are readily accepted and remembered by students. Students must construct their own knowledge and give meaning through real experience. According to Ormrod, to create learning learners it is necessary to create a good school environment which is a comfortable and quiet environment so that children are encouraged to learn students' achievements and build their own knowledge. There are several characteristics of a comfortable school environment as a place of learning, namely 1) The school is committed to supporting all efforts of students to be successful in both the academic and social fields; 2) The existence of a challenging and targeted curriculum; 3) The attention and confidence of students and parents towards the school; 4) The existence of sincerity and fairness for all students, both for students and different family backgrounds, racial or ethnic backgrounds; 5) There are clear school policies and regulations. For example guidelines for good behavior, consistent consequences, clear explanations, opportunities for social interaction and ability to solve problems; 6) The participation of students in school policy making; 7) The existence of certain mechanisms so that students can express their opinions openly without fear; 8) Has a goal to improve prosocial behavior such as sharing information, helping and working together; 9) Building cooperation with family and community communication; 10) Organize activities to discuss interesting and special issues related to students [10].

The ten characteristics of the school environment above have basically been largely created and implemented in schools. As explained by one Islamic religious education teacher (PAI) stated that the school environment is very supportive. Because this school is based on IMTAQ, it is really conditioned. Dhuha time is given leeway. For teachers already know all even advocated. Students without being told to do the duha which is now in the hall (interview with the PAI teacher). For a challenging and targeted curriculum, as we know that one of the high schools in Palembang has a curriculum with two approaches, namely through the Leading Approach (IMTAQ Integrated) designed and implemented by all school members and even involving parents of students and the local community and direct responsibility headmaster. Islamic religious education (PAI) through Integrated

IMTAQ is designed and implemented in the form of providing direct experience of students on a daily, weekly, monthly, and yearly basis. Islamic religious education (PAI) through the subject approach is designed and implemented according to content standards, graduate competencies, and process standards. In the standard content of the scope of PAI for high school consists of 5 aspects (Al-Qur'an-Hadith, Aqidah, Morals, Fiqh, Date and Islamic Culture) where the Hadith is unified with the Al-Qur'an, but in the elaboration of Standards of Competence and Basic Competence there is only the Qur'an, while the competence of the Hadith does not exist as a standard. In addition, the attention and trust of students and parents towards the school is indeed true. As stated by several informants that the special features and advantages of this school in the field of Islam (religious) are very strong. From this informant's statement illustrates that their motivation to enter and put their children into high school has their own motivation and the desire to make their children more devout (such as having the ability to study the Qur'an), besides having good knowledge and morality.

For the implementation of the school environment, researchers conducted direct observations in the field. After observing the existing school environment, physically it is very very supportive, where the existing facilities are very clear indeed. As explained earlier that the availability of ablution taking place in front of each class in addition to some existing toilets is an indication of the availability of facilities to facilitate and motivate students to perform various daily worship in this school. In addition, the existence of a culture of morning handshake, tadajib, tausiyah, zuhuhur prayer and others carried out by students in one of the high schools in Palembang is evidence of the implementation and commitment to educate students to succeed in their social environment. The opportunity to give or propose a program to the school management as explained earlier is also a clear proof that the school has provided an opportunity to participate in school policy making. In this school environment it is also explained that every year there are many activities involving many parties, both the implementation of the Sacrifice, the celebration of Muharram, and so forth being an example that community involvement has also been carried out. In this activity also built cooperation of many parties which became one of the characteristics of the school environment. the involvement of the school committee (in this case the families of the students) shows the involvement and cooperation with the families of the students themselves. The implementation of mentoring activities every Tuesday and Thursday is also an indication for researchers that the implementation of activities to discuss interesting and special issues related to students has been carried out even since some time before. All of this shows that the implementation activities of the ten characteristics of the school environment have basically been carried out by the school, although there are only obstacles that exist but in reality have been carried out and held by the school.

IV. CONCLUSION

The model of the implementation of the process of Islamic religious education (PAI) in 6 Senior High School, Palembang consisting of three activities including the implementation of an effective teaching and learning process, the implementation of leadership, and the creation of a safe and orderly environment have been implemented and implemented, although there are still shortcomings that must be addressed, such as lack of discipline some teachers who prepare the learning tools at the specified time. For the implementation of leadership and the creation of a safe and orderly environment in principle, it has run in accordance with what is expected by the

school. In addition to the three activities that exist in the implementation of the Islamic religious education (PAI) process, researchers see a synergy that supports one another between the intracuricular and extracurricular activities at schools through two approaches, namely through the superior approach (IMTAQ Integrated) and the eye approach lessons and the common vision of all school members so that this also supports the implementation and implementation of the Islamic religious education (PAI) program in schools and makes this high school in Palembang a superior public school in the field of IMTAQ and religion. The synergy between intracuricular and extracurricular activities helped shape and color the environment in schools because even though public schools, all children carry out Islamic routines from coming to when they go home even all wearing Islamic uniforms. This is certainly interesting to be investigated further, whether the Islamic environment formed in this school influences the realization as the only superior school in the field of IMTAQ and Religion in Palembang City.

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