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## PAI Learning Design Based on 2013 Curriculum and Implications for Learning Motivation of Students in State Senior High School 10 of Enrekang

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### Abstract

Learning Islamic Education (PAI) is very important to be developed in senior high school (SMA) especially for students who are Muslim. Curriculum 13-based PAI learning orientation includes preparing early on the attitude of religiosity of students. Motivation to learn PAI in important high school students is continuously improved so that the internalization and implementation of values of religiosity runs optimally. The design and formulation of the K13-based PAI learning model is urgent and urgent which is relevant to the socio-cultural and psychology of students. Religiosity awareness of the younger generation (students) as a character building instrument in developing human resources. It is very important to find a K13-based PAI learning model that is more relevant and effective for the socio-cultural and psychological learners; the realization of students who have the motivation and joy of learning religion as the basic capital in development; the realization of high school outcomes that are faithful and devoted, have good character, are healthy, tolerant, creative, tolerant, democratic and patriotic. The urgency of the birth of the K13-based PAI learning model that is relevant to the socio-cultural and psychological senior high school students in Enrekang, as an effort to increase learning motivation. The creation and innovation of the PAI learning model in the implementation of the K13 can have implications for the effectiveness and learning motivation of students.

**Keywords:** *learning model, education, religiosity, motivation, students*

### 1. Background

National education works to develop and create dignified national character and civilization within the framework of educating the nation's life, supporting the development of potential students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, design, independent, and become citizens who are entitled to accountability (Muhaimin, 2002). The Republic of Indonesia Law Number 20 of 2003 concerning the National Education System states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual power, self-control, personality, intelligence, noble character, and the skills needed by him, society, nation and country.

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1 National Education Standards consist of: graduate competency standards, content standards, process standards, facilities and infrastructure standards, standards for educators and education personnel, management standards, funding standards, and assessment standards. For this reason, each education unit needs to carry out learning planning, implementing the learning process and evaluating the learning process with the right strategies to improve the efficiency and effectiveness of graduate competency achievement. Appendix IV of the Minister of Education and Culture Regulation Number 81 A of 2013 concerning the Implementation of the Curriculum General Guidelines for Learning, explained that learning strategies are very necessary in supporting the realization of all competencies contained in the 2013 Curriculum. In the sense that the curriculum contains what should be taught, while learning is how to teach it so that it can be mastered by students.

Objectively, it shows that many educators lack the mastery of curriculum implementation, evaluation, development of student motivation, methods that do not motivate students. The problem found was the lack of teaching staff who mastered the curriculum especially in their expertise because many educators in teaching were not in accordance with their academic qualifications or expertise. So that the impact is that students are less motivated in getting maximum learning outcomes. Though students are the target of education formed by the curriculum through the cognitive, affective, and psychomotor domains.

The tendency of the implementation of the curriculum applied in schools is that educators only assess learning achievement on cognitive aspects as an evaluation tool, namely a written test. Psychomotor aspects and affective aspects are very step-by-step indicators of learning motivation on students to improve student learning achievement, especially Islamic Education. So that it can be witnessed by the alumni of State Senior High School 10 of Enrekang, mostly mastering the theory but not skilled at doing the skills work according to the education that has been obtained, and then unable to apply the knowledge that has been obtained.

There are several points from the elements of character education in terms of material that can be concluded from the Al-Qur'an Surah Luqman: 12. These characters are summarized in religious characters, namely attitudes and behaviors that are obedient in carrying out the teachings of the religion they adhere to. Thus the benefits of character education are so great that the whole thread can be taken as a whole, namely to deliver humans to our human beings. In order to realize our comrades, the values adopted are always sourced from religion, social norms, regulations or laws that are mixed with local culture. This confirms the importance of studying student motivation as an implication of PAI learning in school

### ***Curriculum of 2013***

Curriculum 2013 was developed by improving the mindset as follows: learning patterns centered on educators into learner-centered learning. Students must have choices on the material being studied to have the same competencies; one-way learning patterns (interaction of educators-students) into interactive learning (interactive educators-learners-community-natural environment, other sources / media); isolated learning patterns become networked learning (students can learn from anyone and from whom can be contacted and obtained through the internet); passive learning patterns become active learning (learning active students is increasingly reinforced by science approach learning models); own learning patterns into group learning (team-based); single tool learning patterns become multimedia tool based learning; mass-based learning patterns become the needs of customers (users) by strengthening the development of the special potential of each student; the learning pattern of single science (monodisciplinary) becomes plural science learning (multidiscipline); and passive learning patterns become critical learning.

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<sup>1</sup> The implementation of the curriculum has so far placed the curriculum as a subject matter. The 2013 Curriculum Approach for Vocational Middle School/Vocational Madrasah Aliyah is changed according to the education unit curriculum. Therefore, in the 2013 Curriculum, strengthening of governance was carried out as follows: the work procedures of individual educators are transformed into collaborative work arrangements; strengthening school management through strengthening the management ability of principals as educational leaders; strengthening of facilities and infrastructure for the benefit of management and the learning process; strengthening Material Strengthening material is done by deepening and expanding the relevant material for students.

Characteristics of Curriculum of 2013 is designed with the following characteristics: developing a balance between developing spiritual and social attitudes, curiosity, creativity, cooperation with intellectual and psychomotor abilities; the school is part of the community that provides a planned learning experience where students apply what is learned in school to the community and use the community as a source of learning; develop attitudes, knowledge, and skills and apply them in various situations in schools and communities; giving sufficient time to develop various attitudes, knowledge, and skills; competencies are expressed in the form of core class competencies which are further detailed in the subject competencies; class core competencies are organizing elements of basic competencies, where all basic competencies and learning processes are developed to achieve the competencies stated in core competencies; basic competencies are developed based on accumulative principles, reinforcing and enriching between subjects and education levels (horizontal and vertical organizations).

Curriculum of 2013's structure are: core competencies are designed along with the increasing age of students in certain classes. Through core competencies, venical integration of various basic competencies in different classes can be maintained. The formulation of core competencies uses notation as follows: core competencies-1 (KI-1) for core competencies in spiritual attitudes; core competencies-2 (KI-2) for core competencies in social attitudes; core competencies-3 (KI-3) for core knowledge competencies; and core competencies-4 (KI-4) for core competency skills.

### ***Motivation of Islamic Education Learning***

Basically the motivation questions how it encourages someone's passion with the intention that they want to work hard by giving all their abilities and skills to realize a certain goal. The term motivation also comes from the word motive which is interpreted as the strength contained in the individual that causes the individual to act or act. Motivation is defined as strength, encouragement, needs, enthusiasm, pressure, or psychological mechanisms that encourage someone or a group of people to achieve certain achievements in accordance with what they want.

Semiawan (2002) argues that potential advantages that arise based on the uniqueness and diversity of individuals will get wider opportunities to materialize because of the compatibility of learning experiences and talents, and this will lead to the achievement of intellectual abilities that are substantially higher, even achieving excellence. Then, Sardiman (2001) learning motivation has the following indicators: a) Persevering with the task, b) Resilient facing difficulties (not quickly discouraged), c) Showing interest in various adult problems, d) More like working independent, e) Quickly bored on routine tasks, f) Can maintain his opinion.

Increased learning motivation of students is very important to design in learning. Sanjaya (2009) states that the things that teachers need to do in motivating learners are: clarifying the goals to be achieved, arousing student motivation, creating a pleasant atmosphere in learning, using an interesting variety of presentation methods, giving fair praise for every

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1 success students, give an assessment, give comments on the results of student work, and create competition and cooperation.

Important teachers understand the characteristics of students who have learning motivation. Characteristics of students who have high motivation in learning are: a) Persevering in the task, b) Resilient facing difficulties / not quickly discouraged, c) Does not require encouragement from the outside to perform as well as possible, d) More like independent work, e) Fast bored on routine tasks, f) Able to hold opinions aside, g) It is not easy to let go of things that are already.

### ***Concept of Learning Management***

Learning is an activity that involves several components to achieve a predetermined goal. Learning in essence is a process that contains meaning, not merely a mechanical process (Trianto, 2007). The complexity of learning activities requires management concepts that can design learning activities that are more measurable, realistic, scientifically rational, systematic, effective, and efficient.

Educators can be referred to as managers in learning, having complex tasks. The main activities of educators in classroom learning include activities in planning, organizing, leading, and evaluating the results of the learning activities they manage (Syafaruddin & Nasution, 2005). The task of educators that must be carried out in learning is, among others, understanding the principles of learning interaction, preparing materials and learning resources, choosing methods, tools, and learning aids, choosing approaches, and evaluating after the end of learning (Djamarah, 2000).

Five major steps in learning management activities include: 1) management 'atmosphere' learning; 2) teaching task management; 3) management of teaching assignments in the cognitive and affective domains; 4) management of presentation of learning materials; and 5) management of the learning environment. Management activities are more accentuated in the process of learning activities.

## **2. Method**

The research method used is qualitative, which is designing curriculum learning model based on Curriculum 13 which has implications for students' learning motivation. Primary data sources are PAI teachers, principals, and vice principals in the curriculum section, while secondary data sources are school documents related to the 2013 curriculum, learning tools, and research related literature. The object studied was the Islamic Religious Education teacher in State Senior High School 10 of Enrekang consisting of three people. Data collection techniques are carried out by observation, interviews, workshops (workshops), and document studies. The research instrument is an observation guide, interview, questionnaire instrument, and documentation study.

The data analysis technique is done qualitatively, that is according to Miles and Huberman, in Sugiyono (2009), carried out in three activity lines which are one unit (interrelated), namely; (1) word reduction; (2) data presentation; (3) conclusion / verification. The validity test of data in qualitative research according to Sugiyono (2011) includes credibility (internal validity), transferability (external validity), dependability (reliability), and confirmability (objectivity).

## **3. Results & Discussion**

### ***Learning Program Planning***

Planning learning programs is estimating (projecting) about what actions will be taken when carrying out teaching. Teaching planning selects the various types of teaching that educators want to do before the teaching is done. The forms of planning carried out by PAI



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1 Educators in State Senior High School 10 of Enrekang as an effort to increase students' learning motivation in PAI (Samami, interview, 3 August 2018), are as follows:

#### *Mastering the 2013 curriculum syllabus*

Syllabus in the 2013 curriculum has a regular arrangement covering learning material which has a scientific approach (scientific approach in learning material on PAI subjects: the form of development of 2013 curriculum learning becomes a Learning Implementation plan (RPP) (Document Study, 4 August 2018).

In the 2018/2019 school year, educators increased their understanding of the syllabus prepared by educational institutions, namely through the MGMP at State Senior High School 10 of Enrekang. Educators develop syllabus more specifically by adjusting to school conditions, abilities of students, and reach of educators (observation, 2 August 2018). Educators are an inherent obligation to master the PAI syllabus, so that learning can be carried out effectively and efficiently.

#### *Making Learning Implementation Plans (RPP)*

The Learning Implementation Plan is a more detailed elaboration of the teaching materials given to achieve basic competencies (KD). In the elaboration of the subject matter, it is adjusted to the formulated indicators, the development of technology, and the average ability of students. The description of subject matter departs from the material framework contained in the syllabus (Study of Documents, August 4, 2018). The translation of material is weighty and relevant to needs, PAI Educators in State Senior High School 10 of Enrekang conduct mastery of the material or field of study in question in a broad, in-depth, and structured manner to ensure the effectiveness of the implementation of learning.

PAI educators in State Senior High School 10 of Enrekang compile the lesson plan before the learning takes place because they are directly examined / supervised by the School through the PKG in the "Padamu Negeri" website, this will facilitate the implementation of learning so the results can be achieved accordingly (observation, 2 August 2018). The learning model that is often used by State Senior High School 10 of Enrekang PAI educators is process skills, with an approach centered on students, active learning strategies and cooperative learning, and varied methods. In learning, PAI educators often use media such as LCD and paper image media. The evaluation applied is seen in the process and product approach (observation, 2 August 2018).

#### *Prepare a Handbook for PAI Educators and Students*

To increase students' learning motivation in learning, PAI Educators in State Senior High School 10 of Enrekang strive for handbooks and support in learning activities. By setting and preparing the educator's handbook it will be easy to deliver the material to educators (Samami, Interview, 3 August 2018). The PAI teacher handbook is a division of the Enrekang District Education and Culture Office (Document Study, 4 August 2018), and the task of PAI educators is to develop material by relevance to the socio-cultural conditions and academic abilities of students.

### **Implementation of Learning Programs.**

Effective, efficient and quality learning programs are born from good learning planning. The PAI learning program carried out at State Senior High School 10 of Enrekang is divided into three main activities, namely:

#### *Initial Activities*

Based on the results of observations (2 August 2018), the initial activities of PAI learning in the classroom included attendance, motivation, orientation, and perception. Attendance activities are carried out after jointly reciting prayers, then PAI educators give enthusiasm to

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1 students to have interest and focus of learning, then educators provide direction and an overview of the learning outcomes that will be realized, and educators connect the material then with new material. PAI educators prepare more for class conditions that are ready to learn more.

#### *Core Activities*

The core activity carried out by PAI educators is conducting exploration, elaboration and confirmation. Exploration activities that explore the theories of knowledge, experience, or the results of educator's ijihad related to teaching material, and then do elaboration activities by connecting with the present and social reality, as well as the dynamics of Science and Technology (Observation, 2 August 2018)

#### *End Activities*

In the final activity, based on observations (2 August 2018) in the field, PAI educators conduct reflection and evaluation activities. Reflection activity is to do question and answer to students related to teaching material and then conclude. Then the evaluation activities, PAI educators usually provide test students to find out the level of achievement of the Minimum Completion Criteria (KKM) and students' interest in learning

Then, the efforts made by PAI Educators in State Senior High School 10 of Enrekang in increasing the learning motivation of students in the class, based on observations (2 August 2018), are as follows:

#### *Through Educational Interaction in Class*

Interaction between educators and students is very important in learning PAI. Interaction is a process of establishing educational relationships (conveying messages) between educators as communicators and students as communicants. Submission of messages (teaching material) is needed by the media. It's four elements found in communication namely, communicator, communicant, message and media or channel. Communication between educators and educators is an essential part of the learning process (Samami, *Interview*, August 3, 2018). So the purpose of communication or interaction is to reach an understanding together to reach agreement on a subject or problem that is of mutual interest (Sardiman, 2001).

An educator in teaching and learning activities does not only deliver course material, but educators must guide and motivate their educators to study harder. Realizing his responsibility as a PAI educator in State Senior High School 10 of Enrekang, he carried out more effective interactions in order to increase students' learning motivation in and achievement of PAI. The interaction carried out by Islamic Religious Educators at State Senior High School 10 of Enrekang, seeks to make the classroom atmosphere come alive and become familiar with:

- a) Engaging students in the learning process (with a scientific approach in accordance with the 2013 curriculum);
- b) Creating a relaxed atmosphere, not causing tension in the learning process;
- c) Awaken children's creativity to ask questions;
- d) After conveying that the educator conducts questions and answers with the educator into several groups (Samami, *Interview*, 3 August 2018).

#### *Increased Mastery of Teaching Materials*

Mastering teaching material is very important for PAI educators. Based on observations (2 August 2018), PAI educators seem to master PAI teaching material, namely explaining material starting from verse propositions or hadith, then the opinion of scholars, then connecting with the sociocultural conditions of students, reflecting the dynamics of the times, suing or challenging students to ask questions, and provide a humorous interlude in

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1 learning. Thus, mastery of the educator's material and learner's motivation has a significant relationship. Without mastery of the material will not be able to convey the material properly. For this reason, PAI Educators in State Senior High School 10 of Enrekang made efforts to increase learning motivation by mastering other subject matter using more than book sources (Samami, interview, 3 August 2018).

#### *Selection of Learning Media*

Learning media become a component of learning that greatly helps the effectiveness of learning interactions. Based on observations (August 2, 2018) in the field, State Senior High School 10 of Enrekang PAI educators always use learning media such as LCD, media images from paperboard, using the surrounding environment, and various other media. The selection of learning media by PAI educators is adjusted to other learning components.

#### *Development of Learning Methods*

Learning methods are an important component of PAI subjects. Based on observations (August 2, 2018), educators often apply active learning and cooperative learning strategies, with varied methods. The PAI learning method used by educators in State Senior High School 10 of Enrekang (Samami, interview, 3 August 2018), is as follows:

##### a. Lecture Methods

Lectures are a classic method that is still widely used today. Teachers come in class to prepare teaching materials by verbally explaining. Good lecture methods are always up to date with the development of science and technology. This lecture method is used by PAI Educators in State Senior High School 10 of Enrekang to be spoken orally by educators in front of the class and students listen (Observation, 2 August 2018).

##### b. Question and Answer Method.

Question and answer is a learning method to encourage students to be more active in thinking and exploring in the classroom. By giving questions to students, all students will actively participate in classroom learning. This method is used by PAI Educators in State Senior High School 10 of Enrekang so that students are more active and participatory in class (Observation, 2 August 2018). The question and answer method can also help educators to understand the level of development of student learning in the class.

##### c. Discussion Method

Discussion is a way of presenting lesson material where educators provide opportunities for students to carry out dialogues and deliberations related to the themes discussed. This method is used by PAI Educators in State Senior High School 10 of Enrekang with the aim that students respect the opinions of others, dare to convey ideas, students can give and receive information, opinions, and experiences of students, and foster confidence (Observation, 2 August 2018).

##### d. Task Method

Giving assignments is a way of presenting subject matter by giving assignments to students in learning activities. These tasks can take the form of reading, summarizing, taking notes, making reports and so on, which are given to individuals or groups. This method is often used at each meeting in studying PAI at State Senior High School 10 of Enrekang (Observation, 2 August 2018).

##### e. Drill Method

Drill is a teaching method that is carried out by repeating, to acquire a skill, agility, and professionalism. This method is often used in the material fields of study Al-Qur'an, hadith, especially in memorizing the letters of short verses (Observation, August 2, 2018).

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**f. Demonstration Method**

1 Demonstration is a way of teaching that requires certain tools so that the material delivered is easily understood by educators. This method always pays attention to how the process of something happens. This method is used by PAI Educators in State Senior High School 10 of Enrekang so that students can absorb the subject matter well (Observation, 2 August 2018).

***Learning Evaluation***

Learning evaluation is a means to understand and detect student learning progress, learning problems, and steps that must be taken for further learning. Evaluation can be done at certain times according to the instructor's wishes (daily or weekly tests) and can need to follow the time set by the school. PAI educators always carry out evaluations, such as portfolio assessment, assessment of attitudes, and skills of students (Observation, 2 August 2018)

***Discussion of Research Results***

PAI educators in State Senior High School 10 of Enrekang have made preparations to organize a systematic learning environment and run the material taught clearly and clearly. The high competency of PAI educators will have implications for the ability of the absorptive capacity of students and are motivated in participating in classroom learning. PAI educators in State Senior High School 10 of Enrekang do more preparations before teaching, both in mastering the material and problems that may occur in the classroom and their solutions.

Educative interactions PAI educators in State Senior High School 10 of Enrekang have made more effective interactions in the learning process, communication between educators and educator participants is very important because they can be a variable that influences the success of teaching. Educative interactions carried out by PAI Educators in State Senior High School 10 of Enrekang have included four elements in interaction that are in accordance with the objectives, content or material, methods and tools, and assessment, so that the interaction process runs systematically and achieves optimal results. Students are directed to be more active in interacting, besides that PAI educators are important to be skilled in using media lessons such as textbooks, blackboards, rulers, erasers, CD, and so on.

The application of the PAI method in State Senior High School 10 of Enrekang has used varied methods so that students receive a multitasked in learning. Educators' decisions using varied methods have implications for the increased enthusiasm and dedication of students following learning. The application of monotonous learning methods, students will be saturated quickly, bored, sleepy, and not focus on learning. The use of the method, especially in State Senior High School 10 of Enrekang is in accordance with the objectives, material, media, and with the diversity of educators, so that KKM is achieved in learning. The evaluation is specifically carried out by PAI Educators in State Senior High School 10 of Enrekang which are process and product.

**4. Conclusion**

The results showed that the efforts of State Senior High School 10 of Enrekang PAI educators in increasing students' learning motivation were planning learning programs based on the 2013 curriculum, which included mastering the 2013 curriculum syllabus, making lesson plans, preparing PAI educators' handbooks and students; then the implementation of the learning program includes the initial activities (attendance, motivation, orientation, and perception), core activities (exploration, elaboration, and confirmation), and final activities (reflection and evaluation). Then the efforts made by PAI Educators in State Senior High School 10 of Enrekang in increasing the learning motivation of students in the classroom were educational interactions in the classroom, mastery of



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1 teaching materials, application of learning media, development of learning methods, and appropriate learning evaluation systems.

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