

ABSTRAK

Implementasi *Lesson Study* Berbasis Sekolah (LSBS) Pada Mata Pelajaran Pendidikan Agama Islam dan Budi Pekerti (Studi Kasus di SMA Negeri 1 Grati Kabupaten Pasuruan)

Problematisa penyelenggaraan pendidikan di Indonesia pada dasarnya terkait dengan berbagai masalah. Sistem pembelajaran lebih menitikberatkan pada kualitas hasil daripada proses. Peningkatan anggaran pendidikan dan fasilitas belajar belum berdampak secara signifikan terhadap kultur dan kinerja mengajar guru serta budaya belajar siswa. Diklat-diklat yang diselenggarakan Kementerian Pendidikan Nasional secara langsung baru mampu meningkatkan kemampuan guru secara teoritis tetapi belum memberikan warna yang signifikan terhadap peningkatan kualitas siswa.

Fokus penelitian ini adalah untuk mengetahui implementasi LSBS pada mata pelajaran Pendidikan Agama dan Budi pekerti di SMAN 1 Grati kabupaten Pasuruan dan perannya terhadap peningkatan kompetensi siswa. Penelitian ini menggunakan metode kualitatif, fokusnya adalah mendeskripsikan secara cermat proses psikologis yang dialami siswa selama pembelajaran baik dalam ranah sikap, pengetahuan dan keterampilan. Pemaparan berbagai ungkapan tersebut dilakukan secara *thick description*. Penerapan teknik analisa deskriptif dilakukan dengan reduksi data, penyajian data dan penarikan kesimpulan serta ditopang dengan analisis.

Temuan penelitian ini; 1) Pelaksanaan LSBS di SMAN 1 Grati kabupaten Pasuruan merupakan program kombinasi antara penilaian kinerja guru (PKG) berdasarkan Peraturan Menteri Pendidikan Nasional Nomor 16 Tahun 2007 dan Permenegpan dan RB Nomor 16 Tahun 2009 serta implementasi kurikulum 2013. Secara praksis, LSBS di SMAN 1 Grati telah dilaksanakan sesuai dengan tahapan dalam LS, yaitu *plan* (perencanaan), *do* (pelaksanaan), dan *see* (refleksi). 2) Dengan implementasi LSBS mata pelajaran Pendidikan Agama Islam dan Budi pekerti di SMAN 1 Grati kabupaten Pasuruan secara empiris telah memberikan peran yang positif bagi para siswa sebagai subyek pembelajaran, yakni terjadi peningkatan kompetensi pada ranah sikap (afektif), hal itu terlihat dari proses psikologis yang diperoleh melalui aktivitas “menerima, menjalankan, menghargai, menghayati, dan mengamalkan” dalam proses pembelajaran dan sesudahnya, memberikan kontribusi positif terhadap peningkatan kompetensi pada ranah pengetahuan (kognitif), hal tersebut terlihat dari proses psikologis yang diperoleh melalui aktivitas “mengingat, memahami, menerapkan, menganalisis, dan mengevaluasi di dalam proses pembelajaran, serta meningkatkan kompetensi pada ranah keterampilan (psikomotor), yakni dapat dilihat dari proses psikologis yang diperoleh melalui aktivitas “mengamati, menanya, mencoba, menalar, menyaji, dan mencipta” dalam tiap proses pembelajaran dan sesudahnya.

ABSTRACT

The Implementation of School-Based Lesson Study (SBLs) on Islamic and Character Education (A Case Study in Grati Senior High School of Pasuruan)

The problems of Indonesian education system has essentially related to the other problems. Teaching and learning system has focused on outcomes quality rather than the process. The increase in the education budget and learning facilities has not significantly affected the culture and performance of teaching and learning culture. Educational and training held by the Ministry of National Education is directly able to improve the ability of teachers theoretically but has not provided significant impact on the improvement of the students quality.

The focus of this study is to investigate the implementation of SBLs on Islamic and character education in Grati senior high school and its contribution to the improvement of student competence. This study used qualitative methods; the focus is precisely describing the psychological process experienced by students during the learning whether in the aspect of attitudes, knowledge and skills. The exposure to the various expressions is conducted in thick description. The descriptive analysis techniques used are data reduction, data presentation, and conclusion supported by the analysis.

The findings of this study are; 1) Implementation of the SBLs in Grati senior high school is a combination program of teacher performance assessment based on the act No. 16 of 2007 of the Minister of National Education, act No. 16 of 2009 issued by the Minister of National Administration Staffs and Bureaucracy Reformation; and the implementation of 2013 curriculum. Practically, SBLs in Grati senior high school has been implemented in accordance with the common stages of lesson study, i.e. plan (plan formulation), do (lesson execution), and see (teaching and learning evaluation and reflection). Practically, SBLs in Grati senior high school has been implemented in accordance with the common stages of lesson study, i.e. plan (plan formulation), do (lesson execution), and see (teaching and learning evaluation and reflection). 2) The implementation of SBLs on Islamic and character education subject in Grati senior high school has empirically given a positive role for students as a learning subject. Firstly, there is an increase of the competence in the moral areas (affective). It can be seen from the psychological process obtained through the activity series of "receiving, conducting, appreciating, understanding, and practice" during and after the learning process. Secondly, it also provides a positive contribution to the improvement of competence in the knowledge areas (cognitive). It can be viewed from a psychological process obtained through remembering, understanding, implementing, analyzing, and evaluating in the learning process. Finally, it increases competence in the areas of skills (psychomotor), which can be seen from the psychological processes acquired through observing, inquiring, trying, reasoning, exposing, and creating during and after learning process.