

ABSTRAK

Nama : Nita Yuli Astuti NIM : 2170040065, Pendidikan Agama Islam. Program Magister Pascasarjana UIN Sunan Gunung Djati Bandung.

Berdasarkan pengamatan awal di SMPIT Wasilah Intelegensia, peneliti menemukan beberapa data siswa dari guru bagian Bimbingan dan Konseling (BK) yang melakukan pelanggaran tata tertib sekolah dari 160 siswa SMPIT Wasilah Intelegensia diantaranya siswa yang bermasalah, bolos, merokok, tidak shalat berjama'ah dan berkelahi.

Penelitian ini bertujuan untuk mengetahui : (1) Desain Pembinaan Sikap Spiritual dan Sikap Sosial Siswa Melalui Pembelajaran Kontekstual dan Program Keagamaan Sekolah, (2) Faktor Pendukung dan Penghambat Pembinaan Sikap Spiritual dan Sikap Sosial Siswa Melalui Pembelajaran Kontekstual dan Program Keagamaan Sekolah, (3) Pelaksanaan Pembinaan Sikap Spiritual dan Sikap Sosial Siswa Melalui Pembelajaran Kontekstual dan Program Keagamaan Sekolah, (4) Penilaian Pembinaan Sikap Spiritual dan Sikap Sosial Siswa Melalui Pembelajaran Kontekstual dan Program Keagamaan Sekolah, (5) Hasil Pembinaan Sikap Spiritual dan Sikap Sosial Siswa Melalui Pembelajaran Kontekstual dan Program Keagamaan Sekolah

Sikap spiritual terdiri dari beberapa butir nilai yaitu: beriman, bertakwa, dan bersyukur kepada Tuhan Yang Maha Esa. Sikap sosial terdiri dari beberapa indikator yaitu: Jujur, disiplin, tanggung jawab, toleransi, gotong royong, proaktif dan responsif, cinta damai, santun dan sopan, dan percaya diri. Adapun proses penanaman sikap dapat dilaksanakan dalam 2 kegiatan yaitu intrakurikuler dan ekstrakurikuler .

Penelitian ini menggunakan jenis data kualitatif. Metode yang digunakan dalam penelitian ini adalah metode deskriptif. Adapun teknik pengumpulan data yang digunakan dalam penelitian ini adalah observasi, wawancara, dan dokumentasi, dan kuesioner.

Hasil penelitian menunjukkan bahwa: (1) Desain pembinaan sikap spiritual dan sikap sosial siswa sekolah ditunjukkan dengan merancang tujuan pembelajaran, materi, metode, langkah-langkah pembelajaran dan penilaian pembelajaran, (2) Faktor pendukung pembinaan sikap spiritual dan sikap sosial siswa adalah kepribadian siswa, kreativitas guru, pendidikan di keluarga, dan program keagamaan sekolah, sedangkan faktor penghambat adalah arus teknologi dan lingkungan teman sebaya. (3) Pelaksanaan pembinaan sikap spiritual dan sikap sosial siswa yaitu intrakurikuler dan ekstrakurikuler (4) Penilaian pembinaan sikap spiritual dan sikap sosial siswa dilaksanakan dengan 4 tahap yaitu perencanaan, pelaksanaan, pengolahan dan tindak lanjut penilaian, (5) Hasil pembinaan sikap spiritual dan sikap sosial siswa ditunjukkan dengan hasil kuesioner sikap spiritual sebesar 74,92 dan sikap sosial sebesar 75,28. Berdasarkan hasil penelitian tersebut, dapat disimpulkan bahwa pembinaan sikap spiritual dan sikap sosial siswa melalui pembelajaran kontekstual dan program keagamaan sekolah dapat dikatakan efektif.

ABSTRACT

Name: Nita Yuli Astuti NIM: 2170040065, Islamic Religious Education. Postgraduate Masters Program UIN Sunan Gunung Djati Bandung.

Based on preliminary observations at SMPIT Wasilah Intelegensia, the researchers found some student data from the Guidance and Counseling (BK) teachers who violated school discipline from 160 students of SMPIT Wasilah Intelegensia including students who were lazy, truant, smoking, not praying in congregation and fighting .

This study aims to determine: (1) Design of Spiritual Attitude and Social Attitude Development of Students Through Contextual Learning and School Religious Programs, (2) Supporting and Inhibiting Factors of Spiritual Attitude and Social Attitude Development of Students Through Contextual Learning and School Religious Programs, (3) Implementation of Spiritual Attitude and Social Attitude Development of Students Through Contextual Learning and School Religious Programs, (4) Assessment of Spiritual Attitude and Social Attitude Development of Students Through Contextual Learning and School Religious Programs, (5) Outcomes of Fostering Spiritual Attitudes and Social Attitudes of Students Through Contextual Learning and School Religious Program

Spiritual attitude consists of several points of value, namely: faith, piety, and giving thanks to God Almighty. Social attitude consists of several indicators, namely: Honest, discipline, responsibility, tolerance, mutual cooperation, proactive and responsive, love peace, polite and polite, and confident. The attitude planting process can be carried out in 2 activities namely intracurricular and extracurricular.

This study uses qualitative data types. The method used in this research is descriptive method. The data collection techniques used in this study were observation, interviews, and documentation, and questionnaires.

The results of the study show that: (1) The design of fostering spiritual attitudes and social attitudes of school students shows by designing learning objectives, materials, methods, steps of learning and assessment of learning, (2) Supporting factors fostering spiritual attitudes and social attitudes of students including student personality , teacher creativity, education in the family, and school religious programs, while inhibiting factors are the flow of technology and peer environment. (3) Implementation of spiritual attitudes and social attitudes of students namely intracurricular and extracurricular activities (4) Assessment of spiritual attitudes and social attitudes of students is carried out in 4 stages, namely planning, implementing, processing and following up on assessment, (5) The results of developing spiritual attitudes and attitudes social students are indicated by the results of a spiritual attitude questionnaire of 74.92 and social attitudes of 75.28. Based on these results, it can be concluded that the development of spiritual attitudes and social attitudes of students through contextual learning and school religious programs can be said to be strong or effective.