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IMPLEMENTATION OF SCIENTIFIC LEARNING APPROACH IN INCREASING THE EFFECTIVENESS OF PAI LEARNING IN THE 2013 CURRICULUM AT SENIOR HIGH SCHOOL

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Abstract

This research focuses on implementing PAI Learning with a Scientific Learning Approach in Increasing the Effectiveness of PAI Learning with the 2013 Curriculum at SMA Negeri 3 Tebing Tinggi City, North Sumatra. The purpose of this research was to find out the planning, implementation, and obstacles to learning PAI with a scientific learning approach in increasing the effectiveness of learning PAI. This research method is qualitative research; the sources of this research are primary and secondary, and data collection techniques are observation, interviews, and documentation studies. The data analysis technique of this research is data reduction, data presentation, and conclusion—guarantees for data validity, namely credibility, transferability, dependability, certainty, and triangulation. The results of this study are PAI Learning Planning using the Scientific Learning Approach in the 2013 Curriculum at SMA Negeri 3 Tebing Tinggi City, North Sumatra. It has been made well and implemented optimally, and in the future, it will be even better with more mature preparation; it has been implemented to the fullest by applying the 5M scientific method in learning, namely: Seeing, Asking, Exploring, Associating, and Communicating, Obstacles to Implementation of PAI Learning using the Scientific Learning Approach in the 2013 Curriculum at SMA Negeri 3 Tebing Tinggi City, North Sumatra So far it can be overcome with solutions and cohesiveness.

Keywords Effectiveness, Scientific Learning, SMAN 3 Tebing Tinggi

INTRODUCTION

Education is an institutional stage of activity that is used to perfect individual development in mastering knowledge, habits, and attitudes (Ahmed, 2008). Islamic Religious Education (PAI) acts as the main research in learning, where the assessment is conveyed in very varied ways (Rouf, 2015). It can be in the form of formal or non-formal learning, such as one-way monologue discussions, two-way discussions, thematic lectures, and so on, which create a better and more enjoyable learning atmosphere. Learning Islamic Religious Education (PAI) is interpreted as learning that is carried out by providing knowledge, experience, stories, and history material in order to understand to students about the existence of monotheism, worship, and its Lord (Ahmed, 2016). SMA Negeri 3 Kota Tebing Tinggi has consciously applied the Scientific Learning Approach. Inside or outside the classroom

Learning Islamic Religious Education can be interpreted as a person's effort to make students get good learning, are motivated to learn, want to learn, and are interested in continuously learning Islam in a comprehensive manner which aims to cause relatively permanent changes in one's behavior both in cognitive, affective and psychomotor (Majid, 2015).

Senior High School (SMA) is one of the formal education levels in which Islamic Religious Education is also taught (Isma'il, 2009). At the senior high school level, something unique was found where educators (religious teachers) have two educational departments. They have different substances even though they are in the same area (education) where the place they teach is an institution under the auspices of the Regional/Provincial Public Education Office while the central administrative policy lies with the Ministry of Religion of the Regions/Provinces/Republic of Indonesia, known as the Ministry of Religion, which handles all administration of religious teacher education including the use of curriculum and regulations for teachers, institutions, certification, allowances, and recruitment of CPNS and so on.

Apart from that, the uniqueness that was found at this research location is that this place is one of the educational centers in the city of Tegal Tinggi. Where the location is flanked by the government office environment of the High Cliff City Education Office and several related agencies such as the cleaning service, health, and several other services. Besides that, this location is also very close to the grand mosque of the city of high cliffs and its Islamic center, where this location is the only one in the city of high cliffs even though this school is also often used as a formal meeting place for training and other Paskibraka competitions between schools in the city of cliffs science and

technology Olympiad competition because it is supported by the good and adequate facilities and infrastructure.

In the view of the teachers, this research location is a good and strategic place for implementing child-friendly education and prioritizing educational progress where access to several related agencies is not too far away. To be precise, strategically, this school is often designated as a representative school or organizer iv education and development of education in the city of high cliffs, so it is not surprising that the teachers and administrative staff are people who are experts in their fields and achievers, but it is possible that achievements will remain and continue to be sought and developed so that they become good examples for schools - other schools.

In the Law, it is emphasized that "Law Number 20 of 2003 concerning the National Education System in Article 12 paragraph (1) letter a "mandates that every student in each education unit has the right to receive religious education according to the religion he adheres to and is taught by educators. of the same religion, this provision has at least 3 three objectives, namely First, to maintain the integrity and purity of religious teachings, Second, having religious teachers who are of the same religion and fulfilling the eligibility requirements for teaching will be able to maintain harmony in religious life for students of different religions but study at the same time. The same educational unit, Third, religious education taught by educators of the same religion shows professionalism in the implementation of the learning process of religious education.

Based on the initial observations of researchers at the research location, namely SMA Negeri 3 Kota Tebing Tinggi, the researcher found initial information from the research site that the learning system at the research location was indicated as Teacher Oriented learning. Learning that is centered on students is really not in accordance with the learning that is conveyed. The impact of teacher-oriented learning makes learning monotonous, so it has a negative impact on student learning development because if students feel bored or no longer interested in learning, they will be even more lazy with learning. Students end up doing some of the things students do. For example, chatting with a deskmate via memo, as if the student is recording important things that the educator conveys. In fact, they are engrossed in talking about things that are more interesting (music, movies, gossip, and not infrequently even talk about educators who are teaching).

In accordance with the results of the observations, the researchers obtained related information, which could be known from the phenomenon that Islamic Religious Education Teachers had not been able to carry out Islamic Religious Education Materials using Scientific

Learning steps in the 2013 curriculum in the classroom. Curriculum 2013 must be implemented, which is balanced with maturity in its implementation. If the implementation carried out by the teacher does not have it, then the 2013 curriculum will not have an impact on the development of student learning. The school should be able to provide 2013 curriculum training to teachers so that teachers can apply the 2013 curriculum properly.

Then it has not been able to provide motivation in learning Islamic Religious Education to be active with the Scientific Learning approach in the 2013 curriculum. The learning media used does not support the presentation of Islamic Religious Education learning material with the Scientific Learning approach in the 2013 curriculum. The next problem is the lack of emotional closeness between the teacher, and students hinders the acceptance of Islamic Religious Education Learning materials with a Scientific Learning approach in the 2013 curriculum. This is in accordance with the interviews that researchers conducted with PAI teachers that teachers do not fully understand the characteristics and learning patterns of their students. So according to researchers, teachers should build emotional closeness in order to better understand the characteristics of their students.

Relevant research was conducted by Fauti Subhan, from the Postgraduate Program at Sunan Ampel University, Surabaya, in 2020. The title is "Implementation of Scientific-Based PAI Learning at SMAN 10 Surabaya and 20 Surabaya". Based on this research, researchers feel the need to examine the application of the Scientific Approach in learning PAI. Especially now that PAI lessons have to be further improved in learning. The results of the application of PAI learning with a scientific approach to the 2013 curriculum are expected to be used as study material for research related to scientific studies in the 2013 curriculum in other schools. Apart from that, this research implements scientific-based PAI learning that can have an impact on systematic learning and produce light, quality learning in accordance with the expectations of the 2013 curriculum. So this development must continue according to the learning corridor so that learning is friendly, not only intertwined between teachers and students but between students and other students.

The second study was conducted by Ning Mukaromah, Lecturer at the Salahuddin Pasuruan Islamic High School in 2018, with the title: "Scientific in Learning Islamic Religion" This study used qualitative research by applying a scientific approach in 2013. Research gap that the Implementation of the Scientific Approach to Learning Subjects in Islamic Religious Education has a significant impact and is in line with the learning objectives expected by the 2013 curriculum. This learning is expected to continue in accordance with a warm learning

The third study was research conducted by STIT Lecturer Alfiani in 2019, with the title: "Scientific Implementation in the Learning of Islamic Religious Education and Its Implications for Characteristics in Islamic Religious Education at SMA Negeri 4 Rejang Lebong". This study also has the same high school level. The difference between this study and the research being studied lies in the research location. From the results of the analysis of this study, it is known that the application of a scientific approach to learning Islamic education at SMA Negeri 4 Rejang Lebong has a good impact. And systematically create conditions for a light and scientific learning atmosphere.

The fourth research was conducted by Widianti Postgraduate Raden Intan Lampung State Islamic University in 2019, with the title: "Implementation of Islamic Religious Education in Building Religious Values with a Scientific Approach to Muhammadiyah Metro High School students". The difference between this study and the research being studied lies in the location of the research. From the results of the analysis of this study, it is known that the application of Islamic religious education learning at Muhammadiyah Metro High School has a good and systematic impact and creates conditions for a light and scientific learning atmosphere.

The fifth research conducted by Fauti Subhan Postgraduate University of Sunan Ampel Surabaya in 2020, Dissertation with the title: "Implementation of Scientific-Based PAI Learning at SMAN 10 Surabaya and 20 Surabaya". This research uses qualitative research by applying a scientific approach. The difference lies in the location of the research. The type of research is also different, and the previous research was in the form of a dissertation. From the results of this research analysis, it is known that the Implementation of Scientific-Based PAI Learning at SMAN 10/20 Surabaya has an impact on systematic learning and produces light, quality learning in accordance with the expectations of the 2013 Curriculum.

Theoretically, this research aims to provide theoretical benefits and references for institutions and contributions to the university library and repository so that they are beneficial for scientific and institutional development. Practically, this research is useful as study material for self-correction, as well as an effort to make teachers professional in their field as well as efforts to improve quality and quality in the implementation of PAI learning with the Scientific Learning approach in the 2013 curriculum.

The purpose of this research is to learn about PAI learning planning with a scientific learning approach to increasing the effectiveness of PAI learning in the 2013 curriculum at SMA Negeri 3 Tebing Tinggi City, North Sumatra. Then analyze the Implementation of PAI Learning with a

Scientific Learning Approach in Improving the Effectiveness of PAI Learning in the 2013 Curriculum at SMA Negeri 3 Tebing Tinggi City, North Sumatra. Then look for solutions to Obstacles in the Implementation of PAI Learning with a Scientific Learning Approach in Increasing the Effectiveness of PAI Learning in the 2013 Curriculum at SMA Negeri 3 Tebing Tinggi City, North Sumatra.

METHOD

This research uses Qualitative Research Methods, which is research that intends to understand the phenomenon of what is experienced by research subjects, such as behavior, perceptions, motivation, actions, and so on. The symptoms or conditions in the field can be seen using the Phenomenological Approach, namely an approach that seeks data by looking at phenomena and collecting them from research locations. This is in accordance with the opinion of Alfred Schutz. Scientific Learning Approach (Fadil, 2021). This is done holistically and by means of descriptions in the form of words and language in a special natural context and by utilizing various natural methods. This is in accordance with the views and theory (Moleong, 2015). The symptoms or conditions in the field can be seen using a phenomenological approach, namely an approach that seeks data by looking at phenomena (Mujib, 2015). The data was collected from the research location.

Primary data obtained from: 1) Vice Principals for Curriculum and Student Affairs 1 person; 2) 3 Islamic Religious Education Teachers; 3) students. The data sources were taken based on research needs, while five students were taken from 1 study group totaling 30 people whose informants. For secondary data, researchers get it from 1) Data - data from interview results; 2) Data and files from Deputy Principals, Administration, and PAI Teachers; 3) Reference books according to research; 4) Some Literature from E-Books, Journals, and the Internet.

Data collection in this study uses methods, namely observation is making direct observations on the subjects studied, or it can be formulated as a process of recording the behavior of subjects (people), objects (objects), or systematic events (Hasanah, 2016). Observations were made by direct observation in order to obtain research results related to the scientific approach. Then the researchers conducted interviews to obtain information about the scientific approach. Then the researcher conducted a documentation study in addition to the evidence of this research (Rosaliza, 2015). documentation study is a research activity by observing various documents related to the topic and research objectives. This technique is often called historical observation. Documentation such as RPP, syllabus, photos, and others (Nilamsari, 2014). Furthermore, collecting and analyzing

document student learning outcomes and documents such as lesson plans, Islamic education syllabus, and others (Rijali, 2018).

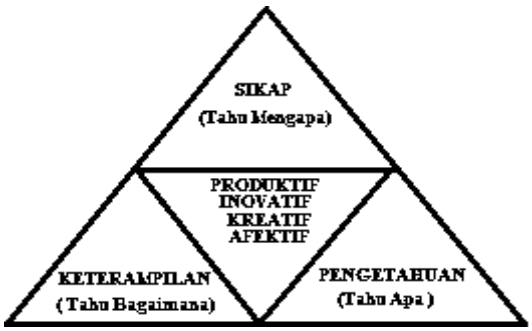
Data analysis in qualitative research is carried out by logically and systematically organizing the data from the beginning when the researcher goes to the research location so that, in the end, the research is completed (Yusanto, 2019). In this research (Milles and Hubberman, 1994), the stages consisted of data reduction, data presentation, and data presentation. Data reduction was carried out by collecting all notes in the field, namely at SMA Negeri 3 Tebing Tinggi City, then analyzing carefully, systematically, and straightforwardly, then sorting field data that did not match the research focus about the Implementation of PAI Learning with a Scientific Learning Approach to Increase Effectiveness PAI Learning in the 2013 Curriculum at SMA Negeri 3 Tebing Tinggi City, North Sumatra. The data presentation is carried out by simplifying data about the Implementation of PAI Learning with a Scientific Learning Approach to Increase the Effectiveness of PAI Learning in the 2013 Curriculum at SMA Negeri 3 Tebing Tinggi City, North Sumatra. Researchers draw conclusions in the form of written data according to the research focus, namely the Implementation of PAI Learning with a Scientific Learning Approach (Suwendra, 2018).

In qualitative research, the validity factor of the data is also very much considered, which uses four criteria as a standard reference including "(a) Credibility, (b) Transability, (c) Dependability (Barret and Twycross, 2018).

FINDINGS AND DISCUSSION

Findings

Figure 1. Three Domains of the Scientific Approach



Based on the results of this study, the learning process that implements the scientific approach will touch three domains, namely attitudes (affective), knowledge (cognitive), and skills (psychomotor). With such a learning process, it is hoped that learning outcomes will produce

productive, creative, innovative, and effective students through strengthening integrated attitudes, skills, and knowledge. Learning outcomes will produce productive, innovative, creative, and effective students through strengthening attitudes, knowledge, and integrated Skills.

Discussion

PAI Learning Implementation Plan with a Scientific Learning Approach to Increase the Effectiveness of PAI Lessons in the 2013 Curriculum

In designing a learning implementation plan (RPP), an educator must prepare everything and his needs that support the smooth running of the learning and teaching process to be carried out. This is known from the results of observations that researchers conducted at SMA Negeri 3 Tebing Tinggi City, namely before carrying out learning, usually the experienced teacher must first prepare all his needs, the need for proof where the teacher must design and make (RPP) the Learning Implementation Plan because it is a basis or reference for teaching education (Bararah, 2017). The preparation for the lesson is indeed carried out by the teacher properly and seriously, besides being an administrative need for them to the school and supervisors as well as other needs (Larlen, 2013).

Educators who are able to design, plan, implement, and evaluate the tools and curriculum in the educational unit where they work are the hope of every educational institution, but in reality, there are still things that have not been able to be implemented properly (Nur, 2011). One of them is to design the device properly and well. And if, on the other hand, educators are not able to design and make plans for implementing learning carefully and properly, it will result in inequality in carrying out educational systematics in certain educational units. Therefore, educators should be able to design, create, describe, and carry out the learning implementation plan as a sense of professional responsibility and realize more specific curriculum objectives.

Based on the observations, the researchers saw that the making of learning tools by educators in the research location environment had general similarities and had differences in the use of methods and approaches based on the use of the subjects being taught and adapting to the use of the teaching materials they had at the research location, as for the manufacturing process described as ordinary administrative actions that are commonly used by other educators in compiling and designing their lesson plans. Furthermore, these specific goals are presented in learning activities. This activity is called planning activities which are carried out before carrying out activities. Planning is carried out by making a learning implementation plan (RPP).

There are several schools that have implemented the 2013 curriculum since its introduction. Of course, they feel they have used Scientific Learning in their Learning Implementation Plan (RPP). Judging from the results of research in the field, researchers observed the use of the Scientific Learning approach in their learning, so they said the same thing about the use of Scientific in their lesson plan. It can be concluded that the use of the scientific learning approach is an integral part of their learning and is inseparable from the 2013 curriculum.

In the 2013 curriculum, the researchers observed the use of scientific methods in their learning to have a good impact on learning. This was illustrated through the results of interviews with several informants about the use of the Scientific Learning Approach in their learning. One of them (the teacher) stated: "We have designed the RPP carefully and thoroughly, of course, in accordance with the 2013 curriculum. So that in learning, we apply it in accordance with the RPP we compiled. The preparation of the RPP is based on learning needs. Because the 2013 curriculum is required to provide learning that has a technological and scientific basis. We educators also make a series of related steps in scientific learning."

Automatically the design of learning steps that are made includes observing, asking, reasoning, associating, and communicating them. Because these five things are an intimate part of the Scientific Learning approach, this is in accordance with the use of the 2013 curriculum used in learning Islamic Religious Education (PAI).

Thus it can be concluded that the Learning Implementation Plan (RPP) is a main requirement for every educator in carrying out his professional duties. The learning he does formally demands that he meet all his needs, even at the beginning of the lesson or each semester. In other words, it should have been completed. Before the learning begins, learning can run well systematically, planned, and not carelessly. This is done with the aim of maintaining standardization of the teaching and learning process without any obstacles or obstacles when the teacher delivers material in the classroom or outside the classroom. When this happens, sudden monitoring is carried out by school supervisors, and a teacher has clear guidelines and roadmaps when teaching as follows: RPP is prepared at the beginning of the school semester and is usually done in groups or together working on the Learning Implementation Plan is designed and made based on the needs and interests of the usual education we design the Learning Implementation Plan by adapting it to the school program or learning program that has been made before. This aims to ensure that there is synchronization between the school program and the teacher. Besides that, the preparation of an ordinary learning

implementation plan is also created and carried out with the MGMP PAI group. So, this MGMP PAI group also felt to facilitate the preparation of a Learning Implementation Plan in SMA Negeri 3 Kota Tebing Tinggi.

The researcher analyzed that the making of learning tools by educators in the research location environment has general similarities and differences in the use of methods and approaches based on the use of the subjects taught and adapting to the use of teaching materials they have at the research location. Furthermore, these specific goals are presented in learning activities and this activity is called planning activities. As for the preparation, it was influenced by experience and the learning he got from the college where he studied. Making this device is an obligation that must be carried out by educators carefully and well, and before he makes a lesson plan, they must first make a learning syllabus so that it can be easy to prepare a lesson plan.

The difference between this research and previous studies is that the Design Implementation Plan in the form of Learning (RPP) must be carried out in the form of preparing procedures and organizing learning to achieve a basic competency that is specified in content standards and described in the syllabus. , RPP was developed from the syllabus to direct student learning activities in an effort to achieve Basic Competency (KD). Each education unit is obliged to compile a complete and systematic RPP so that learning can develop and take place well. RPP is prepared based on Basic Competency (KD), which is carried out in one or more meetings. Learning material is presented in three forms of learning (Regular, Enrichment, and Remedial), where regular is intended as one hundred percent delivery of material to students in general.

Implementation of PAI Learning with a Scientific Learning Approach in Increasing the Effectiveness of PAI Learning

It is known that the 2013 Curriculum has been implemented in SMA Negeri 3 Tebing Tinggi City since 2013. This curriculum is considered to be able to motivate students to study independently, and it is hoped that students will be more active in practice implementation. This curriculum emphasizes that students must be more active in learning compared to the teacher. Based on observations and research facts, the researcher concluded that PAI teachers at SMA Negeri 3 Kota Tebing Tinggi have consciously applied the Scientific Learning Approach inside or outside the classroom.

According to Abidin (2013), the Scientific Learning Approach is intended to "provide understanding to students in knowing, understanding various materials using a scientific approach,

that information can come from anywhere, at any time, not depending on unidirectional information from the teacher". The scientific method has the character of "Doing Science". This method makes it easier for teachers to improve the learning process by breaking the process into steps or stages (Step by Step). The role of the Scientific Learning approach in learning involves process skills, such as observing, classifying, measuring, predicting, explaining, and concluding (Hosnan, 2014).

The implementation and application of this curriculum in learning have not been carried out optimally, and this is caused by the absence of the use of media or visual aids in subjects which hinders the full flow and learning paths. Updating or upgrading while from the initial observations, the researchers themselves saw that the use of the Scientific Learning approach in subjects, especially Islamic Religious Education, had been carried out but not optimally and well because they did not do it with scientific learning steps on a regular basis so maybe they themselves were not aware of it the.

Even so, the school has implemented this policy, and they follow and accept the curriculum well, even though it takes a long time for them to adapt to it, considering that they are mostly senior (old) teachers who have served there for a long time, so they sometimes feel that they have comfortable and forget that changes are happening around them so that they are often unaware and lulled into their own version of the learning model.

The Scientific Learning Approach is a thematic learning approach that focuses on the use of scientific methods in learning activities. Activities carried out by students in learning guided by one of the PAI teachers at SMA Negeri 3 Tebing Tinggi City. They study as if they were students or researchers by making presentations and discussions in solving examples of scientific cases and problems that they discuss by discussing the material in class.

The results of research and observations of researchers concluded that scientific-based learning (Scientific Learning) had been carried out by involving scientific steps in learning, namely observing, asking, exploring, associating, and communicating. This is known from the results of observations of researchers at research locations.

There are several emphases that need to be considered and paid attention to in carrying out learning by an educator in order to get a good and maximum learning atmosphere and results, namely:

First, Observation is done with the aim of getting to know and know more about the intricacies and conditions, and circumstances that actually occur in the field.

Second, Asking this is done with the aim of getting clear information about the situation and making it possible for an educator to know for sure about the conditions that are happening and what is being needed by their students.

Third, Exploring is an activity in which a person seeks and finds information from various reference sources related to knowledge or knowledge that adds to someone's insight in being educated in exploring is valued as a step where thoughts are opened and invited to explore and adventure out of the box exploring or reasoning treasures broader knowledge

Fourth, Reasoning is made with the aim of making it easier for a teacher to get his role in dealing with students. Of course, this is what is expected to be good communication between teachers and students. By reasoning using reason and increasing thinking power, creative, critical, criticizing, or comparing information that students get from other sources

Fifth, Informing after going through these stages, we enter the next step, namely informing or conveying information to students about the results or conclusions of the discussion or something being discussed.

It is known from the explanation above that the use of Scientific Learning scientific steps in learning is very good and influences the attitudes and behavior of students, which of course, is expected to lead to Student Oriented. It is proven that this stage is a very important learning stage in scientific-based learning. The 2013 curriculum on PAI learning using a Scientific learning approach

Researchers found research facts through interviews at research locations found learning with individual ability types can also be paired with learning using the Scientific Learning Approach, which is scientific research. There are also those who express their opinions about this approach which seems to be high-class learning in a scientific form indeed. If you look at this kind of learning, it should be in the realm of tertiary education, but it would be better if learning like this could be introduced and known in the early stages, such as during junior high or high school, and the equivalent so that they can get to know and if in the future they no longer feel awkward with learning method like this.

In learning using the 2013 curriculum, PAI learning at the research location was considered to have been implemented quite well. It's just that the application and implementation that was carried out were sometimes not optimally carried out by an educator and seemed to only carry out sober without using all his abilities and resources.

The scientific approach is more student-oriented, meaning that in the implementation of learning and its application, this approach emphasizes that students are more active than their teachers in order to train and stimulate their sharpening, nurturing and intellectual power toward themselves or each other, and it is expected that the teacher only acts as a facilitator and the supervisor adds and straightens out what is not right or something that the students don't know clearly and well.

It is known that the learning of Islamic religious education in this domain includes thematic domains, which are presented through the provision of material with various methods and approaches that scientifically support learning. The application and implementation in this domain are based on the emphasis of the 2013 curriculum, which requires our learning system to switch from what used to be learning teacher-centered (Teacher Oriented) changes and switches to student-centered learning (Student Oriented) and, of course, the learning standards and mechanisms applied will change direction one hundred percent to the new type, In the 2013 curriculum on PAI learning Researchers also hold interviews with several other informants related to PAI learning using the Scientific Learning approach he said:

From the results of this study, the researchers concluded that the students believed that the implementation of the 2013 curriculum in their schools had been carried out quite well by applying the scientific learning methods conveyed by their teachers in learning. Besides that, the use of the Scientific Learning approach was also not something for those who just feel remember from their narrative that this kind of approach has been implemented by teachers in subjects outside of Islamic religious education.

Judging from the results of the interviews, the researcher concluded that the use of visuals is highly emphasized in Scientific Learning learning at SMA Negeri 3 Kota Tebing Tinggi. This can be seen through the introduction of learning through image and/or video media which makes learning tend to lead to audio-visual action. The educational transformation from the era Conventional towards the digital era provides pluses and minuses in carrying out education, plus the obstacles faced by each agency are different. This is in accordance with the view of Ning Mukaromah (2018), s research results: Relevant research that the researcher cited earlier is of the view that the application of science to PAI learning must use media that support learning and pair it with good qualifications, especially on material points that can be practiced using aids or visual aids and involving members of the study group or Individually massively carried out gradually and

continuously so as to produce good and enjoyable learning not only for students but also for their supervising teachers.

From the results of the research above, it can be concluded that the selection of strategies also greatly affects learning in the classroom. Of course, this will have an impact on teachers who lack mastery of the class and do not have Focal Power, the power of voice will certainly make it an obstacle. Therefore it is necessary to pay attention to things. The following is if a teacher wants to choose the right strategy and method, namely adjusting the strategy or method to the learning objectives or goals to be achieved, this is intended to be able to easily provide the right reference and be able to quickly adjust learning targets appropriately and not seem lost. Education is free learning without any purpose.

There are several influences that emerged and developed and became an interesting discussion in Islamic Religious Education Learning Islamic Religious Education in the 2013 Curriculum at SMA Negeri 3 Tebing Tinggi City by using the Scientific Learning Approach, the researchers looked at research data related to Scientific Learning in Islamic Education learning that:

First, PAI teachers are seen as capable of carrying out Islamic Religious Education learning materials using the Scientific Learning Approach in the 2013 Curriculum at SMA Negeri 3 Tebing Tinggi City, North Sumatra. This scientific learning approach is applied to Islamic Religious Education Learning which is considered good considering this subject in In the past period only used old-fashioned methods in learning, the curriculum in educational units limited development and movement so that educators were comfortable only using the old learning system, namely lectures without thinking about learning outcomes or developments.

By using the 2013 Curriculum, learning is getting better where changes occur very significantly. Initially, learning only focuses on Teacher Oriented (teacher-centered learning), turning to Student Oriented (student-centered learning).

Second, the teacher has been able to provide motivation in learning Islamic Religious Education by applying the Scientific Learning Approach to the 2013 Curriculum at SMA Negeri 3 Tebing Tinggi City, North Sumatra, providing good direction, guidance, and motivation.

Third, Learning Media in Islamic Religious Education using the Scientific Learning Approach in the 2013 Curriculum at SMA Negeri 3 Tebing Tinggi City, North Sumatra. The use of media is a benchmark in realizing competency-based learning. This will certainly facilitate the teacher's tasks in implementing learning in class.

Fourth, the establishment of emotional closeness between educators and students using the Scientific Learning Approach in the 2013 Curriculum at SMA Negeri 3 Tebing Tinggi City, North Sumatra. And the intensity of the meeting becomes something that binds, making this difficult, but minimizing this has been tried and successful. Even though the intensity is not too great, changes occur little by little.

Fifth, students began to be active in learning Islamic Religious Education by using the Scientific Learning approach in the 2013 Curriculum at SMA Negeri 3 Tebing Tinggi City, North Sumatra. In the latest developments, information was found that students are now more active in learning by using the full application of the 2013 curriculum, especially by using the Scientific Learning approach to PAI learning at SMA Negeri 3 Tebing Tinggi City. This is based on changes and fulfillment of the need for education in the form of motivation. That is given, as well as reinforcement of learning media and other supporting things that add to the comfort of learning so that students are more motivated to learn.

Sixth, available learning time in Islamic Religious Education with the 2013 Curriculum at SMA Negeri 3 Tebing Tinggi City, North Sumatra. The solution found to this problem is simply adding meetings outside of formal education hours, such as guidance and direction or certain events in the field of religion.

Seventh, the role of the practicum in Islamic Religious Education using the Scientific Learning approach in the 2013 Curriculum at SMA Negeri 3 Tebing Tinggi City, North Sumatra. It is felt that the situation is quite good at the present time through the policies of the vice principal in the field of facilities and infrastructure and the principal who is addressing this problem.

The difference between this research and previous studies is that the implementation and application of this curriculum in learning have not been carried out optimally. The use of the Scientific Learning approach in subjects, especially Islamic Religious education,n has been carried out but not optimally and well because they do not do it with regular scientific learning steps. The researcher also analyzed that the students believed that the implementation of the 2013 curriculum in their schools had been carried out quite well by applying the scientific learning methods conveyed by their teachers in learning. Besides that, the use of the Scientific Learning approach was also not something new fe. Feelmember from their narrative that such an approach has been carried out by teachers in subjects outside of Islamic religious education.

Obstacles to Implementing PAI Learning with a Scientific Learning Approach to Increase the Effectiveness of PAI Learning

Based on the results of research conducted at SMA Negeri 3 Tebing Tinggi City, the obstacles in implementing PAI learning using the Scientific Learning Approach at SMA Negeri 3 Tebing Tinggi Cityare differences between this research and previous studies. Cann be seen as several things:

First, teachers who have not been able to carry out Islamic Religious Education Materials combined with the steps of the Scientific Learning approach in the 2013 curriculum in class. This is in accordance with the results of observations made that teachers of PAI subjects have not mastered PAI learning well in the 2013 curriculum with a scientific approach because the method that the teacher uses is the lecture method.

Second, teachers who have not been able to provide motivation in learning Islamic Religious Education so that students are more active and comfortable with the Scientific Learning approach in the 2013 curriculum. The provision of motivation by educators, according to researchers' observations,s has not been carried out optimally considering that motivation is one of the guidelines of one's life, so it is felt very necessary for fellow educators to enrich the treasury of giving motivation to students, other people or even for yourself.

Third, the media presented has not supported the delivery of Islamic Education learning materials so that students are more active and comfortable with the scientific learning approach in the 2013 curriculum.

Fourth, the lack of emotional closeness between teachers and students makes it difficult to apply to learn using the Scientific Learning approach to learning Islamic religious education in the 2013 curriculum. Emotional closeness is often a problem. This is often felt by young teachers (Junior) who lack so close or less long teaching period compared to the master teacher (Senior).

Fifth, students are less active in carrying out group discussions, making it difficult to apply the Scientific Learning approach to learning Islamic Religious Education in the 2013 curriculum. This obstacle often occurs, especially in the classroom, especially during group study. The atmosphere around it, from this the teacher is expected to pay more attention to the situation and conditions.

Sixth, the limited time available in learning Islamic religious education so that the application of the approach is not optimal. Limited face-to-face hours, especially learning Islamic religious education, have a lot of impacts, especially in finding and delivering material well, while teachers

are required to provide good service and learning. To students, moreover, curriculum demands emphasize teachers be able to direct students toward learning that is centered on them through a scientific approach. Of course, this can work well if you can adjust the face-to-face hours.

Seventh, there are few practicum roles available in the learning of Islamic religious education, so the application of the scientific learning approach is not optimal.

CONCLUSION

PAI Learning Planning using the Scientific Learning Approach in the 2013 Curriculum at SMA Negeri 3 Tebing Tinggi City, North Sumatra It has been well made and implemented optimally, and in the future, it will be even better with more mature preparation at the beginning of the semester or the beginning of the year by compiling an Implementation Plan Mature and clear learning by including the syllabus as an introduction to the design.

Implementation of PAI Learning using the Scientific Learning Approach in the 2013 Curriculum at SMA Negeri 3 Tebing Tinggi City, North Sumatra It has been implemented optimally by applying the 5M scientific method in learning, namely: Seeing, Thinking, Exploring, Associating, and Communicating.

Obstacles to Implementing PAI Learning by Using the Scientific Learning Approach in the 2013 Curriculum at SMA Negeri 3 Tebing Tinggi City, North Sumatra So far, it can be overcome with solutions and cohesiveness because obstacles can only be overcome with good cooperation, not just demanding each other's rights and obligations but can think of solutions and solutions together because education is a shared responsibility.

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