ABSTRAK

Yayan Supian: *Integrasi IPTEK dalam Pembelajaran Pendidikan Agama Islam di SMAN 2 Padalarang Kabupaten Bandung Barat.*

Proses pembelajaran yang mengintegrasikan IPTEK belum memberikan *direct effect* terhadap pembelajaran PAI, pembelajaran masih bersifat *teacher center*, walaupun dengan integrasi IPTEK, tetapi minim kreativitas, inovasi hal ini disebabkan oleh *skill* guru PAI dalam menguasai teknologi masih terbatas, padahal implementasi IPTEK dalam pembelajaran abad 21 merupakan amanat kurikulum 2013.

Adapun tujuan penelitian ini adalah untuk menganalisis proses pembelajaran Pendidikan Agama Islam, sistem penilaian pendidikan Agama Islam yang mengintegrasikan IPTEK, dan untuk menganalisis pengaruh integrasi IPTEK terhadap motivasi belajar siswa dan prestasi siswa, serta untuk menganalisis dampak integrasi IPTEK terhadap pembelajaran dan sistem penilaian Pendidikan Agama Islam di SMAN 2 Padalarang kabupaten Bandung Barat.

Metode dan pendekatan dalam penelitian ini menggunakan metode kombinasi kuantitatif dan kualitatif (*Mixed Methode Research*) dengan model *sequential explanatory* (urutan pembuktian). Langkah-langkahnya dimulai dari pengolahan data kuantitatif, dengan menentukan masalah dan rumusan masalah kuantitatif. Dalam hal ini semua rumusan masalah dalam penelitian ini termasuk ke dalam data kuantitatif dan kualitatif yang pengumpulan datanya menggunakan kuesioner *likert Scale*, serta teknik wawancara kepada guru PAI, Kepala Sekolah, Wakasek Kurikulum, Pengawas Pendidikan Islam dan siswa SMAN 2 Padalarang dan sedangkan pengumpulan data terkait prestasi siswa menggunakan teknik dokumentasi.

Berdasarkan hasil penelitian kuantitatif diperoleh koefisien korelasi statistik antara proses pembelajaran dengan prestasi belajar siswa sebesar 0,069, artinya pengaruh rendah, dan koefisien korelasi antara proses pembelajaran dengan motivasi belajar siswa sebesar 0,884 berarti berpengaruh signifikan. Sedangkan koefisien korelasi antar sistem penilaian terhadap prestasi belajar siswa sebesar 0,022, artinya pengaruh yang rendah, dan koefisien korelasi antar sistem penilaian terhadap motivasi siswa sebesar 0,919 artinya pengaruh sangat signifikan. Sedangkan berdasarkan data kualitatif, hasil wawancara dengan guru pendidikan Islam menunjukkan bahwa keterampilan guru Pendidikan Islam dalam menguasai teknologi masih minim, hanya dua guru yang sudah mahir dalam teknologi, sehingga penggunaan media masih konvensional. Sementara berdasarkan wawancara dengan stake holder mengatakan bahwa integrasi Teknologi masih terbatas dengan fasilitas komputer.

Kesimpulannya adalah integrasi IPTEK pada pembelajaran PAI masih belum optimal dikarenakan sarana dan prasarana yang terbatas dan kompetensi guru PAI yang masih minim dalam penguasaan teknologi.

Kata kunci: Integrasi, IPTEK, Pembelajaran, Pendidikan Agama Islam

ABSTRACT

Yayan Supian: *Integration Science and Technology in Learning of Islamic Religious Education Subject at SMAN 2 Padalarang West Bandung Regency*.

The learning process that integrates science and technology has not given direct effect to the learning of Islamic Religious Education, the learning is still the teacher center, although with the integration of science and technology, but lack of creativity, this innovation is caused by Islamic Religious Education teacher skill in mastering technology is still limited, whereas the implementation of science and technology in 21st century learning is mandate of curriculum 2013.

The purpose of this study is to analyze the learning process of Islamic Religious Education, the Islamic Religious Education assessment system that integrates science and technology, and to analyze the influence of science and technology integration on student learning motivation and student achievement, and to analyze the impact of science and technology integration on learning and assessment system of Islamic Religious Education at SMAN 2 Padalarang, West Bandung regency.

Methods and approaches in this study using a combination of quantitative and qualitative methods (Mixed Methode Research) with sequential explanatory model (sequence of proof). The steps start from quantitative data processing, by determining problem and formulation of quantitative problem. In this case all the formulation of the problem in this study included into the quantitative and qualitative data collecting data using Likert Scale questionnaire, as well as interview techniques to teachers of Islamic Religious Education, Principal, Wakasek Curriculum, Supervisor of Islamic Education and students of SMAN 2 Padalarang and while related data collection student achievement using documentation techniques.

Based on the results of quantitative research obtained statistical correlation coefficient between the learning process with student achievement of 0.069, meaning low influence, and the correlation coefficient between the learning process with student learning motivation of 0.884 means a significant effect. While correlation coefficient between assessment system to student achievement equal to 0,022, it means low effect, and correlation coefficient between assessment system to student motivation equal to 0,919 meaning very significant influence. While based on qualitative data, the results of interviews with Islamic education teachers showed that the skills of Islamic Education teachers in mastering technology is still minimal, only two teachers are already proficient in technology, so the use of media is still conventional. Meanwhile, based on interviews with stakeholders said that the integration of technology is still limited with computer facilities.

The conclusion is the integration of science and technology in learning Islamic Religious Education still not optimally due to the facilities and infrastructure and competence of teachers Islamic Religious Education is still minimal in the mastery of technology.

Keywords: *Integration, Science and Technology, Learning, Islamic Religious Education*