

ABSTRAK

Ilham Burhanudin. 2018. Perubahan Mindset Guru Pendidikan Agama Islam dalam Mengembangkan Perilaku Keberagamaan Peserta Didik di MTs. Darul Hikam Al-Islami Banjaran Kabupaten Bandung.

Keadaan mindset guru, terjadi perubahan mindset namun belum terdapat perubahan mindset guru PAI di MTs Darul Hikam Al-Islami yang signifikan. Bisa dilihat dari hasil wawancara terdapat guru PAI yang memuji intelegensi peserta didik bukan memuji proses atau usaha peserta didik, semua guru PAI di MTs. Darul Hikam AL-Islami sering mengatasi peserta didik yang mengeluh dengan cara menurunkan standar kesukaran pada proses pembelajaran, guru PAI cukup jarang memberikan stimulus terhadap peserta didik yang takut dan malu dalam bertanya atau mengemukakan pendapat, dan pemberian materi pembelajaran khususnya tentang kedisiplinan berbicara dan kewajiban salat fardu lima waktu masih sebatas teoritis. Semua fenomena mindset guru ini berpengaruh pada perilaku keberagamaan peserta didik, seperti: terdapat peserta didik yang turun motivasi karena guru sering memuji intelegensi, banyak peserta didik yang mengeluh ketika ujian atau mendapatkan tugas pembelajaran dan lebih menyukai sesuatu yang instan, peserta didik cenderung introvert malu dan takut berpendapat, dan masih terdapat peserta didik meninggalkan kewajiban salat juga berbicara kasar/kotor. Dari fenomena ini maka perlu adanya perubahan mindset guru PAI yang tepat yaitu mindset tumbuh (*growth mindset*).

Tujuan penelitian ini adalah menganalisis tentang: (1) Mindset guru Pendidikan Agama Islam di MTs. Darul Hikam AL-Islami Banjaran Kabupaten Bandung, (2) Perilaku keberagamaan peserta didik di MTs. Darul Hikam AL-Islami Banjaran Kabupaten Bandung, dan (3) Perubahan mindset guru PAI dalam mengembangkan sikap keberagamaan peserta didik di MTs. Darul Hikam AL-Islami Banjaran Kabupaten Bandung.

Teori yang digunakan dalam penelitian ini adalah teori perubahan mindset Carrol S. Dweck menyebutkan sejak semula, manusia berpikir secara berbeda, bertindak secara berbeda, dan menjalani hidup secara berbeda. Tentu akan ada orang yang bertanya mengapa manusia berbeda-beda, mengapa sebagian orang lebih cerdas atau lebih bermoral, dan apakah ada sesuatu yang membuat mereka berbeda secara permanen. Komponen mindset yaitu paradigma, keyakinan dasar, dan nilai dasar, dan jenis-jenis mindset terdiri dari dua jenis yaitu mindset tetap (*fixed mindset*) dan mindset tumbuh (*growth mindset*). Penelitian ini menggunakan pendekatan kualitatif. Adapun teknik pengumpulan data yaitu observasi, wawancara, dan dokumentasi. Data yang terkumpul dianalisis dengan teknik triangulasi.

Hasil penelitian ini menunjukkan: (1) Terdapat perubahan Mindset guru PAI di MTs. Darul Hikam namun belum adanya perubahan yang signifikan dari mindset tetap (*fixed mindset*) ke mindset tumbuh (*growth mindset*), (2) Terlihat dari perilaku keberagamaan peserta didik yang masih banyak terdapat peserta didik yang tidak yakin dengan usaha proses belajar, lebih menyukai pembelajaran yang instan dan mudah (banyak mengeluh), lemahnya kedisiplinan berbicara, dan masih terdapat peserta didik yang meninggalkan kewajiban salat lima waktu, (3) Perubahan mindset guru sangat berpengaruh terhadap perilaku keberagamaan peserta didik, kemudian belum adanya perubahan mindset guru PAI di MTs Darul Hikam yang signifikan, maka disini guru PAI siap melakukan perubahan mindset, demi menumbuhkan perilaku keberagamaan peserta didik menjadi lebih baik.

ABSTRACT

Ilham Burhanudin. 2018. Changes in Mindset of Islamic Education Teachers in Developing Students' Religious Behavior in MTs. Darul Hikam Al-Islami Banjaran Regency of Bandung.

The state of the teacher's mindset, there was a change in mindset but there was no significant change in the mindset of PAI teachers in the Darul Hikam Al-Islami MTs. It can be seen from the results of interviews that there were PAI teachers who praised the intelligence of students rather than praising the process or effort of students, all PAI teachers at MTs. Darul Hikam AL-Islami often overcomes complaining students by lowering the standard of difficulty in the learning process, PAI teachers rarely provide enough stimulus to students who are afraid and ashamed in asking or expressing opinions, and giving learning material especially about the discipline of speech and the obligation to offer prayers fardu five times is still theoretical. All the phenomena of teacher mindset influence the religious behavior of students, such as: there are students who are down motivated because teachers often praise integensi, many students complain when they test or get learning assignments and prefer something instant, students tend to be introverted and embarrassed afraid to argue, and there are still students leaving the obligation to pray also speaking rude/ dirty. From this phenomenon, it is necessary to change the PAI teacher's mindset that is right, namely growth mindset.

The purpose of this study is to analyze about: (1) Teacher's mindset of Islamic Education in MTs. Darul Hikam AL-Islami Banjaran Regency Bandung, (2) Religious behavior of students in MTs. Darul Hikam AL-Islami Banjaran Bandung Regency, and (3) Changes in the mindset of PAI teachers in developing students' religious attitudes in MTs. Darul Hikam Al-Islami Banjaran Regency of Bandung.

The theory used in this research is the change theory of Carrol S. Dweck's mindset mentioning from the beginning, humans think differently, act differently, and live their lives differently. Of course there will be people who ask why humans are different, why some people are smarter or more moral, and is there something that makes them permanently different. The components of mindset, namely paradigm, basic beliefs, and basic values, and types of mindset consist of two types, namely fixed mindset and growth mindset. This study uses a qualitative approach. The data collection techniques are observation, interview, and documentation. The collected data was analyzed by triangulation technique.

The results of this study indicate: (1) There is a change in the PAI teacher mindset in MTs. Darul Hikam, but there has been no significant change from fixed mindset to growth mindset, (2) It can be seen from the religious behavior of many students, there are students who are not sure about the learning process, prefer learning that instant and easy (complaining a lot), poor discipline of speech, and there are still students who leave the obligation to pray five times, (3) Changes in the teacher's mindset greatly affect the religious behavior of students, then there has been no change in the mindset of PAI teachers in Darul Hikam's MTs significant, then here PAI teachers are ready to make a change in mindset, in order to foster the religious behavior of students to be better.