

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pelaksanaan *Lesson Study* berbasis sekolah (LSBS) dalam upaya meningkatkan kualitas guru khususnya guru pendidikan agama Islam. Hal ini dilatarbelakangi oleh hasil analisis UNESCO bahwa kualitas guru Indonesia menempati urutan terakhir dari 14 negara berkembang di Asia Pasifik. Selain itu banyaknya penyimpangan moral di kalangan pelajar juga menjadi indikator kurang maksimalnya kinerja guru mentrasfer nilai pada peserta didik.

Penelitian ini mencari gambaran tentang proses *Lesson Study* di sekolah dan kendala-kendala pelaksanaannya serta dampak dari proses terhadap guru dan hasil pembelajaran khususnya bagi guru Pendidikan Agama Islam.

Subyek penelitian ini ialah guru dan siswa SMP Negeri 1 Banguntapan. Penggalan data dilakukan dengan wawancara terhadap kepala sekolah, koordinator LSBS, dan siswa. Selain itu pencarian data dilakukan melalui dokumen LSBS.

Hasil dari penelitian ini menunjukkan bahwa dengan adanya LSBS di SMP Negeri 1 Banguntapan terdapat peningkatan hasil belajar siswa khususnya hasil Ujian Nasional dan UASBN PAI. Selain itu sikap terbuka guru termasuk guru PAI terhadap masukan dalam perbaikan proses pembelajaran mulai terbentuk.

Kendala dari pelaksanaan LSBS di SMPN 1 Banguntapan ialah timbulnya kejenuhan guru peserta LSBS termasuk guru PAI karena berulangnya pelaksanaan LSBS dari satu guru ke guru yang lain. Upaya sekolah untuk mengatasi hal ini dilakukan dengan senantiasa memberikan motivasi pada tiap-tiap amanat kepala sekolah dalam upacara.

Kaya kunci: *Lesson Study, profesionalisme guru, Pendidikan Agama Islam*

ABSTRACT

This study aims to know the implementation of School Based Lesson Study (LSBS) in an effort to improve the quality of teachers, especially Islamic education teachers. This is motivated by the UNESCO's analysis results that the quality of Indonesian's teachers ranks last of 14 developing countries in Asia Pacific. Besides, much moral deviation among students is also an indicator of less the maximum teacher performance transferring values on the learner.

This research looks at an image of the process of Lesson Study in the school and the obstacles of the implementation and the impact of process on teachers and learning outcomes, especially for teachers Islamic Education Teacher.

The subjects of this study are the teacher and students of Junior High School 1 Banguntapan. Data withdrawal is done by interviewing principals, coordinators LSBS, and students. Besides the data searching is done through a document LSBS.

The results of this study indicate that the presence of LSBS in junior high school 1 Banguntapan there is increased student learning outcomes in particular the results of national national examinations and UASBN PAI. In addition the open attitude of teachers toward, including teachers of Islamic Education (PAI) toward critics for improvements of the learning process began to take shape.

Obstacles of the implementation LSBS of the Junior High School 1 Banguntapan is the onset of saturation participants teacher of LSBS including teachers of PAI, because repeated execution of LSBS from one teacher to another teacher. A school effort to overcome is done by continuing to provide motivation for each principal mandate of the ceremony.

Key works: Lesson study, teacher's professionalism, Islamic education.