Cultivating Spiritual And Social Attitudes In Elementary School Students: Evaluative Study With Cipp Approach On The Learning Of Religious And Character Education

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Abstract—This study evaluates the cultivation of spiritual attitudes and social attitudes in the learning of Islamic Education and Character education through a scientific approach at State Elementary School of 05 Krajan Kulon Kaliwungu, Central Java. This type of research is an evaluation research, by taking one of the evaluation models, the CIPP model developed by Stufflebeam. The conclusions of this study can be detailed as follows. The cultivation of spiritual attitudes and social attitudes on learning Religious Education Lessons and Character education in SD Negeri 05 Krajan Kulon Kaliwungu begins with planning, implementation and evaluation. In planning, there are some things done by the teachers of religious education and character education. Implementation of spiritual attitudes and social attitudes in learning religious education lessons and Character education at SD Negeri 05 Krajan Kulon Kaliwungu are: Teachers implement learning in accordance with the RPP, but sometimes adjust to classroom situation and condition. The approach used is a scientific approach that uses 5 M (observing, asking, trying, associating and communicating). The methods used in learning vary, tailored to the material. Among the methods used in learning of religious education lessons are lecture method, question and answer, discussion, drill, demonstration by using scientific approach. In the development of teachers using learning model discovery learning and problem-based learning. Evaluation of spiritual attitudes and social attitudes on learning religious education lessons and Character education in SD Negeri 05 Krajan Kulon Kaliwungu implemented in accordance with the existing plans in the RPP. Assessment techniques used include observation, task, observation and portfolio.

Keywords—education, character, CIPP, spiritual attitude, social attitude.

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1 INTRODUCTION

EDUCATION is a conscious and well-planned effort to create an atmosphere of learning and learning process so that learners actively develop their potential to have spiritual spiritual power, self-control, personality, intelligence, noble character, as well as skills needed by him, society, nation and state (Pala, 2011). National education functions to develop the ability and form the character and civilization of dignified nation in order to educate the nation's life, aims to develop the potential of learners to become human beings who believe and piety to God Almighty, noble, healthy, knowledgeable, capable, creative, independent , and become a democratic and responsible citizen (Baharun, 2017; Buchori & Setyawati, 2015). In order to achieve national education objectives, the implementation of education is expected to realize the process of developing the personal quality of learners as future generations of the nation in the future, which is believed to be a determining factor for the growth of the nation and the country of Indonesia. Therefore, education in Indonesia should be more meaningful so that learners can be equipped with life skills. One of the principles that must be considered is conducting education as a process of empowering learners, where in the process there must be educators who provide

exemplary and able to develop the potential and creativity of learners by changing the paradigm of teaching into learning.

In Government Regulation No. 32 of 2013 on Amendment to Government Regulation No. 19/2005 on National Education Standards, it is mentioned that the scope of National Education Standards includes Content Standards, Process Standards, Graduate Competency Standards, Standards of Education and Instruction, Standards of Facilities and Infrastructure, Management Standards, Financing Standards, and Education Assessment Standards. National Education Standards are the minimum criteria of the education system throughout the jurisdiction of the Unitary State of the Republic of Indonesia (Suryadarma & Jones, 2013). Graduate Competency Standards are the criteria of graduate qualifications that include attitudes, knowledge, and skills. Competence is a set of attitudes, knowledge, and skills that must be possessed, lived and mastered by learners after studying a learning content, completing a program, or completing a particular educational unit. In Indonesia, one of the existing educational units is formal education. Formal education is a structured and tiered educational path that consists of basic education, education and higher education. For elementary level education includes elementary school levels, or the equivalent. In the government regulation No 32 of 2013 Article 77 I paragraph (1) mentioned that in the Structure Curriculum SD MI, SDLB or other similar form one of the curriculum content is religious education. One of the subjects taught is Islamic Religious Education and Character (Religious Education Lessons and Character Education or

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Budi Pekerti/BP).

Ramayulis (2002) defines Islamic Religious Education with conscious and planned efforts in preparing learners to know, understand, live, believe, pious, noble, practice the teachings of Islam from the main source of the holy book al-Qur'an and al-Hadith, through guidance activities , teaching exercises, as well as the use of experience. Of the many elements of education, the curriculum is one element that contributes significantly to realize the process of developing the potential quality of learners (Hirst, 2010; Tyler, 2013). The curriculum is a set of plans and arrangements concerning objectives, content and instructional materials as well as ways used as guidelines for the implementation of learning activities to achieve specific educational goals (Tieso, 2005). The curriculum is a container that will determine the direction of education. Success or failure of an education depends on the curriculum used. The curriculum is necessary in order to advance and succeed the educational goals.

Since Indonesia's independence the curriculum has undergone several changes in succession in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, and 2006. The dynamics are the logical consequences of change of political system, socio-culture, economy, and science and technology in society of nation and state (Hidayat & Wardan, 2013). Therefore, the curriculum of a set of educational plans needs to be developed dynamically in accordance with the demands and changes that occur in the community. The Government through the Ministry of Education and Culture has determined that the academic year of 2014, all schools in elementary and secondary education must implement the 2013 curriculum (Mulyasa, 2014). This curriculum is the development of a pre-existing curriculum, both competency-based curriculum that has been initiated in 2004 as well as the unit level curriculum education in 2006 (Fadlillah, 2014). Then came a new policy under the new Minister of Education and Culture as outlined through the Regulation of the Minister of Education and Culture No. 160 of 2014 on the Application of Curriculum 2006 and Curriculum 2013. Article 1 Permendikbud it regulates that the elementary and secondary education units that implement The 2013 curriculum since the first semester of the academic year 2014/2015 re-implemented the 2006 Curriculum starting from the second semester of the academic year 2014/2015 until there is a decision from the Ministry to implement the 2013 Curriculum. In Article 2 it is stipulated that the unit of education and the secondary education that has implemented the 2013 Curriculum for 3 (three) semesters using the Curriculum 2013 (paragraph 1) and referred to as the pioneering education unit of the application of Curriculum 2013 (paragraph 2). Whereas in article 3, the Pioneer Education Unit as referred to in paragraph (2) may change to implement the 2006 curriculum by reporting to the provincial / regency / city education office in accordance with its authority.

Schools that use the 2013 curriculum have indicators of achievement of competencies such as: (a) measurable and / or observable behaviors for basic competence (KD) on core competencies (KI) -3 and KI-4; and (b) observable behavior to be concluded as the fulfillment of basic competencies in KI-1 and KI-2, both of which serve as reference of subject assessment. Core competence is the level of ability to achieve the Graduate Competency Stand which a learner must possess at any grade or program level, whereas. Basic competence is the ability to achieve the Core Competencies that learners must acquire through learning. In the academic year 2015/2016, in Kaliwungu District, Kendal District, of all existing elementary schools, there is only one elementary school that uses the 2013 curriculum, the State Elementary School 05 Krajan Kulon, Kaliwungu. Of course the implementation of the 2013 curriculum that the process of learning using a scientific approach in SDN 05 Krajan Kulon Kaliwungu this, which has just been implemented need to be evaluated for improvement. This study will examine the evaluation of the cultivation of spiritual attitudes (KI-1) and social attitudes (KI-2) on the learning of Islamic Education and Character education through a scientific approach at SD Negeri 05 Krajan Kulon Kaliwungu. The evaluation will be evaluated by using CIPP evaluation model (contex, input, process and product).

2 RESEARCH METHODS

This type of research is an evaluation research, by taking one of the evaluation models, the CIPP model developed by Stufflebeam. In special cases, evaluation research may be expressed as an evaluation, but in other cases may be expressed as research. As an evaluation, this is part of the decision-making process, which is to compare an event, activity and product to a predefined program standard. Evaluation as research serves to explain the phenomenon. There are two types of evaluation research: formative evaluation and summative evaluation. Formative evaluation to get feedback from an activity in the process, while summative evaluation emphasizes the achievement of a particular product program.

This research uses descriptive qualitative approach. In this study the objectives taken in the evaluation of the CIPP Model program are as follows. 1. Evaluate the context with the objectives and circumstances of the Religious Education Lessons (hereinafter PAI, Pendidikan Agama Islam) school and teachers in the implementation of the 2013 curriculum with a focus on the cultivation of spiritual attitudes and social attitudes; 2. Evaluation of inputs with target PAI teachers in preparing education and learning plan (RPP). Evaluation of the process with the target teachers PAI and students SDN 05 Krajan Kulon Kaliwungu in PAI learning with scientific approach 4. Evaluation of products targeting teachers PAI and students SDN 05 Krajan Kulon Kaliwungu about the results Copyright © 2011 Unikom Center achieved in the cultivation of spiritual attitudes and social attitudes of students by using authentic judgments. In this study, the primary data source is the teacher of PAI and the students of SDN 05 Krajan Kulon Kaliwungu. Second, the secondary data sources are books related to the 2013 curriculum and evaluation of learning.

The focus of this research is the evaluation of the cultivation of spiritual attitudes and social attitudes on the learning of Islamic Education and Character education Curriculum 2013 at SD Negeri 05 Krajan Kulon Kaliwungu.

3 RESEARCH INSTRUMENTS

Research instruments are tools or facilities used by researchers in collecting data to make the work easier and the results better, in a more accurate, complete and systematic so that more easily processed. In order to obtain the necessary data then the need for data collection tools or instruments. Therefore, isntrumen very influential on the results of research. A good instrument will produce the data beik and according to the needs. In qualitative research the instrument is the researcher itself. The instruments made by researchers to obtain data are the instruments of interview and observation (Supranto, 2003; Arikunto, 1992). Interviews were used to find data on the implementation of PAI and Character education (Budi Pekerti) learning using the 2013 curriculum, supporting factors and obstacles, especially on the cultivation of spiritual attitudes and social attitudes. This observation was conducted to collect data about the learning of PAI at SDN 05 Krajan Kulon Kaliwungu. Moreover, in principle, documentation in the form of collecting data images and documents relevant to this research, among them are syllabus documents, RPP and so forth

4 RESULTS

4.1 Description of Elementary Elementary School Neger 05 Krajan Kulon Kaliwungu

4.1.1 History and Profile of Elementary School Neger 05 Krajan Kulon Kaliwungu

Krajan Kulon Kaliwungu State Elementary School was established in 1973 at the beginning of the establishment of the elementary school Impres. In 2001 the status of this Elementary School became Neger Primary School 05 until now. At the beginning of its establishment, the Elementary School received less positive appreciation from the surrounding community. This is because the location is in front of the market so it seems crowded and the building is also not so adequate. But now Elementary School Neger 05 Krajan Kulon is getting advanced with the new building so that students become comfortable studying. School facilities are also getting better so that they can support extracurricular activities.

The profile of Elementary School Neger 05 Krajan Kulon is as follows:
a. Name of School: Elementary School Neger 05 Krajan Kulon
b. Address: Jl. K.H Asyari, Krajan Kulon, Kaliwungu, Kendal, Central Java
c. Postal Code / Phone: 51372 / 0294-385384
d. NSS: 101032408036
e. NPSN: 20321695
f. Year Established: Impress 1973
g. Year of the Transition: 2001
h. School Group: Cluster Dr. Mawardi
i. Curriculum: Curriculum 2013.

Currently, the principal of Neger 05 Krajan Kulon Elementary School is Ibu Adawiyah, S.Pd and teacher who teaches Religious Education of Islam and Character education is Mr. Abdul Rohim, S.Ag. The head of the school committee is Lagiyono. Based on the decision of the head of the Research and Development Board of Kemendikbud No 022 / H / KR / 2015 regarding the education unit implementing the 2013 curriculum, SDN 05 Krajan Kulon is one of the pioneering education units of the 2015 curriculum.

4.1.2 Vision, Mission and Purpose

Vision is defined by the school's moral imagination depicting the profile of the school to come. Mission is defined by action or effort to realize the vision. Thus, the mission is the elaboration of the vision in the form of tasks, duties and design of actions that serve as a direction to realize the mission.

The vision of Neger 05 Elementary School Krajan Kulon is "Realizing human beings noble, honest, polite and skilled and excel in achievement The mission of Neger 05 Elementary School Krajan Kulon is:
a. Live and practice the teachings of religion to improve faith and morals
b. Helps and encourages students to recognize their talents and skills well
c. Organizing skills-building practices
d. Implement learning and guidance effectively in order to grow and develop the maximum academic potential

The goal of This Elementary School Krajan Kulon is:
a. Can practice the teachings of religion results of learning through habituation activities
b. Can achieve academic and non academic achievement at sub-district level
c. Mastering the basics of science as a provision to a higher school
d. Being a pioneer school and activator in the neighborhood
e. Become a school of interest to the public.

4.2 Analysis The Cultivating Of Spiritual Attitudes And Social Attitudes

Analysis The cultivating of spiritual attitudes and social attitudes on the learning of PAI and Character education in SD Negeri 05 Krajan Kulon Kaliwungu are as follows:
1. The cultivation of spiritual attitudes and social attitudes on the learning of PAI and Character education in SD Negeri 05 Krajan Kulon Kaliwungu are as follows:

    a. Planning for the cultivating of spiritual attitude and social attitude on the learning of PAI and Character education in SD Negeri 05 Krajan Kulon Kaliwungu are:

    1) Teachers prepare learning tools in the form of prota, promos and RPP.
    At this stage of the planning the teacher prepares the annual program (prota), the semester program (promes) and the Lesson Plans (RPP). Annual programs and semester programs are prepared by

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PAI and Character education teachers in consultation with the principal. Implementation Plan The learning of subjects of PAI and Character education was prepared by the Teachers Working Group (KKG) of Islamic Religious Education of Kendal Regency, chaired by Mr. Sahuri. RPP prepared by KKG of PAI Kendal District is adjusted to the condition and situation of the school because the RPP made is still adjusted with some schools.

From the RPP prepared by KKG of PAI Kendal District, there are several characteristics of its development, namely:

a) Every Basic Competence of Core 1 Competence (K-1) about spiritual attitudes and Core 2 Competencies (KI-2) on social attitudes is not always developed in its achievement indicators. So there are developed into indicators, some are not developed into indicators because according to teachers PAI and Character education indicators directly implemented on the competence of Core 3 and Core Competence 4

b) The subject matter is sometimes written the theme of the material alone, sometimes a little described the material In the subject matter, written in the lesson plan, sometimes only the theme, not outlined from the subject matter, but sometimes the outline of the theme

c) Learning activities include preliminary activities (opening, appeals and goals), core activities always using a scientific approach (5M: observing, questioning, exploring, associating and experimenting)

d) Assessment, remedial and enrichment lessons have been made in RPP Remedial and enrichment lessons alike, but in different executions, for example there is a mountain image, for students who take part in reminis- tion whatever is in the picture which is God's creation and how our attitude towards creation God (there are aspects of social and spiritual attitudes). As for enrichment students are required to describe the image!

2) Teachers prepare learning resources.
Islamic education lessons and character education's textbooks used are from the Yudistira and Intan Pariwara publisher. This book is supported by PAI and Character education modules compiled by Teachers Working Group (KKG) of Islamic Religious Education of Kendal Regency which is chaired by Mr. Sahuri, S.Ag., S.Pd.

3) Teachers prepare learning media.
The media that will be used by teachers of PAI and Character education are mostly prepared by PAI teachers according to the planned media written in the RPP. But there are some media written in RPP that felt less suitable with learning PAI and Character education in SDN 05 Krajan Kulon, then the teacher of PAI in SDN 05 Krajan Kulon is replacing it with other media.
The media used in learning PAI and Character in SDN 05 Krajan Kulon there are several kinds, namely audio media such as listening cassette untu learning al-Quran, visual example in the form of pictures of people praying, prayer readings and so forth and audio visuals such as impressions of people reading al-Quran, stories of the apostles and so on by using LCD. Media used in accordance with learning materials.

4) The teacher prepares an observation sheet.
Every PAI and Character education learning at SDN 05 Krajan Kulon, PAI and Character education teachers prepare an observation sheet for primarily to assess students' attitudes, both spiritual and social attitudes.

5) The teacher prepares an evaluation sheet.
PAI and Character education teachers have also prepared evaluation sheets, such as questions that will be distributed to students and their assessment columns.

b. Implementation of spiritual attitude and social attitude in learning PAI and Character education in SD Negeri 05 Krajan Kulon Kaliwungu.
Teachers carry out the lessons according to the prepared RPP, but sometimes adjust to the classroom situation and conditions. The approach used is a scientific approach that uses 5 M (observing, asking, trying, associating and communicating). The methods used in learning vary, tailored to the material. Among the methods used in learning PAI are lecture method, question and answer, discussion, drill, demonstration by using scientific approach. In the development of teachers using learning model discovery learning and problem-based learning.

c. Evaluation of spiritual attitudes and social attitudes on learning PAI and Character education in SD Negeri 05 Krajan Kulon Kaliwungu implemented in accordance with the existing plans in the RPP. The evaluation conducted at SDN 05 Krajan Kulon Kaliwungu is an assessment of the result of attitude cultivating which is divided into two attitude competencies namely spiritual attitude and social attitude. The techniques used are: Assessment techniques used include observation, task, observation and portfolio

4.3 Factors supporting the cultivation of spiritual attitudes and social attitudes

Factors supporting the cultivation of spiritual attitudes and social attitudes on learning PAI and BP at SDN 05 Krajan Kulon Kaliwungu are as follows:

a. Establishment of good communication between schools, school committee managers and guardians

b. The existence of some extracurricular activities or other activities that support the cultivation of spiritual attitudes and social attitudes in SDN 05 Krajan Kulon, among them:

1) Flag ceremony every Monday.

During the flag ceremony, the ceremony counselor always convey the things related to the cultivating of spiritual attitude and social attitude, such as the behavior of smile, greetings and greetings when meeting anyone in school, reminding the school order and other matters that are considered important to be delivered at that time.

2) Scout activities which are mandatory activities for students.

In scout activities, spiritual attitudes and social attitudes are always instilled to the students. This is in accordance with dasa darma scouts that are always read by students at the time of scout activities.

3) Prayers dhuhur berjama'ah (take turns because the place is not enough).

Prayers dhuhur congregation held rotate. Every day 1 class. PAI and BP teachers always accompany these activities, assisted by other teachers who are Muslims. This activity fosters good spiritual and social attitudes to students

4) The canteen is honest.

This canteen was established to cultivate an honest attitude that has been instilled in the students. Goods lent in the form of stationery and snacks. Based on interviews with principals, teachers of PAI and Character education and honest canteen managers, during this honest canteen running well, in accordance with the count, has never counted lost or loss.

5) Pesantren kilat every month of fasting.

Speed boarding activities are always held every year. The contents of the flash pesantren is the al-Quran tadarus with the way the teacher reads the Koran and the students listen. If anyone does not understand, students can directly ask the teachers PAI and Character education. In addition to reading the Koran, other activities are tahlil and religious lectures

6) Other activities include rebana, tilawatil quran (reciting Quran), Friday charity and qurban.

4.4 The existence of a supportive environment

SDN 05 Krajan Kulon Kaliwungu, although located close to the Catholic church, but also close to the mushalla. People around the school respect each other between different faiths.

a. Speak kromo inggil every Thursday, encourage students to know about the culture of upload awaiting, respecting the elderly and loving the younger. The results achieved include the lack of rough language delivered by students. Habitation and modeling is done by teachers.

4.5 The evaluation of CIPP (Contex, Input, Process and Product)

The evaluation of CIPP (Contex, Input, Process and Product) on the cultivation of spiritual attitudes and social attitudes on learning PAI and BP at SDN 05 Krajan Kulon Kaliwungu are as follows:

a. Contex

1. The vision, mission and objectives of the school are relevant to the cultivation of spiritual attitudes and social attitudes (vision: manifesting noble, honest, polite and skilful in achievement)

2. At SDN 05 Krajan Kulon, the implementation of K-13 enters its 3rd year and in 2016 is appointed as the core element for K-13 implementation and will be the 9th Elementary in Kendal

3. The cultivating of spiritual attitudes and social attitudes is supported by other school activities such as honest cooperatives, dhuhur prayers in congregation (rotation due to limited musholla), ceremonies every Monday, pesantren kilat every month Ramadlan (read al-Quran, lecture and tahlil), sacrifice (cattle) every sacrificial day whose funds are collected from Friday's charity

4. The location near the church has no effect because of the attitude of tolerance

5. Scouts must be followed by students where in scout activities always emphasized dasa darma scout

b. Input

1) The cultivation of spiritual attitudes and social attitudes is a competence that must be achieved in learning PAI-Character education in schools (KI-1 and KI-2)

2) Number of lesson / week 4 hours lesson

3) 99% of Moslem teachers and students, non-seasonal students participate in other elementary school (Catholic at SDN 1 Krajan Kulon and Kristen in SDN 4 Krajan Kulon)

4) Each student has a PAI -Character education textbook

c. Process

1. The learning process is carried out in accordance with the RPP made by the teacher by using the scientific approach, the learning media used, sometimes not in accordance with what is written in the RPP for certain things, for example when the power goes out, the teacher can not use the LCD so it must be replaced with media others are possible

2. The cultivation of spiritual and social attitudes is strongly supported by learning through other subjects and activities 05 Krajan Kulon Kaliwungu

d. Product

1) Assessment of spiritual attitudes and social attitudes using observation. But sometimes in RPP for KD in KI-1 assessed its cognitive aspect by using the test

2) For spiritual attitudes, aspects that are considered obedient worship, gratefulness, prayer and tolerance, while the social attitudes of the assessed aspects are responsibility, cooperation, honesty, discipline

3) The learning of PAI -BP in SDN 05 Krajan Kulon for the 2015/2016 school year exam is effective with good results even though the exam is based on SBC. This is due to the scientific approach, students are more daring to ask, discuss, try and communicate well with friends, teachers or other parties especially terkai with subject matter

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delivered.
4) With a scientific approach and authentic assessment, students are also more creative

5 CONCLUSION

The cultivation of spiritual attitudes and social attitudes on learning PAI and Character education in SD Negeri 05 Krajan Kulon Kaliwungu begins with planning, implementation and evaluation. In planning, there are some things done by teachers PAI and Character education, namely: Teachers prepare learning tools in the form of prota, promos and RPP, learning resources, learning media, observation sheet and prepare evaluation sheets. Implementation of spiritual attitudes and social attitudes in learning PAI and Character education at SD Negeri 05 Krajan Kulon Kaliwungu are: Teachers implement learning in accordance with the RPP, but sometimes adjust to classroom situation and condition. The approach used is a scientific approach that uses 5 M (observing, asking, trying, associating and communicating). The methods used in learning vary, tailored to the material. Among the methods used in learning PAI are lecture method, question and answer, discussion, drill, demonstration by using scientific approach. In the development of teachers using learning model discovery learning and problem-based learning. Evaluation of spiritual attitudes and social attitudes on learning PAI and Character education in SD Negeri 05 Krajan Kulon Kaliwungu implemented in accordance with the existing plans in the RPP. Assessment techniques used include observation, task, observation and portfolio.

Factors supporting the cultivation of spiritual attitudes and social attitudes on learning PAI and BP in SDN 05 Krajan Kulon Kaliwungu are as follows: The establishment of good communication between schools, school committee managers and guardians. This is also supported by the existence of some extracurricular activities or other activities that support the cultivation of spiritual attitudes and social attitudes in SDN 05 Krajan Kulon, including flag ceremonies every Monday, scout activities which is a mandatory activity for students, congregative dhuhur prayers (take turns because the place is not enough), honest canteen, tambourine, tilawatil Quran, Friday charity, and using kromo inggil language usage every Thursday and qurban.

The evaluation of CIPP (Contex, Input, Process and Product) on the cultivation of spiritual attitudes and social attitudes on learning PAI and BP at SDN 05 Krajan Kulon Kaliwungu are as follows. In (a) Contex, the vision, mission and objectives of the school are relevant to the cultivation of spiritual attitudes and social attitudes (vision: manifesting noble, honest, polite and skilful in achievement). At SDN 05 Krajan Kulon, the implementation of K-13 enters its 3rd year and in 2016 is appointed as the core element for K-13 implementation and will be the 9th elementary companion in Kendal district. The cultivation of spiritual attitudes and social attitudes is supported by other school activities such as honest cooperatives, dhuhur prayers in congregation (rotating due to limited musholla), ceremonies every Monday, pesantren kilat every month Ramadlan (read al-Quran, lecture and tahlil),

sacrifice (cattle) every feast of sacrifice whose funds are collected from Friday's charity. The location near the church can be an example in the cultivation of religious tolerance. Scouts must be followed by students in accordance with the 2013 curriculum, because in the scout activities of spiritual attitude and good social attitude is greatly emphasized. In (b) Input, the cultivation of spiritual attitudes and social attitudes is a competence that must be achieved in learning PAI -BP in schools (KI-1 and KI-2), the number of lessons / week 4 hours lesson, the majority of teachers and students are Muslim, so it can support the cultivating program spiritual attitudes and social attitudes of PAI teachers, each student has a PAI -BP textbook. In (c) Process, the learning process is carried out in accordance with the RPP made using the scientific approach, the learning media used, sometimes not in accordance with what is written in the RPP because it adapts to the situation and condition of the school, the cultivation of spiritual and social attitudes is strongly supported by learning through other subjects and activities other (honest cooperative, scout, etc.), attitude cultivating in learning PAI -BP primarily use the method of habituation and exemplary. (d) Product, assessment of spiritual attitudes and social attitudes using observation. For spiritual attitudes, aspects that are considered obedient worship, thankfulness, prayer and tolerance, while the social attitudes of the assessed aspects are responsibility, cooperation, honest, discipline. With a scientific approach and authentic assessment, students are more religious, active and creative.

With the enactment of the 2013 curriculum, the cultivating of spiritual attitudes and social attitudes is very important for schools, especially teachers. The cultivation of spiritual attitudes and social attitudes will not work well without the cooperation between teachers in educational units, or between schools with parents. Existing cooperation should be improved. There is openness between schools with parents in educating children because it is to educate children is a shared obligation. Good knowledge, habits and exemplary form of good spiritual and social attitudes is needed by children.

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