# The Implementation of Curriculum Innovation and Islamic Religious Education Learning At Al Azhar Integrated Senior High School in Medan

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**ABSTRACT:** *This study aims to explore curriculum innovation and PAI teaching at Al Azhar integrated SMA in Medan. This research used qualitative approach with four research questions: How does the curriculum innovation, strategy, media and evaluation of PAI learning in integrated Senior high school Al Azhar Medan? Data collection was done through interviews, observation and documentation. The findings of the study are: Curriculum. The Learning used 2013 curriculum with a scientific-based approach, and KTSP curriculum. The method/strategy. The learning model is a goal-oriented, but the majority has shifted towards the process and achievement of competence, although not total. Applied learning methods have also undergone innovation in order to support a smooth learning. Media, media was used quite well, but in order to support a smooth and achievement of learning in line with the principles embodied in the curriculum applied, this fact needs to be improved towards better, both in terms of accuracy, presentation and materials used. Evaluation, applying the evaluation, including: an oral question in class, quizzes, daily tests, individual assignments, group assignments, repeat semester examination, reports practical work or lab reports, response or practice exams, and a final exam.*
*Keywords: Innovation, Learning, Curriculum, Methods / Strategy, Media, Evaluation.*

## I. BACKGROUND

Implementation of quality education is still the hope of all parties, both the government and society as stakeholders. Because, with a quality education will reflect the independence of a nation, especially in terms of mastery of science and technology. Therefore, the implementation of quality education has been mandated in USPN No. 20 of 2003.The quality of education at this time of some of the results showed the level that has not been encouraging. If the quality of national education is low, then it is certain also that the quality of religious education, too.

Research UNDP 1999 put Indonesia at the level of 109, had been preceded by the Vietnamese who were in position 108, while China at level 99, Sri Lanka 84, the Philippines 77, Thailand 76, Malaysia 61, and Singapore 24 (Aagustiarsya Nur, 2000: 1 ). Canada is in the top position in the world, and Japan in Asia (Nur, 2000). Even in 1998 and 2004 the quality of Indonesian human development index rank 108 and 111 of the 174 countries of national education is the inability of graduates to compete well in the arena of education regionally let alone internationally. This result is caused by the failure of education in preparing graduates with competitiveness (competitiveness) and different power (comparativeness).

Based on empirical facts and academic crucial emerging ideas include how to improve the quality of education that has the ability to compete both on the local, national and international service quality management education. The low quality of national education today has become a crucial issue which never deserted discussed by experts, practitioners and the public at large. The frequency and the idea emerged and came and went well from the individual, organization or government. Various efforts have been and are being made to improve the quality of education through curriculum improvement is up to date, the procurement for learning as well as to increase the budget for education, improving the quality of teachers and so forth but to date have not demonstrated the achievement of educational quality significantly.

All the efforts made to improve the quality of education better. Improving the quality of education quality becomes an absolute necessity and carried out. Quality education will produce graduates who have high competitiveness. One of the components that determine the creation of highly competitive graduates are teachers. Improving the quality of human resources teachers become very urgent needs done continuously. In the hands of the teachers is the hope and aspirations of students, and on the shoulders of the teachers also hung the expectations of the parents. It is not an exaggeration to say that the most decisive HR reciprocation of a school is a teacher.

Teachers are not the only component of the three main components that are directly related to the learning process. Two components are also very important is the curriculum and learning strategies. However, to achieve the desired learning, components of the teacher should be more meaningful and also occupies a

central position because teachers must be able to translate and outlines the values that are designed through a curriculum and then transform those values to students through the learning process (Lisa ' diyah Mf, 2008: 64). In learning activities teachers is very important position and strategy. Because the teacher in charge of transforming the curriculum to students. If Traffic excellent teachers in implementing the learning of students become successful then it is likely to be greater. Vice versa, if the teacher lacks of ability in learning, then most likely the learning outcomes achieved by students to decrease.

In fact, the fact of teachers in implementing the learning more who lack the skills to implement learning. There are still many teachers who taught her how to release only limited tasks and responsibilities. Fattah (2005), almost half of the 2.6 million teachers is not worth teaching for qualifications and competence are not appropriate. In order to improve the quality of learning services is largely determined by the ability of teachers. How great curriculum, sophisticated instructional media used, the amount of budget spent, if the components are not addressed or not teachers have the ability to manage learning, we can assure the quality of learning will not be successful. Teachers who have the ability to be constantly learning innovation to assist students in developing the potential of a good attitude, knowledge, skills and creativity.

Innovation in learning should not be stopped, let it appears complacency in the minds of teachers for the results that have been achieved. Changes need to be constantly rolled out by each teacher in each of the learning process for all potential students can be tapped to the optimum and maximum, so that the abilities he has, he will have the ability to practice the values contained in religion.

One form of innovation that must change our ways and habits are taught in the classroom. How and teaching habits is accused of being the main cause of the low quality of education and learning. Teaching is not just based activities on the transfer of knowledge from teacher to student. And teaching is not the act of the whole teaching and learning activities are dominated by teachers as the holder of the master control in the classroom. Ways and customs of this should be changed as soon as possible and may be eliminated altogether.

Based on observations of the study sites found uniqueness. Therefore, uniqueness becomes an interesting thing to be studied further in the form of research. School as one of the Islamic educational institutions in the city of Medan have the duty and responsibility of the same how to improve the quality of education and learning on the one hand, and institutional quality on the other. In an effort reach these objectives, the principal has made several efforts, including involving the teachers in training activities, seminars, and workshops learning. Even some of them have been certified, which means they have received both theoretical and practical knowledge about the use of active learning strategies and methods. The question posed in this study is related to how teachers implement curriculum innovations, methods, media and evaluation.

## II. THEORETICAL STUDY

### 1. Basic Concepts of Innovation and Learning

There are three terms used in education for the states of repair, namely: innovation, change and renewal. It said improvements since innovation is considered as a replacement of the conventional ways in a new way. In the innovation introduced new things with the intention of fixing any existing / familiar for the sake of the emergence of new practices either in methods or ways of working to achieve the goal (Cece Wijaya, 1999: 9). Barnett (in Syafaruddin, 2012: 23): An innovation is here defined as any thought, behavior or thing that is new because is qualitatively different from the existing forces. Maughena (in Syafaruddin, 2012: 24), to distinguish the difference between changes, innovation, and reform, namely:

1. The change is having a very broad sense and does not always have to mean an increase. This term has the connotation of both the progress and the setbacks.
2. Innovation interpreted as relating to education improvement and educational techniques that are partially or relative pragmentary. So in general it is limited to the expansion and improvement of existing educational techniques and not an absolute must fundamentally contrary to the existing practice.
3. Renewal, the term is also associated with an increase in general can cover several aspects of innovation but sustainable.

Meaning of educational innovations that formulated the experts could be offered include: Donald P. Ely, 1982; Duncan, (1977: 12; Zaltman, Duncan & Holbek, 1973: 7); Huberman (1977: 5); Matthew B. Miles (1964: 14; M. Rogers, 1983: 11), (summarized from Udin Sjaefuddin, 2015: 3-5):

1. *An innovation is an idea for accomplishing some recognition social and in a new way or for a means of accomplishing some soacial* (Donald P. Ely, 1982).
2. *An innovation is any idea, practice, or mate artifact perceived to be new by relevant unit of adopt. The innovation is the change object. A change is the altera in the structure of a system that requires or could be required relearning on the part of the actor (s) in respons to a situation. The requirements of the situation often involve a res to a new requirement is an inventive process producing an innovation. However , all innovation, since not everything an individual or formal group adopt is perceived as new* (Zaltman dan Duncan, 1977:2).

3. *The term innovation is ussually employed in three different contexts. In one context it is synonymeus with invention; that is, it refers to creative process whereby two or more existing concept or entites are combined in some novel way to produce a configuration not previously known by the person involved. A person or organization performing this type of activity is ussually said to be innovative. Most of the literature an creativity treats the term innovation in this fashion* (Zaltman, Duncan dan Holbek, 1973:7)
4. *Innovation is..........the creative selection, organization and utilization of human and material resources in new and unique ways which will result in the attainments of a higher level of achievment for the defined goals and objective* (*Huberman*, 1973:5).
5. *Innovation is a is a species of the genus change. Generally speaking it seems useful to be define an innovation as a delebrate, novel, specific change, which is thought to be more efficaious in accomplishing the goal of system. From the point of view of this book (innovation in education), it seem helfull to consider innovation as being willed and planned for rather than as accuring haphazardly* (Mattew B. Miles, 1964:14).
6. *An innovation an idea, practice or object that is perceived as new bt an individual or other unit of adoption. It matter little, so for as human behavior in concern, weather or not an idea is "objectivley" new as measure by the lapse of time since is first use or discovery. The perceived newness of the idea for the individual determines his or her reaction to it. If the idea seem new to the individual, it is an innovation* (M. Rogers, 1983:11).

## 2. Curriculum Itself

The term curriculum (curriculum), which was originally used in the world of sport, is derived from the word runners and a race. At that time the curriculum is defined as the distance that must be taken by a runner from start to finish to earn medals / awards. Then, this definition is applied in the world of education into a number of subjects (subject) that must be taken by a student from the beginning to the end of the lesson program to earn rewards in the form of diplomas (MONE, 2008: 4).

In the curriculum contained two main points: (1) the subjects that must be taken by students, and (2) the main objective is to obtain a diploma. Implications for teaching practices that each student must master all subjects were given and put teachers in a position that is very important and decisive. Student success is determined by how far the subjects and usually symbolized by the score.

The curriculum is not limited to a number of subjects, but includes all of the learning experience (learning experiences) experienced by students and affect their personal development. Hilda Taba (in Ansyar, 1989: 24), the curriculum as all the activities provided to students under the responsibility of schools (all of the activities that are provided for the students by the school). The curriculum is not limited to the activities in the classroom, but also covers the activities undertaken by students outside the classroom. Saylor, Alexander, & Lewis (Ansyar, 1989: 24) that considers curriculum as any attempt to influence the school so that students learn both in the classroom, on the playground, or outside the school.

Basically curriculum that serves as a guide or reference. For teachers, the curriculum should serve as guidance in implementing the learning process. For principals and supervisors, curriculum that serves as a guideline in carrying out the supervision or control. For parents, the curriculum should serve as guidance in guiding their children learn at home. For the community, the curriculum serves as a guide to provide assistance for the implementation of the educational process at school.

There are four models of curriculum concept is a model curriculum of academic subjects, personal curriculum model, curriculum model reconstruction of social and technological curriculum model. The curriculum of academic subjects oriented to the formation of the human intellect. The subject matter in the form of science, the value system is considered good and should be submitted for generations. The education process is an attempt to transfer knowledge of the past is considered good. Educational success seen from the extent of the students master the teaching material learned.

Personal curriculum model that is oriented curriculum development of student potential to the fullest. In this curriculum there is no standard material, because the material tailored to the needs and interests of children. The learning process more efforts guiding children to channel the interest and attention. The evaluation was done to see the extent to which students feel happy in living activity.

The curriculum of social reconstruction, is a model-oriented curriculum at the school concerned to solve the existing problems in the community. The educational content in the form of the existing problems in the community, for further discussed and solved using existing scientific repertoire that is deemed relevant for solving the problem. Methods of learning more on discussion and assessment efforts made to determine the extent of involvement of students in the troubleshooting process and the extent to which problems were able to be solved in the learning process.

Last technological curriculum model, which is a curriculum based on the use of scientific methods for curriculum development and curriculum content is the science and technology that must be mastered for life.

Educational content emphasizes the mastery of science and technology, education process and transfer of science and technology, while evaluation is done to see the extent to which science and technology may be mastered by students. There are two types of technology used in this type of curriculum is a technology software and hardware technology.

Which concept model curriculum that become the foundation of SBC. SBC, basically a refinement of curriculum models tested by the Education Ministry CBC nationally. CBC itself is a competency-based curriculum. Competency-based curriculum is one type of technological concept model curriculum. Thus the SBC uses the technological concept model curriculum

## Component of Curriculum

Ralph W. Tyler (1975) in a very famous little book and its concepts are still used today, presents a four-step development (Four-Step Model) in the form of the fundamental questions that must be answered in developing a curriculum, namely:
a. What educational purposes should the school seek to attain?
b. What educational experiences can be provided that are Likely to attain Reviews these purposes?
c. How can Effectively Reviews These educational experiences be organized?
d. How can we determine Whether Reviews These purposes are being attained?

## Instructional Media

Media comes from the Latin and it is the plural form of medium that can literally be interpreted as an intermediary or introduction. Heinich, Molenda, and Russel (1990: 24) "is a channel of communication. Derived from the Latin word for "between", the term Refers "to anything that carries information between a source and a receiver.

## 1. Position the Media in Learning

Position the media in learning is very important even in parallel with the learning method, since the method used in the learning process will usually require any media that can be integrated and adapted to the conditions encountered.

If returning to the paradigm of learning as a transactional process in imparting knowledge, skills and psychomotor, then the position of the media if illustrated and aligned with the communication process that occurs. The occurrence of meaningful learning experiences to the role of the media, especially on the position and function. In general the media have utility:
a. Clarify the message that is not too verbal.
b. Overcoming the limitations of space, time, energy, and power of the senses.
c. Excite learning, more direct interaction between students with learning resources.
d. Allows children to learn independently according to their talents and abilities of visual, auditory and kinesthetic.
e. Giving the same stimuli, likening the experience and rise to the perception of the same.

## 2. Media Selection Criteria

Media selected with the following criteria:
a. Accuracy with the purpose of teaching, it means teaching media selected on the basis of learning objectives that have been set.
b. Support for the content of teaching materials, teaching materials means that are facts, principles, concepts and generalizations really need the help of media to make it easier to understand the students.
c. Ease of obtaining media, meaning that the required media readily available, at least not easily made by teachers on teaching time.
d. Skills teachers use it, meaning that any sophisticated media if it does not know how to use it then the media does not have any meaning.
e. Available time to use it, so that the media can be beneficial to Students during teaching takes place.
f. Selecting instructional media must be in accordance with the level of thinking of students, so that the meaning contained in it can be understood by the students.

## 1. Learning Strategy

MacDonald (1968: 12), the art of carying out a plan skillfully. Strategy is the art to carry out something as good or skilled. That is, a learning strategy is used as an art to bring students into the learning environment and are in a favorable position. Seels and Richey (1994: 31), instructional strategies are specifications for selecting and sequencing events and activities within a lesson. David, 1976 in Sanjaya define the strategy: "a plan, method, or series of activities designed to achieve a particular educational goals". Based on the formula

above, the strategy is defined as an action plan, method, or series of activities designed to achieve specific educational objectives.

If interpreted broadly, the strategy may include: 1) the method, 2) approach, 3) the selection of sources (including the medium used in the study), 4) grouping audience or students, and 5) measurement of its success. In general, the strategy implies a great lines bow to act in order to achieve specific targets. Anchored by the teaching and learning activities, the strategy can be defined as common patterns of teacher-student activities in realizing the learning activities so as to achieve the goals set earlier.

**2. Evaluation**

Evaluation of learning is the amount of information or data on the service, value or enjoyment of learning activities. Some information or data obtained through evaluation of learning is then enabled and is aimed at the development of learning. Evaluation of the learning function and is aimed at the development of learning. Objective evaluation of learning include: The purpose of teaching, the dynamic element of learning, teaching and curriculum implementation. Learning evaluation procedure consists of five phases, namely the drafting of the (design), preparation of instruments, data collection, data analysis and preparation of the evaluation. We can study the development of evaluation procedures through the following discussion.

## III.    RESEARCH METHODOLOGY

This study used descriptive qualitative approach that reveals how the actual implementation of learning innovation. This research was conducted using qualitative or descriptive. Bogdan & Taylor (Moleong, 1989: 42), the methodology of qualitative research is a research procedure that produces descriptive data in the form of written words spoken from the people and observed behavior. Spradley (1980: 21), qualitative research is more appropriately used in the study of behavior in social situations. The whole event in integreted SMA  Al Azhar Medan is a natural background that is placed as a data source. Researchers act as a key instrument, repeatedly observing and recording data accurately, systematically and analyzed inductively. Each informant good behavior principals, teachers, staff and other personnel (constituent) described thus discovered the meaning of a discovery.

**1. Steps Research**

Spradley (1980), Bogdan and Biklen (1982), Williams (1989) and Miles & Huberman (1982), the measures used in this study begins with the following steps:
1)   determining the social situation,
2)   make observations in the field,
3)   specify the data collection techniques,
4)   determining the data analysis techniques,
5)   formulating findings, and
6)   report the results of the research.

Bogdan & Biklen (1982: 27), "the researcher with the researcher's insight being the key instrument for analysis". All data is collected and interpreted, but in the event of researchers supported secondary instruments, namely: photographs, records and documents relating to the research focus. Analysis of data using reduction, presentation and conclusion. As for the validity of the data using:
(1)   credibility,
(2)   can be transferred,
(3)   to hold the truth, and
(4)   can be confirmed (Lincoln & Guba (1985: 307).

## IV.    RESEARCH FINDINGS

**1. Implementation of Curriculum Innovation**

The curriculum used to use two at the same curriculum, namely: SBC (KTSP) 2006 and 2013. The 2006 curriculum has a characteristic or characteristics of schools that give great authority to arrange course by taking into account the objective conditions of each school.

The use of fully adopting a scientific curriculum or curriculum issued by the Ministry of Education as a whole. The school also uses MORA curriculum to prepare students to become a Muslim intelligent, faithful and cautious. Based on the interviews have been conducted, it can be concluded that the curriculum of MORA and curriculum in 2013 became the principal reference that must be learned in the learning process in accordance with the levels that follow. In order for the curriculum can be implemented either as a subject of study and students can understand the skills specified, LPIA to disseminate to all teachers. The aim is to transfer all of the material contained in the curriculum, both derived from the curriculum of the Ministry of National Education and Religious Affairs

Based on the fact that the author found in the field that are more specialized all the teachers who teach in these institutions already know many of the curriculum applied today, for example, CBC, SBC and Curriculum 2013. So we realize it or not they have actually apply them in the process of learning and teaching. To that end, the following will be described on matters related to the learning process of PAI.

**2. Implementation of Innovation Strategy**

The learning model is still done in the classical style. At the beginning of the learning process, teachers play to describe and present material that will be delivered to students. In this model occur at the beginning of the learning process. The activities students are hearing what the teacher such a direction of what to do students in learning activities. Based on field interviews can be concluded that the method of learning for subjects PAI has involved the participation of students to act through problem-based assignment method and engage with the real circumstances are found directly by the students. Learning thus bringing to the actual facts so much easier for students to understand the subject matter submitted by teachers in the classroom. Before doing the activity / learning process teachers envisioned. All forms of teaching and teacher preparation is packed in a single package called the learning device. In the learning device comprising: determination / learning method, media, syllabus, and lesson plans.

**3. Implementation of Learning Media Innovation in PAI**

PAI associated with the learning process has been used several media both designed by PAI teacher himself or media including expensive category, such as laptops and in focus. Based on interviews, it is understood that the learning process of teachers PAI implemented by using media as a tool for delivering course material. Media used in the learning process has been designed in the form of power point / slide. Next, the slides that contain subject matter that is projected through in focus can be seen by the students together in front of the class.

**4. Implementation of Innovation Learning Evaluation in PAI**

PAI learning in private school Al Azhar Medan carry out the evaluation. Teacher evaluation form used is no different to that used by other teachers. Form of the assessment is in the form of individual bills (standalone) and groups. While the form of the instruments used can be sheets observation, oral test, written test, and practice tests. Based on the interview can be interpreted that the evaluation has been greatly varies depending on the learning objectives will be achieved. The evaluation form can basically be grouped into three, namely: learning objectives of cognitive, affective, and psychomotor.

## V. DISCUSSION OF FINDING

**1. First Findings**

Based on the analysis of data obtained information that the type of curriculum used is composed of three types of curricula: (1) curriculum SBC 2006, (2) science-based curriculum in 2013, and (3) the curriculum developed through LPIA. The implementation of the curriculum is not taken for granted, but already gone through the process and in-depth analysis by taking into account all forms of advantages and disadvantages that will be generated later. Reality and the dynamic changes in society contributed into consideration in the drafting process. Because the curriculum is a component of the education system most susceptible to change. The structure of the private high school curriculum Al Azhar Medan Plus contains a group of subjects as follows:
a. Groups of religious subjects and noble character;
b. A group of subjects of citizenship and personality;
c. The group of subjects in science and technology;
d. A group of subjects aesthetics;
e. Groups of physical subjects, sports and health.

Dawn stated that the PAI as a vehicle to develop the ability, character and character of students being personally responsible. In this context PAI has a very important role. Given the many problems regarding implementation of the PAI study to date, the new direction PAI need to be developed and put in the form of national standards, standard materials and learning models that are effective in achieving its goals.

Indeed this world continues to experience growth and these changes along with the problems faced also increasingly complex. Therefore, Islam contains two kinds of things are first referred to things that are basic and fundamental that will not change and the variable which changes in accordance with the demands and needs of the times. Things that the things based on arguments that clear are based on the arguments that abstract. This is what makes Islam be flexible suitable for every time and place. Getting to know the times here means familiarize needs and circumstances of the times that education should be aimed at preparing learners in accordance with the conditions and needs of the times. As an example case, this era is the era of rapid

development of technology weapons that are so much different from the previous eras especially in the time of the Prophet. Obviously irrelevant if learners are trained for riding or archery, but what is needed is to educate generations of Muslims for control of war weapons technology to defend religion and state. Therefore Umar also said: "teach your children according to their needs because they will live in their own time and not in the time they were created for you because of their age and we created for our era".

**2. Second Finding**

Based on the results of data analysis on the implementation of the innovation strategy PAI learning known that teachers who teach subjects PAI has made efforts related to the implementation of learning strategies. Efforts that teachers do is provide opportunities / adequate time for students to perform learning activities optimally. The learning model used by teachers for this is to apply the active learning (active learning). One of the learning strategies that enable students to perform activities of learning is to apply constructivism. Constructivism is a learning approach that emphasizes that individuals are actively building (to construct) understanding and knowledge itself. The process of developing knowledge that is based on experiences that are owned and experienced by the students themselves. The learning process and the interaction that occurs only to strengthen on the knowledge and the understanding that had been developed to that used in life (Fosnot eds, 2005: 3).

**3. Third Finding**

Based on the results of data analysis can be stated that the implementation of instructional media innovation PAI has been using media that can be said varied. In each classroom have been installed one unit in focus, so in the learning process of teachers PAI show only the material in the form of slides. Each slide is explained carefully, and students are asked to provide a response in the form of feedback. Presentation material by way of slide shows using the in focus this gives students the opportunity to do a lot more learning activities. Under these conditions, the role of the teacher is not too big for teaching, but students dominate the learning activities.

**4. Fourth Finding**

Based on the analysis of data on the implementation of innovation PAI learning evaluation can be stated that the teachers PAI using some type of evaluation to determine the level of mastery of students after completing the learning process. Based on the analysis of curriculum documents LPIA found some kind of evaluation used by teachers PAI, among other things: a written test, and the test works. While the assessment instrument consists of a description, assignment. Based on these facts it can be concluded that teachers in private school PAI Al Azhar Medan has been widely known and implemented. The good understanding of teachers in various learning evaluation, it becomes very important and very helpful giving correct information about the learning progress of students after participating in the learning process. Regulation of the Minister of Education and Culture No. 53 of 2015 on the Assessment of Learning Outcomes by Educators and Education Unit in Primary and Secondary Education in Article 1 (1) and (2):

a. Assessment of Learning Outcomes by educators is the process of collecting information/data on the achievement of learning learners in attitude aspect, the aspect of knowledge and skill aspect is done in a planned and systematic monitoring process, learning progress, and improvement of learning outcomes through the assignment and evaluation of results learn.

b. Assessment of Learning Outcomes by Unit Education is a process of gathering information/data on the learning achievements of learners in aspects of knowledge and skills aspect is done in a planned and systematic in the form of the final assessment and exam schools / Madrasah.

Based on government regulation, theoretically described matters relating to the evaluation of learning PAI and most evaluations are carried out in private school Al Azhar Medan: Type, Standard Rate and Method of scoring.

**1. Forms of Evaluation**

Judging from the function assessment is divided into five types: formative, summative assessments, diagnostic assessments, selective assessment and placement assessment.

a. Formative assessment. Formative assessment is carried out assessments of teachers during the learning process to see the level of success of the learning process itself. Thus, the formative assessment process-oriented teaching and learning to improve teaching programs and implementation strategies.

b. Summative assessment. Summative assessment is the assessment carried out by the end of the program unit, namely the end of quarterly, semester, and year-end. The goal is to see the results achieved by the students, which is how far the student competence and the competence of the subjects mastered by the students. This assessment is oriented to the product, not the process.

c.  Diagnostic assessment. The diagnostic assessment is an assessment that aims to see the weaknesses of students as well as a contributing factor. This assessment is carried out for the purposes of tutoring, remedial teaching (remedial teaching), see cases, and others. Problems because structured such that match the type of learning difficulties faced by the students.

d.  Selective assessment. Selective Assessment is an assessment that aims for selection purposes, such as tests or the entrance examination to a particular school.

e.  Placement Rate. Placement assessment is an assessment intended to identify skills necessary prerequisite for a course of study and mastery learning as programmed before starting revision for the program. In other words, the assessment is oriented to the readiness of students for the new program and program compatibility with the student's ability to learn.

**2.  Assessment Standards  of PAI**

In addition to the types of assessment should also be explained on the way assessment standards used in determining the degree of success of the assessment results so that can know the position of the student, if he has mastered the learning objectives or not. Assessment standards of learning outcomes are generally differentiated into two standards, namely the assessment standard reference norm (PAN) and the reference benchmark assessment (PAP).

**3. Implementation Evaluation of Learning Innovation PAI.**

Learning outcomes are the abilities of the students after receiving their learning experience. Kingsley Horward divide three kinds of learning outcomes, namely: (a) the skills and habits, (b) knowledge and understanding, (c) the attitudes and ideals. Each of these types of learning outcomes can be filled with material that has been set in the curriculum. While Gagne split five categories studied, namely: (a) verbal information, (b) intellectual skills, (c) cognitive strategy, (d) attitudes, and (e) motor skill. In the formulation of the national education system using the results learned many classifications of learning outcomes of Benjamin Bloom is broadly divided it into three domains, namely cognitive, affective, and psychomotor domains. Cognitive domain with respect to the results of intellectual learning that consists of six aspects, knowledge or memory, comprehension, application, analysis, synthesis, and evaluation. The first aspect, the second and the third includes a low cognitive level, while the fourth aspect, the fifth and sixth, including high-level cognitive. Affective domain regarding the attitude of five aspects, namely acceptance, reply or reaction, assessment, organization, and internalization. Psychomotor domain of the outcomes of learning skills and ability to act. There are six aspects of the realm of psychomotor, namely: (a) reflex, (b) skills basic movements, (c) the perceptual ability, (d) the harmony or regulations, (e) the movement of complex skills, and (f) expressive movement and interpretive. The third sphere became the object of assessment of learning outcomes. Among the third realm, the cognitive is the most widely assessed by teachers at school as it relates to the ability of the students in mastering the teaching materials.

## VI.    CONCLUSIONS AND RECOMMENDATIONS

**1.  Conclusions**

a.  In addition to using the curriculum in 2013 with a science-based approach, SMA Al Azhar Medan also uses SBC 2006, which has three approaches, namely: exploration, elaboration and confirmation.

b.  Learning model developed still goal oriented. That is a lesson only directed how the students to increase academic achievement. But this time has been shifted to the process and the achievement of competencies that exist in every field of study, including for the field of study PAI although it has not done as a whole.

c.   Learning methods. Applied learning method in teaching teachers have experienced innovation / modernization to support the smooth learning. Thus, the method used by most teachers are similar to those used by institutions other general education. For example, a teacher of Islamic learning in the classroom by engaging students to do conduct an investigation with the real circumstances are found directly by students in the area faced.

d.   Media. In general, the media learned quite well, but to better support learning and achievement in line with the principles embodied in the curriculum applied, this fact needs to be improved to better direction again.

e.   Evaluation. In the evaluation process, teachers implement the types of evaluation, including the following: Questions orally in class, quizzes, daily tests, individual assignments, group assignments, repeat the semester, restating class rise, reports practical work or practical reports, the response or exam, and a final exam.

**2.  Suggestions**

a.  Chairman of the foundation in order to create some policies relating to:

1)  the recruitment of  teacher should be adapted to the competence and expertise and required by the agency. In this case the foundation can do so by working with universities, both public and private that the North Sumatra.

2) Provide a variety of information and curriculum related to the latest curriculum. This can be done by working with MONE Regency / City, MORA, and other institutions that allow.

3) Conduct of programs and activities to improve the knowledge, prooffesionality, as well as the ability of teachers to implement learning that can be reached by way of, among others: a) Providing opportunities for teachers to continue their education at a higher level, b) Bringing teachers to participate training on curriculum implementation, and present a competent expert in the particular field in the school curriculum.

4) Improvement of facilities and learning resources that allow it to be used in the learning process through collaboration with government and private sectors and stakeholders in North Sumatra.

b. Schools and teachers in order to further increase the intensity and quality of competence-based learning. Thus, the improvement of the quality and professionalism of teachers is a requirement that is essential. For that teachers should be educated minimal S2 within the next 5 years, to involve teachers in the seminar, discussions, research, workshops, and others.

c. Students are supposed to participate in learning that allows to get all potential and capabilities it possesses, so that they can apply in their daily lives to both individual and communal. The students must be actively involved and participative in each learning interaction both inside and outside the classroom.

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