

NATURAL MEDIA IN ISLAMIC RELIGIOUS EDUCATION IN PURWAKARTA NATURAL SCHOOLS, WEST JAVA, INDONESIA

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Abstract

Background of the problem Natural media is very important in Islamic Religious Education (PAI) lessons, the cost is not expensive and easy to get because they are around humans. The purpose of this study was to determine natural media in Islamic education at Elementary school Alam Purwakarta, West Java. The methodology used is qualitative (narratively) data obtained through observation, interviews and documentation. The results of the study show that students attract more students' attention so that they can foster learning motivation Learning materials will have a clearer meaning so that they can be better understood by students and make it possible master and achieve learning objectives, so students are not bored students can do more learning activities because they not only listen to the educator's description, but also other activities such as observing, doing, demonstrating, Islamic education Lessons Faith, Worship, Al-Qur'an, Morals, Muamalah, Syari'ah, and Date/history, and builds IQ, EQ and Spiritual Intelligence for students. Elementary school Alam Purwakarta West Java instills the values of IKROM (Sincere, Kindness, Open Minded) and is strengthened by 4 Pillars which are morals, leadership, knowledge and entrepreneurship, and uses the SASS (Student Scout Natural School) program.

Keywords: *Natural media, Islamic educatio , Elementary school Alam Purwakarta,
West Java*

A. Introduction

Natural Media is one of the problems in the field. Elementary school students will feel bored and bored if learning does not use media. Natural Media can be used as a tool that can make it easier for students to understand a concept or understand subject matter. Natural media plays an important role so that students do not feel bored and bored in learning. The high price of media is one of the problems encountered in the field (Ridha et al., 2021). Nature as a learning medium for Islamic Religious Education at Alam Purwakarta Elementary School makes more use of nature as a medium for students to learn directly. Basic natural media used such as plants, animals, objects around children. The purpose of using natural media is so that students love and are trained to care for and preserve nature, students learn not to be abstract because there are no examples of objects. The advantages of natural schools compared to ordinary schools, natural schools make children Don't just stick to theory. But they can directly experience the knowledge they learn in nature. Because it is recognized that currently ordinary schools use more conventional teaching and learning systems where the teacher explains, students only get knowledge by relying on guidebooks, and students are rarely given the opportunity to directly experience or see first hand the forms of knowledge they are learning. In natural schools, usually the rules that are enforced are not as strict as in ordinary schools where students have to sit listening to their teacher or get punished if they don't do their homework.

The West rarely or even does not implement a system of giving (homework), in fact in conventional education (ordinary schools) giving homework as long as the proportions and goals are right can train children to be responsible for the tasks they have. In elementary schools, teaching about responsibility and self-discipline is taught, for example, in the form of queuing when washing hands, working with peers in doing assignments. Maybe the methods and activities are different. He Alam Elementary School teaches students to learn not only based on or relying on text books, but also active learning. Active learning with pleasant situations, conditions, communication between students and teachers is certainly expected to provide great learning motivation for students and develop an interest in what is being learned. Fun learning situations, warm communication support between teachers and students make it easier for children to adapt and understand themselves. Based on the phenomenon above, the authors became interested and wanted to research in more depth about how learning activities in the Alam

Purwakarta Elementary School, West Java, Indonesia, especially learning Islamic Religious Education in s

B. Method

This research approach uses qualitative research methods with a field descriptive approach (Margono, 2006). The qualitative research method is a research method based on postpositivism, (Sugiyono, 2016) is used to research on natural object conditions, where the researcher is a seeker / collector of data. (C, 2002) qualitative method (qualitative method) is a method in which data is interpreted through meaning analysis. According to Lindlof & Taylor it is more appropriate for researchers who have a positivistic or empirical view, and qualitative methods are more appropriate for interpretive and critical researchers. Place This research was conducted at the Alam Elementary School, Purwakarta, West Java. Research time 1 November 2022-30 November 2022. Respondents are grade 6 students. Types and Data Sources (Leni, 2015) The source of data in research is the subject from which the data is obtained. When using internal interviews schools. collect the data, the data source data are called respondents. Data collection techniques use interviews, observation and documentation. (Suharsimi, 2012) is a tool used to measure observed natural and social phenomena. Data Analysis Techniques (Arikunto Suharsimi, 2012) uses Analysis Before in the Field and Analysis While in the Field. While in the field the researcher performs Data Reduction, Data Display, Conclusion Drawing/Verification, Validity Testing (Turner, 2008). Data is done by 1) Extension, Observation 2) Increased Perseverance, 3) Triangulation 4). Peer Checking 5) Negative Case Analysis.

Discussion

The word natural media comes from the Latin *medius* which literally means 'middle', 'intermediary' or 'introduction'. In Arabic, natural media is an intermediary or message delivery from the sender to the recipient of the message. (Rusman et al., 2013) Natural media is a message delivery from the sender to the recipient of the message, thus the media is a vehicle for channeling learning information or channeling messages. (Arief & Al, 2012) Based on the National Education Association (NEA) has a different meaning. Natural media are forms of communication, both printed and audiovisual, and their equipment. Natural media should be manipulated, can be seen, heard, and read (Arsyad Azhar, 2013).

Meanwhile, according to (Hamzah & Lamatenggo, 2011) Lamatenggo Association of Education and Communication Technology (AECT), natural media are all forms and channels used to convey messages or information. Based on the

opinion above, it can be concluded that natural media is a tool used to support learning so that learning can run well. Natural media can also be interpreted as a link between the giver and recipient of information. The use of natural media as a liaison between educators and students is what is called learning. In other words, that active learning requires the support of natural media to deliver the material they will learn.

Natural media are all forms of communication tools that can be used to convey information from sources to students in a planned manner so as to create a conducive learning environment where recipients can carry out the learning process efficiently and effectively (Hamzah & Lamatenggo, 2011). (Rusman et al., 2013) natural media is an object/substance that carries messages used for learning purposes, natural media is a physical means to convey subject matter. Natural media is used as a learning tool in schools aiming to improve the quality of education. (Masykur & Syazali, 2017) natural media is a means that can be used as an intermediary that is useful for increasing effectiveness and efficiency in achieving goals. (Azhar, 2013) natural media is anything that can be used to convey message or information in the teaching and learning process so that it can stimulate the attention and interest of students in learning. (Rusman et al., 2013) The function of natural media is very important in Islamic religious education in the learning process of Islamic religious education, natural media has a contribution in improving the quality and quality of learning. The presence of natural media not only helps educators in conveying their teaching material, but also provides added value to learning activities. (Arsyad Azhar, 2013) suggests that the use of learning media in the learning process can generate new desires and interests, generate motivation and stimulate learning activities, and even bring psychological influences on students.

Sudjana and Rivai (Arsyad Azhar, 2013) suggest the benefits of natural media in the student learning process, namely: a. Learning will attract more students' attention so that it can foster learning motivation b. Learning materials will have a clearer meaning so that they can be better understood by students and enable them to master and achieve learning objectives c. Teaching methods will be more varied, not solely verbal communication through the narration of words by the educator, so that students do not get bored and students do not run out of steam, especially if the educator teaches every class hour. d. Students can do more learning activities because they not only listen to the teacher's description, but also other activities such as observing, doing, demonstrating, playing, etc. The term education in the Islamic context generally refers to *thermal-tarbiyah*, *al-ta'dib*, and *al-ta'lim*. Of the three

terms, the term that is popularly used in the practice of Islamic religious education is the term al-tarbiyah. While the term al-ta'dib and al-ta'lim are rarely used. The use of the term al-tarbiyah comes from the word rabb. Although this word has many meanings, the basic meaning shows the meaning of growing, developing, nurturing, caring for, managing and maintaining its sustainability or existence. The term al-ta'lim has been used since the early period of the implementation of Islamic education. This word is more universal than al-tarbiyah and al-ta'dib. The meaning of al-ta'lim is not only limited to outward knowledge, but includes theoretical knowledge, repeating orally, knowledge and skills needed in life, knowledge and skills needed in life, orders to carry out knowledge and guidelines for behavior Said al-ta'dib means recognition and recognition that is gradually instilled in humans (students) about the proper places of everything in the order of creation. So that the word al-ta'dib is the most appropriate theme in Arabic because it implies knowledge, wisdom, justice, wisdom, teaching and good guardians so that the meaning of al-tarbiyah and al-ta'lim are included in the theme of al-ta'dib. (Al-Rasyidin and Samsul Nizar, 2003) So that Islamic education is a system that allows a person (student) to direct his life in accordance with Islamic ideology.

Moving on from the several definitions of Islamic religious education, it can be concluded that: Islamic religious education means systematic and practical efforts of Islam through coaching, mentoring, and training to change the behavior of the individual as a whole, helping him to live according to Islamic teachings, and efforts to foster perfect Muslim human beings, through various kinds of training in various aspects originating from the holy book al-Qur'an and al-Hadîs. The subjects of Islamic Religious Education as a whole are covered within the scope of the Al-Qur'an and Al-Hadîs, faith, morals, fiqh/worship, and history, while also illustrating that the scope of Islamic Religious Education. (Muntholi'ah, 2002) the scope of PAI subject matter includes seven main elements, namely: a) Faith, b) Worship, c) Al-Qur'an, d) Morals, e) Muamalah, f) Shari'ah, and g) Date/history.

Elementary School Alam Purwakarta, West Java, Indonesia implementing the SASS (Student Count Natural School) Program. One of the SASS activities is Tracking + Smile (Study Islam more effectively), where this tracking activity is like Camping. Based on the results of observations, interviews and documentation have been carried out properly. Students consist of grades 1-to 6 Elementary School. Activities start at 7:00 a.m. Preparation. Students come to school at the gate and are greeted by the teacher. Students enter the classroom (saung) to store bags. After students shake hands with the teacher and their friends, students can play first in the school area. The class picket officer will sweep and help the teacher. prepare

classrooms (Saung) so that they are clean and conducive to learning. The bell rings for entry. Students are getting ready after ablution to perform the Duha prayer and read the holy verses of the Koran. After praying and reading the holy verses of the Koran and Hadith, students tidy up their mukenas (Women's and male students' sarongs or simply wear trousers uniforms). The teacher sits in the middle around the students. The teacher conveys Islamic religious values by giving Kultum (Material 7 minutes) advice or pearls of wisdom that role models can take by students. The lesson will start with the core material of elementary school subjects. The teacher conveys the title of the material to be discussed. Students take books in bags. Stationery notebooks. Pulen. eraser, ruler and sharpener. The teacher shows pictures (media) about the material to be discussed. After being informed of the core material. Students and teachers leave the hut (class) to study directly in the classroom yard. Today's theme is Plants. The teacher brings the plant. Says the name of the plant, shows the parts of the plant. roots, stem. leaf. flower. fruit. how to reproduce it. and take care of the plants. The benefits of plants and plant functions, the. Islamic values are that students are grateful to Allah for creating plants for humans and animals. The concept of learning Islamic religious education with plant media can directly create a feeling of gratitude to Allah, love for the natural environment. and get to know more about plants with direct practice and utilizing nature as a learning medium. It seems that students are enthusiastic, happy to learn. creative arising, students ask the teacher, they are assigned to make groups and are welcome to present about plants in turn, other students pay attention and ask friends. This can educate students because students learn and find out for themselves the knowledge that students want to gain. Students are directed to be able to conclude about the theme of plants.

Nature as a medium for growing students will love nature. Because nature is a resource that must be cared for, managed and grateful for because the country of Indonesia is a country that gemah ripah loh jinawi" students immediately practice getting to know and plant types of plants starting from seeds. stem until the graft will grow if planted. Planting activities are like if students eat papaya fruit. then after drying the papaya seeds will be planted by teachers and students at school. vegetables, fruits and livestock that are consumed are the products that are grown and cared for at the Alam Elementary School. Elementary School Nature can create or produce fun teaching and learning activities because students are free to run and play. Learning by using natural media can give a feeling of happiness and not be depressed. students can see the beauty of flowers. butterflies, dragonflies and hear the beautiful sound of birds. The cool and clean air can add to the excitement of

learning in students. It is not noisy with the passing of motorbikes and cars and even factories, making it a beautiful, cool, calm and comfortable learning atmosphere. This can motivate children to be happy and enjoy nature as a perceived unity of life.

Examples of students are afraid of worms. The teacher helps students explain about "Earthworms: The most sensitive animals have a keen sense of smell. Worms are useful for fertilizing the soil. worms live in the soil. The teacher stimulates the child's EQ to love worms. Because humans benefit from worms. At first the students were afraid of worms, but they became brave. Because the teacher slowly explains the benefits of worms for humans. And worms can be used as medicinal ingredients. Planting student morals can be accustomed through natural media. The morals of students who love the environment give rise to a feeling of gratitude to God who has created the universe for humans. Human behavior towards plants, animals, and humans are mutual respect and respect because every living thing on earth has its own advantages and disadvantages.

Planting Islamic religious education through teacher worship invites students to always be grateful, pray and read the Koran. because basically nature glorifies God. But man does not hear and knows. The value of faith through natural media can increase faith. Students believe in God. even though God is invisible but God has proven that God exists with natural creatures as HIS creation. The values of internalization of the values of Islamic cultural history are found in the stories of the prophets and the Messenger of Allah. Prophet Jonah was in the belly of a whale. Whales are animals. Prophet Sulayman could hear the words of the ants. Prophet Sulaiman was able to order the Hud bird to move Queen Balqis' chair in a short time. Hud is an animal. History of King Abraha (Elephant Army) Will destroy the Kaaba. Elephants are animals. Many stories of prophets and messengers involve Nature. The story of the Prophet Ismail when the baby stomped his feet after his mother Siti Hajar looked for water. Water: is nature. Real natural media can be used as an internalization of Islamic values in Islamic Religious Education lessons and nature as a learning medium Spiritual intelligence can be stimulated through nature. Nature gives many stories or stories. How is the story of the Prophet Muhammad in Hiro Cave, Spiders and Pigeons complete the story. The story of Prophet Noah. His wife and children drowned in the flood. Water is nature. Thus, in the lessons of Islamic Religious Education through natural media, its courage has been proven and can result in the development of IQ, EQ and spiritual intelligence for students.

Psychomotor aspects both fine and gross can be carried out using natural media. Students walk, running, tiptoeing, squatting, sitting. perform all motor activities can use natural media. Students move from one place to another. climbing,

walking on bridges, planting, picking, cutting, washing and all motor activities can be done with natural media. The application of Islamic Religious Education using natural media does not only cover academic aspects of education, but combines academic, Islamic and nature-based curricula with the aim that later children grow into human figures who have good life skills, are physically and spiritually healthy, financially healthy then both in social relations or interaction with the environment. The application of internalizing the value of wisdom to students through a combination of natural education, academic education and every lesson is incorporating Islamic pillars or values where the Alam Purwakarta Elementary School has basic Islamic values both at the Kindergarten level and up to the Senior High School level. At the Alam Purwakarta Elementary School, the IKROM (Ikhlas, Kindness, Open Minded) and strengthened by the 4 Pillars which are the foundation or roots of a typical school curriculum namely morals, leadership, knowledge and entrepreneurship, these four pillars are summarized into one and are applied in all learning in the Nature School. In the curriculum there is a character or learning called SASS (Student Scout Nature School). where is SASS (Natural School Student Count). In this activity there is an Islamic character value that teaches children about straight faith, good worship, strong morals, a healthy and strong body, has broad insight, with that children are expected to be able to control their passions, be good at managing time and do not get carried away with worldly affairs.

The application of honesty to students is carried out through morning talks or warm conversations with students related to honesty carried out in schools such as honesty in tidying up shoes, tidying up their own things, honesty when they make mistakes, when children make mistakes we never judge children directly. wrong but we teach children to be honest when they make a mistake, then the teacher or facilitator provides input or finds a solution and solves the problem. The application of the values of honesty can also be carried out when telling stories in the morning when want to study, or when SASS (Student Scout Nature School). one of those days when teacher mentoring activities can provide an understanding of honesty to students. The application of Islamic Religious Education in devotion to students is carried out with morning talking, because when students come to school, students bring "something" from home, namely a bad mood, or a condition that is not happy, so students are invited to tell stories or talk to students, from there the teacher can enter the values of piety to students. The value of piety can be applied when telling stories before starting learning.

The implementation of sanctity for students based on an agreement at the beginning of the learning year begins through an agreement on rules that must be

implemented such as keeping nails clean, then children perform ablution and Duha prayer before starting learning, the teacher monitors students so that their ablution and prayer are carried out properly. That way children are able to apply the value of holiness when worshipping and studying. Also explain to students about self-purity or one example of nail hygiene by explaining that if we want to pray but still carry dirt or even impurity on the nails, how will the prayer be accepted.

One example of applying morals to students is that when a student is sick, the children in the class perform *hajat* prayers and pray together so that sick students are given healing and health, then during lunch time if there are students who don't bring food, then the teacher gives an understanding of moral values by inviting other students to help and provide food that is brought. In addition to instilling moral attitudes related to praying and feeding, instilling moral values is also carried out by the teacher explaining manners when studying, how to have good manners, not talking when the teacher is explaining and reminding children through Do and Don't, namely children are reminded what to do and what students should not do in class, when there are students who violate it, they will be given a time out or students are required to leave the class and then given time to repent of what the student has done, the teacher must also be proactive to keep reminding firmly what is permissible and may not be done in the science assembly (class).

The way the teacher gives examples of applying religion to students is done during morning talks or when telling stories in the morning, or when SMILE during SASS (Student Scout Nature School) activities by giving values from stories of friends or pious people, students will be motivated or happy when the material the application of Islamic values is accompanied by fun activities with students. What habits are applied in instilling Islamic religious values. Habits in instilling Islamic values are carried out during morning talks, when they are picket in class, and during SASS day mentoring activities children are taught good habits.

The teacher conveys advice in a fun way to students. When delivering true advice children will feel bored or bored if they are reminded by being lectured on, so we teachers convey good advice by discussing with students or telling stories with students so that students feel they are not being lectured on, by discussing students will automatically issue all things that they feel from home to school, from there the teacher comes in to convey and provide good input so that students are able to complete or get an overview of solutions that can be done when they get problems.

Applying socializing. The application of socializing to students is done during freeplay or breaks, the teacher plays or participates in activities carried out by

students so that when there are things that turn out to be children playing in a bad direction, the teacher can give advice to students. Teaching and learning activities do not force students to do something. Elementary School Alam Purwakarta applies learning using natural methods, meaning that children study outside the classroom while playing so that children do not get bored while studying while still paying attention to the Do's and Don'ts that have been agreed upon from the beginning of learning or at the beginning of a new school year so that children children must take part in learning well, when it is felt that children cannot follow learning, children will be asked to tell about what they cannot participate in learning. The teacher instills worship, that is, from the beginning when they are from grade 1 to grade 6 they have been given an understanding, for example, in praying, regardless of their condition, even when in good health, hot or cold weather conditions, even in a state of lack of water, children are given an understanding that prayer is a things that cannot be abandoned though, then children are taught from the beginning or accustomed from grade 1 to grade VI to carry out a series of worship before starting learning such as Duha prayer together, reciting dhikr al-matsurat so that children are instilled the habit from childhood to always carry out obligation to worship.

Taking turns/queuing is taught since students enter from grade 1 to grade VI, students are taught when they want to get something they have to queue and be patient to get something, and from the start children are taught from the start to enter class by lining up in front of the class before entering class, then entering class according to the line and when they want to eat or take a break the children are taught to queue up for catering (eating), or when the children are going to the bathroom or toilet, they are taught to be patient in waiting for their turn when queuing in the bathroom, the hope is when the child -children are taught to queue or take turns, they have a sense of responsibility and they can learn about the meaning of patience when they queue.

Natural media for games used in Nature Elementary School. The game media that children use when playing while learning is media that is around the school environment, where children are taught to take advantage of items around the school environment so that they become game media that they can play, when there is something they feel If they are not able to make game media with materials around them, employees will make it into game media that students can use (Arsyad, 2004). Like swinging, crossing bridges, hanging, walking in rice fields, rivers and so on. The implementation of reading the Koran, carried out at the beginning of learning begins, after students have made the habit of Dhuha Prayer. There are special teachers who teach the Al-Qur'an every day at school, then

children are also given daily journals in which they fill in the achievements of reading the Al-Qur'an at home, so that children are always consistent and continue to interact with Al-Qur'an. Qur'an with the hope that children will get used to carrying out daily recitations both at school and at home.

Conclusion

Natural media is very important in Islamic Religious Education lessons. Media is a tool that comes from nature such as humans, plants, animals, water, air, fire, objects and so on. Natural media is a means of learning PAI that is easy to get because it is around nature. Natural media is useful for students to be motivated to learn. active and reactive, can try directly and students learn in real terms not abstract. Natural media can develop Islamic Religious Education materials such as Faith, Worship, Al-Qur'an, Morals, Muamalah, Shari'ah, and History/history, and develop IQ, EQ and Spiritual Intelligence for students. SD Alam Purwakarta West Java instills the values of IKROM (Sincerity, Kindness, Open Minded) and is strengthened by 4 Pillars which are the foundation or roots of the typical school curriculum namely morals, leadership, knowledge and entrepreneurship, these four pillars are summarized into one and applied in all learning in Nature School. In SAP there is a character or learning called SASS (Student Scout Nature School).

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