

## ISLAMIC RELIGIOUS EDUCATION LEARNING SYSTEM MULTIDICIPLINARY PERSPECTIVE

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### Abstract

Teachers are required to be able to design a good and even ideal learning system. A learning as a system will create the momentum of an ideal teaching and its process if all components of the system are well organized. The learning components consist of at least 1) teacher, 2) students, 3) facilities and infrastructure, and 4) evaluation. In this case, students who are no one other than members of the learning component are directed to be an active central point in driving other components or so-called student center. This means, an indication of ideal learning is when such learning can teach students and or make students aware that learning is the main basic need for them in addition to other needs such as food, clothing, and shelter. Thus this paper tries to analyze a learning system that can encourage students to learn consciously, independently and responsibly. Therefore, the appropriate research method used is descriptive qualitative with multidisciplinary analysis, namely by analyzing the texts of scientific papers such as journals, books -books, scientific articles and the like as well as in-depth analysis based on several disciplines including psychology, economics and information and communication technology sciences. This research produces a module-based learning system with a multidisciplinary study which is very useful in the practice of learning Islamic religious education.

**Keywords:** *Module System, PAI, Multidisciplinary Analysis*

### A. INTRODUCTION

Becoming a classic problem and always recurring until now are the conventional learning system in schools and Islamic-based schoolh, aka not dynamic and seems less exciting. (Dick, W. Carey, L & Carey, 2005) These can be seen from the first, that teachers are not open to learning. We still encounter many teachers in the field who have not yet continued their Master Degree (S2) according to their fields with various obstacles, both internal and external. Starting from the cost of studying, it turns out that further study to the master's level is quite expensive even though there are scholarships from formal and non-formal institutions, but once again getting it is not easy to be full of competition and fiber of lobbying. However, if continuing the study continues to reach a dead end, this can be diverted to actively participating in writing scientific activities and attending educational seminars that have implications for self-development and the teaching profession.

It is sad to find the practice of teaching distribution in schools and Islamic-based schools. In fact, there are still teachers who are burdened with teaching hours that exceed the minimum standard of teaching, namely 24 hours a week, there are even teachers who are not part of their field who are then given the opportunity to teach, for example, teachers who have graduated from Arabic language education teach *Aqidah Akhlak* or vice

versa. Although, in fact, each subject can be studied by the teacher self-taught, but in practice the teacher will fall into learning malpractice.

Second, students who do not get adequate learning services even though students are created uniquely and their development is gradual. Personally, each student has different levels of development ability so it requires the alertness of a teacher to provide learning facilities that are in accordance with the characteristics of each individual. A teacher's lack of understanding of the learning needs of his students will be very detrimental to the future of the child because the speed of learning between students is clearly not the same, therefore teachers are required to be patient and be fair to their students. Thus, educational leadership is the ability of an educational leader to be able to mobilize all educational resources, both human and non-human resources, to be mobilized, fostered, and directed in carrying out their duties and responsibilities optimally until they are able to realize the stated educational goals.

Third, facilities and infrastructure. As in Islamic worship rituals, it is known as a *rukun* and both conditions must be met when you want your worship to be considered valid and accepted by Allah. Facilities are the pillars of learning if they are not fulfilled, then they cannot carry out learning and those included in learning facilities are teaching materials, writing tools and so on. Meanwhile, infrastructure which includes the requirements of a lesson such as infrastructure and transportation to school. The more complete and adequate the facilities and infrastructure will certainly have a more positive impact on the learning process. However, in terms of facilities, it seems that they are not yet well available, for example teaching materials in schools even though the 2013 curriculum has distributed a lot of teaching materials, but in reality these many teaching materials really need adjustment and development of teaching materials.

Fourth, the learning evaluation is less than adequate because teachers tend to be monotonous in choosing and using evaluation instruments. The majority of teachers in schools are more fond of written test instruments in conducting evaluations so that they seem less creative and ignore the potential of students. This problem is difficult to anticipate due to the lack of teacher confidence in the students' abilities. If the teacher dared to practice evaluation tests in other forms, it would have been more interesting, such as oral-based tests, which would have been more challenging or project-based tests would have been more fun.

From the many data on this problem, there must be serious efforts to improve the learning system. Learning as a system (Roger A. Kaufman, 1972) is required to be able to teach students and the student's learning situation should be fun and can make students confident in their abilities and they are responsible for their learning outcomes.

## **B. METHOD**

The research method used is descriptive qualitative. (Lexy J. Moleong, 2001) This type of research initially looks for the main information then performs descriptions, systematizes the data that has been collected and describes descriptions without

presenting numbers. Furthermore, descriptive research is research that tries to describe the reality that occurs in the field, both natural and the result of the engineering of humans themselves. (M Subana, 2005)

This research focuses on literature review, where research activities prioritize library data. In another sense library research is a research which extracts data through literature such as scientific books, journals, thesis research results, theses, dissertations and so on in order to obtain complete information and data. (Nana Sujana, 1989)

The researcher explained that this writing was based on a discussion related to the Islamic religious education learning system with a multidisciplinary perspective, as for the direction of the model which was used as an approach to assessing content or content in detail utilizing printed media (Robert C. Bogdan, 1982) including books, journals, electronic media such as ebooks and scientific research papers in addition to theory. (Sukardi, 2004) The collected data is then put together through the text reading process with the stages of understanding, studying, and taking notes as information about the problem being studied, (Lexy J. Moleong, 2007). make it easier to write.

## **C. RESULTS AND DISCUSSION**

### **1. Islamic Religious Education Learning System**

Islamic religious education (PAI) as a subject in public schools is a subject that plays a very important role as a foundation for Islamic character education for students. At the implementation level, Islamic Education learning requires a system that will regulate the continuity of the learning (Ramayulis, 2010). The learning system is a collection of components that interact with each other (Oemar Hamalik, 1990) to realize the success of learning, especially Islamic education learning, so that a well-conceptual plan is needed. This can be started by making a learning plan in the form of an educational calendar analysis, designing an annual program and a semester learning program, which will then formulate a syllabus as a guide for each week and a daily learning plan (Rahmat, 2016).

However, for the sake of time-effectiveness in planning and efficiency of facilities, a system is needed to become a planning platform and includes technical implementation and even learning assessment. With the existence of one container or one media that includes these three things, namely planning, implementation or material and assessment or evaluation instruments, it will certainly make it easier for teachers to teach and please students in following these PAI lessons. And this method will open space for students to be as active as possible to participate in providing input, to become evaluators for teachers regarding the selection of appropriate learning methods and / or techniques for future material.

As a system consisting of interrelated components, Benny A. Personal (Benny A. Pribadi, 2010) as quoted from his opinion Robert Heinich et al offers 7 (seven) types or categories of learning systems, namely: 1) Offline learning in class, 2) Online learning using internet networks, 3) Independent learning using the module system as an adjusted learning package, 4) Learning using social media, 5) Learning using laboratories, 6) Workshop and going directly to the field, and 7) Application based learning.

Paying attention to the seven learning systems stated above, type number 3 (three) (Vebriarto, 1981), namely independent learning using the module system as a learning textbook that has been adjusted is assumed to be more likely to be selected because it has the characteristics of an effective learning system because the teacher can implement the system easily and can be said to be efficient because the physical form of the package book-based module system is cheap in terms of financing. (Heni Mularsih, 2010). Module package books are teaching materials that have been systematized in the form of learning units to make it easier for students to learn. (Uslifatun Musfiroh et al, 2012) This learning then requires students to study thoroughly, which means that students are not allowed to continue in the next learning unit before it is objectively stated by the teacher that they have mastered the material in that unit. (Laboratory Basic Education State University Of Malang, 2000)

### 1. Module Learning System

Expecting learning that teaches each individual student and its implementation is well controlled will be a necessity when teachers are able to design and apply learning with a module system. This learning system is projected and simultaneously operated as a learning medium that can realize students' interests and talents and can provide services to the speed and readiness of student learning. The teaching material in the form of modules as conveyed by Muhaimin, is the learning component that has the most influence on what actually happens in the learning process. Many teachers teach by simply following the order of presentation and learning activities (tasks) that have been designed by the author of the textbook, without meaningful adaptations. (Muhaimin, 2016)

The module has the following components:

- a. Teacher's book as a teaching guide
- b. Student study sheets (LBS) which contain learning material in each chapter
- c. Student assignment sheets (LTS) which include student practice questions after studying student study sheets
- d. The answer key from the student assignment sheet which in correcting the results of working on the student assignment sheet can be done by students with a sense of honesty and responsibility
- e. Evaluation sheets, which include test evaluation questions and enrichment materials
- f. The key to the evaluation answer is in correcting the results of working on the evaluation sheet can be done by students with a sense of honesty and responsibility

In detail the characteristics of the learning system or media module, namely, 1) Students can learn independently (self instructional), 2) Students can learn according to their characteristics, 3) systematically structured teaching materials, 4) Learning is very open to other learning media to support its creation pleasant learning atmosphere, 5) active learning, 6) Students are confidently capable and responsible for their learning evaluation (self evaluation) so that the teacher will be able to immediately provide feedback on the learning outcomes of these students. (Oemar Hamalik, 1993)

Noting the description of its characteristics above, the use of the module system in a lesson has fostered a new spirit which is expected to be able to liven up the learning

atmosphere, direct students to actively read and with the supervision of teachers, students who have learning difficulties will be guided to be able to detect problems and solve learning problems. The position of the teacher also returns to their *kodrad* as mandated by the 2013 curriculum, namely, the teacher in the teaching and learning process positions himself as a facilitator and motivator, in other words, the teacher abandons conventional teaching methods that are identical to the teacher center (teacher-centered learning). make students a student center (student-centered learning).

#### 1. Multidisciplinary Perspective Module Learning System

In the discussion of this third point, the researcher will analyze the learning system which has actually been summarized in a learning medium or teaching material in the form of modules. There are several choices of disciplines (multidisciplinary) (Rahmat, 2017) that can be used in looking at the module system, so that it can be more convincing about the effectiveness and efficiency of the system and the disciplines that researchers mean, such as psychology, economics and technology.

##### a. Psychology

Psychology is a familiar discipline used to be able to read human behavior. (W.S Winkel, 2009) There are at least 2 (two) psychological perspective learning theories that support the learning system with modules, namely a) Behaviorism learning theory and b) Constructivism learning theory.

##### 1) Behaviorism learning theory.

The psychological perspective module system can be clearly seen in the learning theory that was born from psychology, namely the behavior learning theory pioneered by Gage and Berliner which later became popular in John Watson's era in 1913. (Hamzah B. Uno, 2008) Then in turn Thorndike, Skinner, Clark Hull, and Edwin Guthrie add a row of figures who are experts in this theory. At the beginning of the emergence of behaviorism theory was one of the many schools of psychology which was later adopted in the world of education. In language, behaviorism is taken from two words, namely "behave" which means to behave and the word "ism" which means flow, so it becomes clear that the psychological pressure point in learning activities is to focus on student learning behavior.

Although this theory has the support of experts and their respective theories, in general the basic principles are not different, especially with regard to learning activities. First, behaviorism emphasizes forming positive behavior as a result of learning. Student personal is said to have carried out learning activities when showing changes in behavior. Second, theoretically, behaviorism still does not appreciate several aspects such as aspects of talent, intelligence, and student interest in learning. (Ratna Yudgawai, 2011) Third, this theory is known as the SR slogan or called Stimulus and Response when learning occurs. So that learning is considered to occur when the stimulus in this context is the module system and the response, namely students work on the module according to the module system learning criteria. (Robert E Slavin, 2010) Fourth, behavior theory requires the implementation of measurement or evaluation of learning outcomes so that at point four this also It is proven that the learning system with modules also demands that each theme in the module must be equipped with evaluation activities for students who have

mastered the teaching material thoroughly and enrichment for students who have been recorded as having gone through the evaluation stage.

## 2) Constructivism learning theory.

The main idea of the birth of constructivism originated from a criticism of the behaviorism learning theory which was well known in its day. Broadly speaking, behaviorism considers students who are learning not yet have knowledge of something, therefore in the context of the module learning system teachers must provide a complete module package to make it easier for students to learn. But according to the results of renewable research has found that knowledge is built into a person's mind. The latest assumption then inspired the emergence of constructivism learning theory so that the learning process is required to be able to build student learning independence. (Atim Riyanto, 2009)

The basic view of this theory states that before students learn something actually does not rule out the student already has initial knowledge of what they will learn. (Sutarjo Adisusilo, 2012) This clearly supports the module system where, as a characteristic, the module as teaching material is a system. paradigmatic learning caters to the learning speed of students and promotes independent learning for students even though they have not directly received an explanation of something from the teacher.

### b. Economy

The module learning system requires a teacher to write the module himself, which the module will later use in learning. If so, then profitably the teacher will benefit from the results of writing the module. The advantage will be obtained by the teacher, of course, from the sale of the teacher's written work in the form of the learning module. It is still a school tradition to buy books from publishers and even without detailed consideration, meaning that the procurement of teaching materials for students could be a short-term project for the school teacher's costs so that when this happens it certainly affects the learning process from teaching materials to students. . Whereas in fact a teacher is obliged to identify or know the initial abilities of each student, with that capital a teacher will be able to determine what teaching materials will be given to students and in what portion. When the teacher realizes that each student's personality has different levels of learning speed, then in the teaching and learning process they are forced to use teaching materials from parties who are not directly familiar with the characteristics of students in a school, of course this practice will be very wrong.

Conversely, when a teacher consciously knows information on the learning styles of each student then adapts the teaching material from the publisher before being taught or even the teacher then designs, designs (Robert M. Gagne et al, 2005) and distributes his work in the form of teaching materials ( module) based on an analysis of the abilities and needs of students, this will clearly have a very positive impact on the learning process and outcomes as well as be very useful and healthy in terms of teacher economic income. In theory, according to Satmoko's opinion, (Retno Sriningsih Satmoko, 1999) educational activities can be viewed through two theories at once, namely macroeconomic and microeconomic theories. Each theory has a different purpose.

- 1) Macroeconomic theory has the basic objective of realizing the welfare of the people and / or society as a whole. From this understanding, it can be understood that in a macroeconomic perspective, a learning system that bases its learning activities with teaching materials in the form of a module by the teacher's work when distributed to students will have an impact on the welfare of the teacher. (Rahmat Rahmat, 2018) The teacher can get other income besides the regular salary from the school, while the advantage for the school is that it can save costs from the procurement or purchase of teaching materials from a publisher.
- 2) While the purpose of microeconomics is to maximize profits, profits (efficient economy) in other words, with cheaper expenses, namely to pay for the printing of teacher work modules, then schools get maximum student learning outcomes from these modules, because the modules are written by the teacher and produced. The problem by the school is the result of the design of the teaching team of a school subject which was previously the result of an analysis of students' learning abilities and needs. Or it is also commonly referred to in economic principles, namely with a minimum tuition fee and then obtaining certain results. In addition to teachers and schools getting maximum learning outcomes, they also get separate income from purchasing modules by their school students. (Apriyanti Widiensyah, 2017) Not to mention, demands for promotion and certification, one of the conditions is that teachers of certain subjects are required to have independent or collective writing. So that the module created by the teacher can be used as a scientific work that is very profitable.

- a. Information and Communication Technology Science

Technology is the result of the development of materials and machines that can help solve many human problems. The information is collected and interconnected data and has gone through complex screening and confirmation. Meanwhile, communication is an activity that takes place to convey information or messages. (S.E Smaldino, Russell, J.D. Heinich, 2005). Information and communication technology is very much needed by humans in retrieving, sorting, conveying information in general which is beneficial to society and is particularly beneficial for themselves. (Nana Sudjana, 1990). Nowadays teachers are required to master technology for smooth administration which is slowly but surely technology-based, because information systems between institutions, between regions, and between countries are now very easy and fast to obtain because the information network is interconnected and integrated. So, in the context of the module learning system, with the available technology the teacher will make it easier to get good information related to teaching materials and the development of teaching materials. Even the operation of this technology has been designed to be very easy to learn and it is not uncommon for the results of technology both in the form of applications and in the form of machines to be equipped with tutorials on how to use them.

Following are the benefits of information and communication technology in the module learning system:

- 1) Students can independently use computer and internet media other than modules as additional references
- 2) Facilitate communication when the module system learning is not carried out face-to-face alias in class. Like during the pandemic, learning with a module system can be carried out in each student's home by controlling the learning development by the teacher at home using media produced by technology such as communication by telephone, email, zoom applications and so on.
- 3) The reality nowadays is that students are very interested in online learning and communication tools, so teachers can occasionally use online media to encourage learning. (Munir, 2009) The use of online media only occasionally means that it is not often due to health reasons. It cannot be denied that online media as a result of technological creations has a negative impact on human health, including damage to the eyes when using communication in front of a laptop screen, or radiation hazards when communicating via handheld telephones. So, the learning system using modules is considered healthier. It's just that, the use of online media as necessary is a capability in the context of meeting urgent information needs and must be met immediately
- 4) School information service made easier. This is very pronounced for schools that require students to study at home, especially during the corona virus pandemic that has hit Indonesia. As a result, the government made a policy while learning was carried out non-face-to-face or at home. The role of technology is then considered to be very effective in addition to making it easier for students to access assignments or reporting on their module assignments and to make it easier for parents to access information from schools and make school payment transactions for their children.

#### **D. CONCLUSION**

In the end, it can be concluded that the Islamic religious education learning system (PAI) can take advantage of the module learning system. This learning system can be an option for creating effective and efficient learning. What is meant here is effective, the module system can make students learn on their own accord. With the hope of high awareness he will have a sense of need to learn as well as his unique learning system using a student module process to assess the quality or learning outcomes independently with full honesty and accountability. Meanwhile, it is declared efficient because the module system is not an expensive teaching material, aka the relatively cheap teaching materials compared to buying textbooks by an author from a book publisher. In terms of providing a module for a school, it is a proud achievement because it indicates that the teachers in the school are classified as creative and innovative teachers. The module as a teaching material is a component of the learning system that has the most influence on what actually happens in the learning process. Many teachers teach by simply following the



order of presentation and learning activities (tasks) that have been designed by the author of the textbook, without meaningful adaptations.

After conducting a multidisciplinary analysis, this article has resulted in the reinforcement that the implementation of a module-based learning system can provide more benefits for institutions, teachers, and students. According to the discipline of psychology, behaviorism and constructivism, the module system is an embodiment of a stimulus that can stimulate active learning responses from students and by applying this system the teacher will realize that his students are unique creatures of Allah SWT so that they require handling that cannot be equated. Teachers need a study of the student's educational background before the teacher decides to provide teaching materials that are in accordance with the characteristics of their students and provide appropriate services based on the abilities and learning styles of each individual student.

Macro and microeconomic theories also provide support that when schools collaborate with teachers in the procurement of teaching materials in the form of modules, it will benefit both parties economically. Schools will find teachers who have high loyalty and dedication to the academic progress of the school and of course can save on the budget for the procurement of school teaching materials. Meanwhile, the teacher will receive income beyond their basic salary at school so that the level of welfare from the book royalties requires communication as well as an agreement between the teacher and the school regarding the amount of royalties, including when the royalty can be received.

Furthermore, the perspective of information and communication technology is assumed to provide additional conveniences in access to learning modules. Especially in the current era of physical distancing students can still complete the module at home with the teacher also being able to receive progress reports on student learning and work outcomes through online applications and media. And the most important thing is that when you find teachers who are less developed in their ability to access technology, the module learning system will guide the teacher to learn how to operate technology such as laptops or computers because also for tutoring learning the use of laptops and the like can be done independently by the teacher. This is evidenced by the availability of printed books that can be easily purchased.

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