

## Development of Integrated Learning Model of Islamic Education Subject and Student Self Control

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**Abstract:** This research title is the development of integrated learning model of Islamic education subject (PAI) and student self control. The problem of the research is in the orientation of knowledge, the meaning of learning process is still less optimal which is characterized by the weakness of student character. The result of learning process and student study's value do not success to internalize inside the student. PAI learning process in Madrasah Ibtidayah the method of Teacher Centered still dominates the school. PAI is presented in partial and it is should be not in holistic and integration. Developing research method with ADDIE consists of analysis, design, development, implementation, and evaluation. Syntax model which is developed by ISLAMIC (Information, Synergy, Learning, Active, reminding Model, and Continue). By the instructional effect hoped that the student intelligent increasing and has strong spiritual religious, self control and well behavior. The nurturant effect from this research was the realization of learning process meaning. This integrated study is hoped that the students are able to link one topic to the other subjects. Characters value inside the material expected to be applied in students' life later on. The result of analysis development model with Aiken validation book model, teacher book and student book showed that the product was valid. The product of book model practicality. Teacher book and student book resulted practical product. Product effectiveness increased the study result and students self control.

**Keywords:** Development model, integrated learning, self control.

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The authors declare that they have no significant competing financial, professional or personal interests that might have influenced the performance or presentation of the work described in this manuscript.



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## Introduction

Islamic Teaching Subject (PAI) is a compulsory module in every level of Elementary School, Junior High School (SMP), Senior High School (SMA), and Higher Education. These subjects aims to grow and improve the faith of learners through the knowledge, understanding, appreciation and experience about Islam so that they could become Muslims who have faith and piety to Allah SWT and morality in personal life, society, nation, and state. This is in line with the Law of National Education System Number 20, in 2003, that is is to develop the potential of learners to become human beings who believe and piety to God Almighty, noble, healthy, knowledgeable, skilful, creative, independent and become democratic and

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responsible citizens. The importance of competent and planned education is key to determine the achievement of educational goals.

PAI experienced various internal criticism. First, less able to change the knowledge of cognitive religion into "meaning" and "value" or less encourage the spiritual of religious values that need to be internalized to the learners. Islamic religious education has been emphasizing the aspects of knowing and doing, and not yet leading to the aspect of being. Second, PAI is less able to work and cooperate with non-religious education programs. Third, PAI is less relevant to social changes that occur in society or less illustrations of social culture context, it is akontekstual static, apart from the history, so that learners less appreciate the values of religion as a living value in life (Muhaimin, 2009).

PAI and Moral Education subject based on Martianto's research stated that the quality those in schools are considered to have weakness in terms of learning methodology. So far, the methodology used tends to be indoctrinative, which closes student opportunities in deepening and comprehensiveness of a problem and causes them to be unable to explain their decision. (Dwi Hastuti Martianto.2002) Learning in Madrasah Ibtidaiyah (MI) particularly, has not strengthened the self control in managing student behavior. This can be seen from the negative attitude of students such as the occurrence of fights between students, seeking the attention of teachers and friends in learning. (Interviewed with teacher at MIN Sungai Tarab in January 2016). Based on the observations and interviews the researcher concluded that students have problems in improving the thinking power in learning, lack of spirit and less control in communicating with the other person. Symptoms of behavioral abnormalities often appear in students in schools such as aggressiveness, low self esteem, stubbornness, opposing teachers, making noise in the classroom, aloof, taking what is not his right, ditching and cheating.

In general, teaching methods in MI is lectures, discussions, memorization and assignment. Reflection method and teacher role in learning are still not running properly. The variation methods cause the learners can work together in groups (cooperative), train the learners to speak, stimulate students 'thinking ability, train and develop problem solving skills that are oriented to authentic problems of their actual life (problem based) and link each materials.

The pattern of moral education framed in Islamic education in reality has not yet fulfilled the public guidance. From day to day increasingly demanded the need for knowledge of the moral dimension for the children. Even the assessment appears from some circles that the model of moral education framed in Islamic education is considered not effective to strengthen the morality of children, as a proof not a few of those who fail to display the characters or morals according to expectations of parents. Polite, friendly, tolerant, humble, helpful, and social solidarity are the centuries of national identity as if they were not so strongly attached to them. (Ki Asupriyoko 2003).

PAI in Elementary School/MI is not only teach the learners to memorize and master the material presented, but more as facilitator of student's character as citizens who are expected in the future. Implementation of Islamic education in Elementary School/MI should pay attention to the needs of children in age of 6 to 12 years. In applying PAI integrated learning, learners are given the understanding that the Al-Qur'an verses that they memorized and understand the meaning is not limited to learning materials. However, this is a basic form of learners as a Muslim. Students are expected to learn not because of the demands of the school but their obligations as Muslims. So that learners are able to apply what they learn as self control in the middle of community life.

The results of the McCollough research team (2009) reinforce that religious beliefs, such as prayer and meditation, affect the parts of the human brain associated with self controlling and emotional regulation. When someone considers their purpose as worship, then they will focus on achieving that goal. Thus, religious life can contribute to self control because it gives a clear standard of behaviour. This standard will make a person able to see the lack of his behavior and give awareness that God is always watching all what is done.

The application of integrated learning provides a link between a subject with another in order to repair and improve the learning quality of learners. Material presentation which is not based on conceptual relationships will make the material difficult to be understood, partial, and not to found on. The application of integrated learning will help the learners build new meaningful and stronger concepts and principles. Target oriented learning of mastery proves successfully in short term recall competition, but fails to equip learners to solve problems in long term life.

Learning with an integrated approach emphasizes the involvement of learners in learning, enables learners to be actively involved in the learning process and decision making. In addition, in integrated learning the experience and learning activities are very relevant to the development of learners, selected activities depart from the interests and needs, help to develop thinking skills, presenting learning activities that are pragmatic in accordance with the problems, and also can develop social skills. This kind of learning is consistent with the meaningful learning developed by Ausubel (1963). Ausubel's meaningful learning is in line with integrated learning that expects learners to not only consider the subjects of a frightening learning burden. Ideally the mindset of learners changes with the application of integrated learning so that learning becomes a necessity for learners.

Implementation of integrated learning refers to the learning model developed by Joyce and Weil. Learning model is a general pattern of learning behavior to achieve the expected competence or learning objectives. Learning model can be a choice, meaning that teachers may choose appropriate and efficient learning model to achieve learning objectives. Joyce and Weil (1986) grouped the learning models into four groups, (1) the information processing model group, (2) the personal model group, (3) the social model group, and (4) the behavioral system model group. Implementation of the learning model according to Joyce and Weil is expected to give a change in the learning of Islamic Teaching Subject. From the book "Model of Teaching" (Joyce and Weil, 2009) there are two effects that occur after the implementation of the learning model, that are the impact of instructional and impact accompanist. The instructional impact of integrated learning is expected to increase learners' knowledge, faith and piety. While the impact accompanist is the learners have a self control attitude in school and outside school. With the implementation of integrated learning model is expected that there is a good change in behavior and self control of learners. So that learners are able to apply the knowledge gained during school.

From the conditions above the author developed an integrated learning model of PAI and self control / student self control as consider PAI is very crucial at every level of schools to demonstrate student faithful, and reverent.

## Method

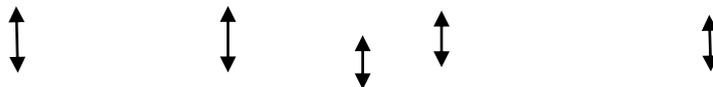
The research method was Research and Development model (R & D). This study aimed to develop an integrated learning model of Islamic education at Madrasah Ibtidaiyah Negeri (MIN). The products produced in this development research were: (1) PAI integrated learning model book, (2) PAI integrated learning teacher book and (3) PAI integrated learning student book. According to Gay (1990) Research development is an attempt to develop an effective product for school use, and not to test theory.

Seals and Richey (1994) defined development research as a systematic review of the design, development and evaluation of programs, processes and instructional products that must meet the criteria of validity, practicality and effectiveness. Educational research and development (R & D) is a process used to develop and validate educational products. The steps of this process are usually referred to as the R & D cycle, which consists of studying the research findings related to the product to be developed, developing the product based on these findings, the testing field in the setting in which it will be used eventually, and revise it to correct the deficiencies found in the testing phase. In R & D rigorous program, this cycle is repeated until field test data indicates that the product meets defined behavioral objectives.

The ADDIE model is a term used to describe a systematic approach to learning development. ADDIE is an abbreviation that refers to the main processes of learning system development process: Analysis, Design, Development, Implementation and Evaluation. This ADDIE model uses 5 stages or steps of development as shown below.

Figure 1. General Steps of ADDIE Model Design





Product development needed analysis, design, development, implementation and evaluation as bellow:

#### Analysis

Analysis was needed to see the problem and solution in determining the model to be developed to improve the existing learning process. In this phase, the researcher analyzed the need for the implementation of integrated PAI learning in improving students' self-control. Analysis of learning model, such as teacher's book and student's book needed to be done in the form of student characteristics, teacher, curriculum and learning outcomes through the observation, interview and documentation study. The analysis result was the foundation for planning integrated learning, later.

#### Design

In this phase, it was necessary to clarify the learning process that was designed so that the integrated learning process could achieve the learning objectives as expected. In this phase the researcher designed the model book, the teacher's book on KI, KD, learning Indicator, learning objectives, learning steps and integrated learning materials and integrated learning syntax, student book with integrated learning design consisting of KI, KD, learning indicators, activity columns, "I can" columns, "wisdom" columns, "let's ask questions" columns and learning evaluations with interesting images and colors.

Syntax lesson consisted of preliminary activities, core activities and cover in accordance with Permendiknas no 65 of 2013 and permendiknas no 103 in 2015 and permendikbud no 22 of 2016 about the learning process. The syntax of integrated learning was designed by naming the ISLAMIC syntax. The design phase also designed product validation instruments, practical instruments, effectiveness instruments and instrument validation instruments.

#### Development

The development stage was the process of realizing the design into the learning activities to produce the expected product. At this stage the researcher realized an integrated learning model that was ready to be implemented. The development stage, the researcher developed PAI integrated learning model and self control of Madrasah Ibtidaiyah students in the form of model book, teacher book and student book. Furthermore, the validity, practicality and effectiveness of integrated learning were conducted. The final result was the learning resource based on integrated learning.

#### Implementation

In this phase, the activities were to carry out the integrated learning model of PAI and self improvement by preparing the learning environment and the involvement of teachers and students in an integrated learning process. The step was applying model book, teacher book and student book. Implementation was limited to Madrasah Ibtidaiyah Negeri Tarab River in grade IV with the topic of Zakat Fitrah, Infak, Alms and Friday Prayer to know the practicality and effectiveness of integrated learning model.

#### Evaluation

Implementation phase was an integrated learning model evaluation activities, determine the instrument and implement evaluation of learning outcomes. The steps were to evaluate student learning outcomes, analyze teacher responses and student responses. The positive response of teacher response was the impact of practicality and effectiveness of PAI integrated learning development product. Student evaluation was conducted in summative evaluation to know the effectiveness of learning model developed.

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## Results and Discussion

The research finding and the development of integrated learning PAI was described in several subjects: 1) an overview of integrated learning of Islamic education in Madrasah Ibtidaiyah. 2) the validity of integrated PAI learning products in Madrasah Ibtidaiyah, 3) PAI integrated learning practice in Madrasah Ibtidaiyah, 4) the effectiveness of integrated PAI learning products in Madrasah Ibtidaiyah.

### An Overview of PAI Integrated Learning

Integrated learning of PAI in MI, on the developmental characteristics of learners and integrated learning characteristics:

#### The Developmental Characteristic of Learners

Integrated learning would be successful and well implemented since in the integrated learning according to the characteristics of children's learning. First, the learning process moved from the concrete things, which can be seen, heard, smelled, touched, and tinkered. In this case it was proven by integrated learning on the topic of Infak, Alms and Friday prayer. Second, integrative in which children perceive something learned as a whole, they had not been able to sort out the concepts of the various disciplines. Example: in the implementation of integrated learning with the topic of zakat fitrah as a command contained in the material qur'an hadith, the provisions of zakat in the material fiqh, and the behavior of people who give and receive zakat was contained in moral learning and history in learning SKI still separated. Therefore, integrated learning connected all the above subjects in a single topic of learning. Third, the hierarchy in which children learn to grow gradually from simple things to more complex things from the above example could be proven through the topic of attraction of the materials and the subject matter.

Integrated learning along with the development of students in the school that triggered by Piaget. Some of the theoretical concepts of Piaget are described by Hergenhahn and Olso (2008) who said that the more prominent in the aspect of assimilation and accommodation where the process responds to the environment according to one's cognitive structure, or assimilation that is matching or adjustment between the cognitive structure and the physical environment. This aspect could clearly done by PAI integrated learning in research topic about Zakat fitrah, infak, alms and Friday prayers.

#### The Characteristic of Integrated PAI Learning

The characteristics of integrated learning also give priority to the learners in the learning process. According to Depdikbud (1996) the characteristics of integrated learning are holistic, meaningful, authentic and active. Holistic education figures such as John Dewey has developed a holistic education that the purpose of holistic education is to help develop the potential of individuals in a more fun and exciting learning atmosphere, democracy and humanist through experience in interacting with the environment through holistic education students can be expected to be himself (learning to be). In the sense of getting psychological freedom to make good decisions, learn in a way that suits him, acquire social skills, and can develop his character and emotional. (Basil Bersnstein).

Integrated learning where children learn through their own way such as the Friday prayers the child was able to apply and to adapt in the environment to form attitudes and self control during his stay in the mosque. Integrated learning with authentic characteristics and traits where in integrated learning the learners were able to build the meaning of concepts and relationships in various subjects in a single topic. Through authentic learning in the implementation of integrated learning research in MI especially in implementation of zakat fitrah, where the children could directly do it at the time of obligatory payment of zakat fitrah in ramadhan month and one syawal. Another authentic learning in this study was the topic of infak and alms, every day children were encouraged to do the infak and charity in their way. Indeed the topic of infak and alms was not to memorize but more to practice in daily life.

#### Identification of PAI Integrated Learning Problem

PAI integrated learning in the learning process experienced various obstacles and problems that can be identified as in the following:

#### Teacher Aspect

Integrated learning is used to guide student either individually or in group to blend topics with other subjects in order to find, explain, make meaningful and general learning and suitable with student's real life. Teachers should be broad minded, have high creativity, skills to implement learning with a reliable approach and method, high confidence and dare to package and develop the material. Academically, teachers are required to continue to explore information related to the science of materials that will be taught and read a lot of books for mastery of teaching materials is not focused on a particular field of study.

#### Student Aspect

In integrated learning the learners directly get experience so they add strength to receive, save and apply the concepts that have been learned. Learners are trained to find their own shared, holistic, meaningful, authentic and active learning concepts. Teaching materials can be packed with meaningful teachers for a student learning experience.

#### Facility Aspect

Aspects of integrated learning requires the completeness of facilities in learning. Integrated learning requires reading materials or sources of information that are quite numerous and varied, perhaps also internet facilities. All of this will support, enrich, and facilitate the development of insight.

#### Assessment Aspect

Assessment is the process of collecting and processing information to measure the achievement of learning outcomes of learners. In integrated learning, prioritizing effective assessment and attitude assessment can be done through authentic assessment with formative and summative. Implementation of formative assessment is done in the learning process in the form of observation toward the student learning activities.

#### Learning Atmosphere

Integrated learning is packed with themes or topics about a discourse that is discussed from various angles of view or scientific discipline that is easily understood and known to learners. Through integrated learning, learners can gain hands on experience because it provides flexibility to students, either individually or in groups, students can actively seek, explore and discover the concepts and principles of a knowledge that must be mastered in accordance with its development, so as to add the power to receive, store and apply the concepts he has learned.

#### Validity of product model of PT PAI

The results of research and validity of integrated learning development of PAI consisted of model book, teacher book and student book in valid category thus all products met one of the criteria to be used.

#### Syntax

In PAI integrated learning the step developed by researcher was ISLAMIC, where student got information about the topic, SK, KD and learning objectives which were delivered by the teacher and found by the student, after that learners were able to connect between the subjects that were mutually deals with selected topics or themes.

The next process was learning where the learners learn either individually or through small groups to find and discuss the concept or topic of learning. Students were able to understand the concept of learning offered by UNESCO that are learning to know, learning to do, learning to be, and learning to live together. The 4 learning pillars above students would be able to establish themselves in learning into a meaningful learning experience.

The learning process was also able to increase the activity of children in asking and responding about the material discussed. Learning activity is very meaningful for students as expressed by Oemar Hamalik.2004 as follows: 1) students seek their own experience and directly experience themselves. 2)Doing alone will develop all aspects of the student's personal integrally. 3) cultivate harmonious cooperation among students. 4) students work according to their own interests and abilities. 5) nurture the discipline of the class naturally and the learning atmosphere becomes democracy. 6) strengthening school and community relationships, and the relationship between parents and teachers. 7) teaching is held

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realistically and concretely so as to develop understanding and critical thinking avoid verbalistic. 8) teaching in school comes alive as well as activities in society.

#### The Social System Concept

The aspects of social systems in integrated learning are generally declared valid through Aiken's analysis. Activities are done through student centered learning approach and teacher centered. Learning activities lead to mutual interaction between teachers and students. The interaction in integrated learning will strengthen the relationship of teachers and students as individuals who trust each other, and make all the information that is obtained as a symbol for teachers and students.

The social systems in the learning step of Islam in integrated learning are:

1. The steps or phases in the integrated learning model of ISLAMIC are able to instill a cooperative attitude
2. The steps or phases in the integrated learning model of ISLAMIC are able to place the teachers as facilitators
3. The steps in the integrated learning model of ISLAMIC are able to give students the flexibility to practice inquiring
4. The steps or stages in the ISLAMIC learning model can involve the intellectual involvement and student self control.

#### The principle of the reaction

In integrated learning the teacher responded and reacted to the activities undertaken by the learners so that learners were increasingly motivated in learning as well as student's answer, students' understanding and what has been done by students. For example the teachers provide reinforcement toward the student who has done things or good deeds, otherwise, if the student does things or actions that are not good, then the teacher gives the right direction to change opinion and behavior of the student. Reactions given by the teacher is very important role to the learning process of learners.

#### Instructional Impact

The impact of instructional and accompaniment of integrated learning model was the result of learning that was achieved directly, the direct impact (instructional effect) by directing the students to the expected goal.

#### Accompanist Impact

The impact of the accompanist / nurturant effect was another learning result produced by a learning process, as a result of the creation of a learning atmosphere experienced directly by the student without direct direction from the teacher.

#### Products Practicality

The integrated learning products in this research were PAI integrated learning model book, PAI integrated learning teacher book and PAI integrated learning student book. The results showed that integrated learning products were said to be practical through Aiken analysis.

#### Model Book

The book on integrated learning model of Islamic education for Madrasah Ibtidaiyah was valid with Aiken 0.87 analysis. The model book was a guidebook for teachers and students to learn about various aspects of integrated learning, with the model books teacher could develop an integrated learning method.

#### Teacher Book

The teacher's book of integrated learning of Islamic education in Madrasah Ibtidaiyah was quite practical. It was supported by Aiken analysis with  $V = 0.85$ . with this model book PT PAI was considered practical.

#### Student Book

Student's book in this research was valid and practical and could be used for integrated learning of PAI in Madrasah Ibtidaiyah. Student book was used as a guide for learning attitudes to facilitate students in

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mastering certain competencies. Student book was used to carry out activities in the learning process (activities based learning) where the content of student book was designed and equipped with examples of sheets or columns of activity so that students could easily learn or relate material that was relevant to the life they were experiencing.

#### Effectiveness of PAI Integrated Learning Products Development

The product effectiveness in PAI integrated learning study was seen in the process aspects and student learning outcomes. The effectiveness of the process was seen from students' activeness in learning and student self control in learning. The results showed that PAI integrated learning model was effective on students' activity, and students' self control attitude and student learning outcomes. These findings proved that the PAI integrated learning model met the third criterion of a product development which is said to be good and feasible to use, that are effective, valid and practical criteria.

#### Student self control attitude

Cognitive control is the ability of individuals to process undesirable information by interpreting, assessing, or combining an event in a cognitive framework as a psychological adaptation or to reduce stress. With information possessed by the individual about an uncomfortable state, the individual can anticipate the situation by various considerations. This was revealed in the instrument of how students judge others in different circumstances. As well as the individual's ability to choose a result or an action based on something he or she believes in or approves of it will be seen whether there is a chance, freedom, or possibility for him or herself to choose the various possible actions. This was where the role of teachers, especially teachers of Islamic education to direct students with the best possible in the attitude and act wherever located. Teachers should be able to provide an alternative sharing of goodness so that students can be free to behave properly.

## Conclusion

The results showed that the development of integrated learning model of Islamic education (PT PAI) was very supportive of meaningful learning for students and self control of fourth grade students of Madrasah Ibtidaiyah. A unified learning model and student self control can be used in learning after being declared valid, practical and effective. This means that teachers of Islamic religious education in Madrasah Ibtidaiyah can use the integrated learning model of PAI in the learning process.

The effectiveness result showed that PAI integrated learning and student self control in learning increased. Student self control both at school and outside the class needed the attention of teachers and parents. Students who are able to control themselves where they are will be formed directly character and morals as the characteristics of human beings who have faith and piety accordance with the Law No. 20 of 2003 which is stated that education is a conscious and planned effort to realize the atmosphere of learning and learning process so that learners actively develop their potential to have spiritual strength, self control, personality, intelligence, noble character, and skills which are needed by them selves, the society, the nation and the state. (UU Sisdiknas.2003).

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