REVITALIZATION OF ISLAMIC EDUCATION IN UNIVERSITY THROUGH ACTIVE LEARNING STRATEGY BASED ON SOCIAL PROBLEMS

Lilik Nur Kholidah
Universitas Negeri Malang, Indonesia
lilik.nur.fs@um.ac.id

Abstract: In the structure of Indonesian higher education curriculum, Islamic education holds an important role in transforming values which based on Islamic dogma to form student's personality with character. Understanding and appreciation of the good values of Islamic teachings will encourage internal awareness of students in carrying out life activities in accordance with the basic values of Islamic teachings. Unfortunately the implementation of Islamic education learning in university until now is assumed still experiencing many weaknesses. In practice, Islamic education still emphasizes the paradigm of transfer of knowledge, less attention to its relevance to the problems of life. It tends to pay attention to the cognitive aspects and there is less space for fostering affective aspects. On that basis, amid the global challenge and the rapid flow of social life change, revitalization of Islamic education is considerably important Active learning strategy based social problem solving, very important applied in Islamic education. This is because in the process of learning and completion, students may gain experience using the knowledge and skills that have been owned to apply to problem solving.
Keywords: Revitalization, Islamic Education, Active Learning Strategy, Social Problems

A. INTRODUCTION

At the university level, Islamic education both historically and constitutionally occupies a very strategic position in building "student character". Islamic education occupies an important position as a medium for the transformation of Islamic teachings to students.

Islamic education serves as a medium for internalizing the values of Islamic teachings that form ones life foundation, by building the character and attitude of students in devoting their expertise to the benefit of Indonesian society and humanity. Implementation of Islamic education in university is intended for students to have intellectual, emotional, and spiritual intelligence, to be able to provide response to the development of science and technology based on human values, belief and piety to the God, Allah SWT.

Due to the importance and strategies of religion education, we shall not put aside the exclusions because they play a primary role in building the personality of the nation's generation, in addition to integrate functionally with various disciplines or other fields of study taught in university.

However, unfortunately the implementation of Islamic education learning in university until now is assumed still experiencing many weaknesses. In practice, Islamic education still emphasizes the paradigm of transfer of knowledge, less attention to its relevance to the problems of life. It tends to pay attention to the cognitive aspects and there is less space for fostering affective aspects.

On that basis, amid the global challenge and the rapid flow of social life change, revitalization of Islamic education is considerably important, in order to realize the

implementation pattern of Islamic education that is constructive for the achievement of Islamic education goals -- character building -- based on the value of faith, devotion and noble characters.

B. REVITALIZATION URGENCY OF ISLAMIC EDUCATION IN UNIVERSITY

Islamic education in university assumes important tasks and role in instilling fundamental values according to Islamic teachings for student's character building. One of the important roles of Islamic education is to transfer knowledge to the graduates, especially in responding social change.

The learning orientation in Islamic education course is focusing to personal character building so that it is expected to be able to equip the students in understanding their duties and role in life. Lickona (1991) said to build good character and values required an integrated development that includes moral knowledge, moral feelings and moral actions.

Islamic education, as a medium of value internalization, at the level of university should be at the level of cognitive directed to the analysis, synthesis and decision-making ability. At the affective level, it is directed to the ability in organizing the values embodied in behavior. While on the psychomotor level emphasized the ability in using well two skills combination in good behavior.

Substantively can be interpreted, the internalization of value through the Islamic education includes three areas of education taxonomy, cognitive, affective, and psychomotor. That taxonomy education actualization directed to equip students in understanding their duties and role in life as Muslim with intelligence.

Thus, understanding and appreciation of the good values of Islamic teachings, will encourage internal awareness of students in carrying out life activities in accordance with the basic values of Islamic teachings. The internalization process will encourage the realization of student personalities with Islamic character.

In particular, the revitalization of Islamic education implementation is intended to be realized a formula of Islamic education implementation that is efficient in realizing the main goal of Islamic education, i.e., the transfer value of Islamic teachings to students through paradigm and active learning approach pursuant to social problems solving.

C. ACTIVE LEARNING PARADIGM IN ISLAMIC EDUCATION

Global force changed the learning paradigm from traditional ones to the constructive ones. Implementation of education in universities should ideally be directed to active learning process. This is because active learning emphasizes the process of finding knowledge rather than accepting knowledge and empowering all students potential.

Active learning means any forms of learning that allows students to play an active role in the learning process itself either in the form of interaction between students, or students with teachers in the learning process.

According to Bonwell (1995), active learning has the following characteristics:
1. The emphasis of the learning process is not on information delivery, but on developing analytical and critical thinking skills on the topics or issues discussed,
2. Students learn actively to work on something related to the subject,
3. Emphasis on the exploration of values and attitudes regarding the subject,
4. Students are more required to think critically, analyze and evaluate,
5. Faster feedback will occur in the learning process.

Through the active learning paradigm, the implementation of Islamic education will be able to develop knowledge and empower all students' potential in solving social problems in the vicinity

Active learning is intended to optimize the use of all potentials possessed by students, so that they may achieve optimal learning outcomes according to their personal characteristics. In addition, active learning is also intended to keep the attention of students to stay focused on

the learning process. Implementation of active learning strategy is an active and dynamic learning process of Islamic education, where students experience physical and emotional intellectual involvement.

In active learning, students learn actively. When students learn actively, it means they dominate the learning activities. Students shall participate in all learning processes, not only mentally but also physically involved. With this strategy the students will feel a more pleasant atmosphere so that learning outcomes can be maximized.

D. SOCIAL PROBLEM BASED LEARNING

In the context of Islamic education that contains values, learning activities based on social problems solving consisted of an evolving substance, process and atmosphere or environment that encourages students to develop social problem solving skills. The learning experience is directed towards the conditioning of the learning interaction atmosphere designed to achieve the goal of developing social problem-solving skills by conditioning the learning situation and conditions that seek to familiarize students with problem-solving skills with social problems.

Zurela (2002) mentioned that problem solving is a process used by individuals or groups to find effective solutions to a particular problem. Eitzen et al. (2009: 8) said that social problems can be termed as very disadvantageous social conditions in various situations. Social problem is a condition that arises due to the striking difference between the value in society and the reality of life.

A problem-solving learning strategy is a strategy to help students learn to understand and master learning materials using problem-solving strategies. The following are presented in the troubleshooting steps.

Table D.1 Step of troubleshooting strategy

Steps	Ability required
1) Formulate the problem	Know and formulate the problem clearly
2) Review the problem	Use knowledge to detail problem analyzes from different angles
3) Formulate the hypothesis	Imagine and live the scope, cause and effect and alternative solutions
4) Collect and classify data as hypothesis proof material	The ability to search and arrange data, presents data in the form of diagrams, figures and tables
5) Proof of hypothesis	Skills in reviewing and discussing data, interpersonal and computing skills Decision-making skills and conclusions
6) Determine the completion option	Skills in making an alternative to the completion of a skill by taking into account the consequences that occur in each option

Problem solving, according to David Johnson and Roger Johnson (1995), can be done by groups with completion procedures performed as follows
1. Defining Problems. Defining problems in class can be done as follows:
    a. The lecturer tells the students an event that describes the problem, either through written materials or orally, and then assigns students to formulate the problem in one simple sentence (brain storming).
    b. Every opinion is reviewed by assigning students to explain. Thus it can be crossed out some less relevant formulas. Selected the appropriate formulation, or reformulated

(rephrase, restate) formulations that are less precise. Finally to choose one formula that most appropriate in class.

2. Diagnose problems. After successfully formulating the problem, the next step is to form a small group; this group will discuss the causes of the problem

3. Formulating Strategy Alternatives. At this stage, the group sought and found alternatives on how to solve the problem. For that the group must be creative, think divergent, understand the conflict between ideas, and have high inventiveness

4. Define and apply the Strategy. After the various alternatives are found in the group, then the alternative is chosen. In this stage, the group uses considerations that are sufficiently critical, selective, with convergent thinking

5. Evaluating the Success Strategies. In this last step the group learns:
   a. Does the strategy work (process evaluation)?
   b. What is the impact of the implementation of the strategy (outcomes evaluation)?

E. IMPLEMENTATION OF ACTIVE LEARNING BASED ON SOCIAL PROBLEM SOLVING IN ISLAMIC EDUCATION

Operationally, the implementation of active Islamic education based on social problems solving as follows:

1. Formulate the problem. In formulating the problem, the ability needed is the ability to identify and to formulate a problem. Lecturers shall first prepare examples of social problems that may be taken from newspaper clipping media, magazine articles that require completion to be presented to students. The social issues raised are a series of events that are still unresolved, and students are directed to the process of resolving the issue and include reasoning arguments. In the context of Islamic education, social issues that can be raised include: the problem of poverty, drug abuse, and promiscuity.

2. Review the problem. In examining the problem the necessary capability is to analyze and detail the problem under study from various angles. The study of the problem can be done with the perspective of psychology, cultural perspective and so on. This is because Islamic education is a multidisiplinary studies. The problems in Islamic education can be explored from various perspectives.

3. Collect and classify data as hypothesis proof material. Collect and classify data by demonstrating data in the form of charts, figures, and others as the hypothesis proof material.

4. Proof of hypothesis. Hypothesis is a tentative statement which is a conjecture of what we are observing in an attempt to understand it. In the verification of the hypothesis, a review of the data has been collected.

5. Determine troubleshooting options. In determining the choice of problem solving and decisions, skills required is the ability to create alternative solutions, choose alternative solutions and decision-making skills. At this stage problem solving is also accompanied by study of Al-Qur'an and hadith.

Thus, in order for the application of active learning on the basis of solving social problems can be effective and in accordance with the objectives of Islamic education, several supporting factors are needed. Some of those supporting factors are: planning, time, learning resources, media, classroom management and technology.

Learning strategy based social problem solving, very important applied in Islamic education. This is because in the process of learning and completion, students may gain experience using the knowledge and skills that have been owned to apply to problem solving.

F. CONCLUSION

Islamic education in the history of Indonesia has proven to be the source of nation's character building. Revitalization is considered a step to make religious education valuable in an effort to strengthen the character of Indonesian society.

Revitalization of Islamic education in university can be carried out through the implementation of active learning based on social problem solving. Implementation of learning strategy based on social problems solving is very important because students are enabled to gain experience using knowledge and skills on the basis of Islamic values that have been owned to apply in problems solving in everyday life. It is at once a constructive effort to transform Islamic values which refers to the principle of relevance to the problems of life.

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