

THE APPLICATION OF "SUBLIME BASED ON LEGAWA" IN ECONOMICS CLASS STUDENTS MAN 1 BANDA ACEH

Muhammad Putra Aprullah^{*1}, Rosalia Sari², Muhammad Sayuthi³

Universitas Syiah Kuala, Indonesia

MAN 1 Banda Aceh, Indonesia

Universitas Malikussaleh, Indonesia

Email: afrul1985@yahoo.co.id, ratumyresaceh@gmail.com, muh.sayuthi@unimal.ac.id

Abstract. This paper aims to improve the achievement of economics science olympiad students of MAN 1 Banda Aceh by implementing a spiritual blended learning method (sublime) based on legawa (lembaran penyangga jiwa). The spiritual blended learning method is a method that integrates religious and spiritual values in a combination of face-to-face learning methods, online learning, and independent learning method. Legawa (lembaran penyangga jiwa) controls the implementation of religious and spiritual activities in face-to-face learning, independent learning, and online learning. The implementation of this method carries out documents and guidance on strengthening religious and spiritual activities as part of blended learning activities. This method trains students to build self-controlling, patience, sincerity, gratitude, and peace of mind, increase self-confidence, critical thinking, collaboration, communication, innovation, and creative that presented on Unit Kegiatan Belajar Mandiri (UKBM) and digital media, such as Zoom, Google Meet, Quizizz, Kahoot, and online competition website. Developing character becomes the foundation for building students' motivation and self-awareness in learning and competing. Directly or indirectly, increasing students' motivation and self-awareness in learning and competing will have an impact on increasing the achievement of the Economics science olympiad's students of MAN 1 Banda Aceh, which involves 20 students. From 2021 to 2023, the achievement of students has increased. The students have been rewarded 31 awards at the national level, seven at Aceh's province level, and eight at the Banda Aceh level. Implementing the spiritual blended learning method (sublime) based on legawa (lembaran penyangga jiwa) in the economic science olympiad's learning is in line with the implementation of religious moderation on the innovative MAN 1 Banda Aceh's curriculum.

Keywords: *spiritual blended learning method, lembaran penyangga jiwa (legawa), achievement, economics science olympiad*

A. INTRODUCTION

The world of education after the Covid-19 pandemic faces enormous challenges in restoring the conditions of the loss of most of the knowledge and skills of students and teachers (learning and teaching loss). Students experience a decline in their ability to understand information and the learning process. According to data from the Indonesian Survey Institute in Zenius (2021), most students have started to get bored with Distance Learning (PJJ). In fact, 23.8% of teachers assess students as having no motivation to learn. This data is one proof of the decline in the quality of education, where students have no interest in learning, including participating in learning and understanding the material.

Teachers play a big role in restoring the condition of loss learning by designing learning activities that combine conventional learning methods and models with information and communication technology. One of the learning methods and models that are growing rapidly today is blended learning. Blended learning is a combination of learning methods and models in three learning activities, namely face-to-face learning, online learning, and self-learning.

The application of blended learning method in the learning process will direct a more meaningful interaction between students, teachers, and information and communication technology. The application of blended learning method is very suitable to restore students' motivation in the learning process of Economics subject. Economics is one of the fields of science olympiad competitions organised by government and private institutions that are followed by SMA/MA students.

After the face-to-face learning period was reintroduced, students experienced pressure and lost their enthusiasm for learning to analyse HOTS (High Order Thinking Skill) materials and compete. Therefore, teachers must take a spiritual approach in implementing blended learning. The application of blended learning method integrated with religious spiritual values becomes self-control and builds balance in life. The integration of religious spiritual values in the blended learning method by using soul support sheets (legawa) as a medium to control students' religious spiritual activities is called the spiritual blended learning method (sublime) based on legawa (soul support sheets).

Islamic spiritual values can be integrated in blended learning method. Blended learning is a mixed learning method that combines direct learning methods (face-to-face) and independent/indirect learning methods that can be done anytime (online learning). Hrastinki (2019) defines blended learning as a combination of different instructional methods with pedagogical and technological approaches. The philosophy of blended learning is quite simple: it aims to combine online platforms with traditional classrooms (Snyman & Kasirye, 2021; Swartz et al., 2018; Chekour, et al., 2022). According to Snyman & Kasirye (2021), blended learning is a learning model that combines innovation and technological advancement in online learning system and traditional interactive and participatory learning. According to Swartz et al (2018), blended learning is a learning model with a combination of two different types of learning activities, namely between traditional learning methods (face to face) and distributed learning system. The distributed learning system makes the best use of electronic technology, such as computers and the internet so that teaching materials can be easily accessed by anyone, anytime and anywhere.

Learning achievement is the ability of students to understand the concept of material and apply it in everyday life. Students should have spiritual value to reach out achievement. According to Maasoumi, et al. (2023), spiritual teachings can have behavioural, cognitive, emotional and ethical aspects and manifest in religious concepts such as trust, patience, prayer and supplication. By giving meaning and purpose to life and a sense of belonging to God, spiritual experience can help one to cope better with life's stressful situations and to take steps towards improvement. Cognitive aspects include knowledge, understanding, application, analysis, synthesis, and evaluation. Affective aspects include acceptance, participation, assessment, attitude determination, organisation, and lifestyle formation. The psychomotor aspect includes the ability to connect concepts with cases that exist in everyday life and students are expected to be able to solve these problems properly and correctly.

Several previous studies have supported this best practice. Research by Sukirman, et.al (2022) explained that the effectiveness score of educational programmes after using blended learning was 95.5% higher than the score before using blended learning of 73.24%. The blended learning model affects the effectiveness of learning during the covid-19 pandemic by 85.20%. Learning during the COVID-19 pandemic by implementing the blended learning model will be more

effective and successful. Schools need to implement a blended learning model because the use of this method is effective, efficient, and more successful learning in the new normal era. Elgohary, et.al (2022) found that blended learning in the long run will save costs and be more efficient for teaching. Suartma, et.al. (2022) found that the utilisation of HP technology in education will offer new opportunities to integrate face-to-face learning and online learning. Based on previous research, it is very important to develop this research by integrating spiritual values in blended learning which has never been done by previous research. The use of soul support sheets as a medium that controls students' spiritual activities.

Based on the experience of learning Economics at MAN 1 Banda Aceh, it shows that during economic learning, students rarely study on blended learning and spiritual values are just taught by religion teacher. So rarely apply spiritual and blended on science studies. the activities of students often do rewriting material written by the teacher on the blackboard, watching the teacher lecture, and doing practice questions that are already available in the student handbook. The activities carried out by students have not interested in learning. In the rewriting activity (copying the material) students have very little opportunity for developing their skill. In addition, the activity of doing exercises that are conceptual in nature results in students only being able to memorise theories. Learners are not accustomed to doing exploration in solving contextual economic problems by integrating with social issues, the environment, religious moderation, and Islamic values in accordance with learning materials and related to daily life. Choosing the right learning model can affect the economic learning objectives to be achieved. Developing of students' spiritual integrated on blended learning can enhance economic achievement of student. The spiritual blended learning (sublime) activity can be easier to control using lembarannya penyangga jiwa (legawa) that known "sublime based on legawa". The learning model can develop students' cognitive, psikomotorik competences and builds their spiritual and potential characters.

B. METHODS

This study is combination qualitative and quantitative best practice research that called mixed method research. Cresweel & John (2018:337) define Mixed methods research is a research approach that combines both quantitative and qualitative research methods to gain a more comprehensive understanding of a research problem. This approach allows researchers to utilize the strengths of both quantitative and qualitative methods while compensating for their respective weaknesses. The method used to collect and process data on best practices in learning management. Nyumba, et.al (2018) explained that this research method aims to identify and understand best practices or best methods that exist in a particular field or industry by exploring and analysing practices that have proven effective or successful in achieving certain goals. The population in this study were MAN 1 Banda Aceh students. The research sample was the Economics Olympiad class students of MAN 1 Banda Aceh, totalling 20 people. The reason for choosing this class as a research sample is the diverse characteristics and learning styles of students. This class is a superior class where students have better intellectual abilities, so it is easier to see the development of the learning process. Data collection techniques were carried out by observation, face-to-face interviews and data collection of activity assessments and student learning outcomes test results by documenting each stage of student learning activities. Research data processing was carried out using the Microsoft Excell application by looking at the minimum value, maximum value, average value, absorption

analysis and curriculum achievement targets.

C. RESULT & DISCUSSION

MAN 1 Banda Aceh set high achievement targets for students and supervising teachers to achieve the best achievements in the KSN and KSM events. The best achievements of students in the KSN and KSM events provide high prestige for schools and madrasah. In addition to prestige, high student achievement in KSN and KSM events provides opportunities for students to get the opportunity to compete in international science olympiad competitions and continue their education to a higher level without taking the test route. MAN 1 Banda Aceh, one of the Ministry of Religious Affairs' academic flagship madrasahs, has run intensive KSN and KSM coaching activities through the formation of Olympic classes. Students in the Olympic class are mentored by teachers from inside and outside MAN 1 Banda Aceh every Monday to Thursday from 14.30 to 16.00 and before KSN and KSM students are quarantined for one month.

One of the scientific approaches taken is the application of the spiritual blended learning method based on *legawa* (soul support sheet) in the learning process of the science olympiad in Economics. The application of the spiritual blended learning method based on *legawa* (soul support sheet) provides learning experiences and motivation to excel with the concept of life balance integrated with spiritual values whose activities are controlled through *legawa* media (soul support sheet).

The application of the blended learning method has gradually been implemented in the coaching activities for the Economics Science Olympiad from the even semester of the 2021/2022 academic year to the odd semester of 2022/2023. The development of this method by integrating spiritual values and character strengthening was carried out starting from the even semester of the 2021/2022 academic year. The results of the evaluation of the application of spiritual blended learning, it is necessary to use a medium that controls students' spiritual religious activities called soul support sheets (*legawa*) so that the development of learning methods into a spiritual blended learning method based on soul support sheets (*legawa*) which began to be actively implemented in the odd semester of the 2022/2023 academic year.

The application of the spiritual blended learning method based on *legawa* (soul support sheet) will strengthen the learning joints of the Economics Science Olympiad both face-to-face, self-study, and online learning. In face-to-face learning, interaction between students and teachers is fully intertwined in strengthening material, character, and spirituality by always starting learning by reading the Qur'an and praying. The teacher's role as a facilitator is to build an optimistic attitude during the learning process by emphasising the importance of seriousness and high enthusiasm in carrying out various activities, including coaching activities for science olympiads in Economics.

The average religious spiritual activity in one week carried out by 20 students in the Economics science olympiad coaching activities as a manifestation of the application of the *legawa*-based blended learning spiritual method (soul support sheet). Activities of religious spiritual activities based on the soul support sheet (*legawa*). Compulsory congregational prayer activities are carried out by students at least 10 times of compulsory prayer, at most 22 times of compulsory prayer, on average students perform 14 times of compulsory prayer in one week (7 days). *Dhuha* voluntary prayer activities are carried out by students for at least 4 rak'ahs, at most 18 rak'ahs, on average students perform 12 rak'ahs in one week (7 days). The *sunnah tahajud* prayer activity is carried out by students for at least 2 rak'ahs, at most 10 rak'ahs, on average students perform 12 rak'ahs in one week (7 days). *Dhuha* voluntary prayer activities are carried out by students at least 4 rak'ahs, at most 18 rak'ahs, on average students perform 12 rak'ahs in one week (7 days). *Sunnah*

fasting activities are carried out by students for at least 0 days, at most 4 days, on average students carry out 2 days in one week (7 days). Al-Qur'an reading activities are carried out by students with a minimum of 59 verses, a maximum of 325 verses, an average of 192 verses in one week (7 days). Special prayer activities are done by students at least 3 days, at most 7 days, on average 6 days in one week (7 days). The activity of reading religious books is done by students at least 18 pages, at most 123 pages, an average of 56 pages in one week (7 days). Recitation activities are carried out by students at least 1 day, at most 7 days, on average 4 days a week (7 days). Filial piety activities are carried out by all students every day for 7 days a week (7 days). The activity of giving alms is done by students at least 2 days, at most 7 days, on average 5 days in one week (7 days). Tolerance activities are done by all students every day for 7 days in one week (7 days).

Based on the results of interviews with students participating in the science olympiad in economics, they are very happy to learn using blended learning, because the blended learning method trains them to learn by combining the concepts/materials provided by the teacher in face-to-face learning with the utilisation of learning using online applications. They also feel that blended learning method trains their responsibility to learn independently by using UKBM. They all agreed that the integration of spirituality in blended learning increased self-motivation and exercised self-control in the use of information and communication technology. The soul support sheet (Legawa) became an effective medium in controlling their spiritual activities. Students are more enthusiastic in carrying out spiritual activities because there is a bill that they have to deposit every week. They feel wiser in facing the results of the competition because they already have the main purpose of learning and competing. Based on the observation, the Legawa-based Spiritual Blended Learning (Sublime) method is able to develop good leadership characters such as honesty, competitiveness, critical thinking, effective communication, collaboration, and creativity. Students have strong motivation to participate in competitions and achieve, making it very easy to direct them to learn.

Restrictions on the use of Smartphone devices for students, especially students who live in dormitories, become an obstacle for students in registering, following, and learning materials that can be accessed through Smartphones. The use of Smartphone is still a paradox in learning. Some students take advantage of the use of Smartphones in coaching programmes and science olympiad competitions in Economics to play online games. These things become obstacles in the use of online-based learning media in increasing the achievement of science olympiads in Economics at MAN 1 Banda Aceh.

The establishment of MAN 1 Banda Aceh as a Madrasah of Excellence in Academic Fields with 53 Madrasah Aliyah was confirmed through the Decree of the Directorate General of Islamic Education number 1834 of 2021 concerning the Determination of Madrasah Excellence in Academic Fields. The presence of Olympic classes is a factor that supports the development of quality learning at MAN 1 Banda Aceh.

The application of the spiritual blended learning method based on legawa (soul support sheet) has a major impact on improving the achievements of students who take part in the coaching programme for science olympiads in Economics at MAN 1 Banda Aceh. The achievements of the MAN 1 Banda Aceh science olympiad have increased very well, during 2021-September 2023, 28 achievements at the National level, 6 achievements at the Aceh Province level, and 8 achievements at the Banda Aceh City level have been achieved by students of the MAN 1 Banda Aceh Economics science olympiad coaching programme. The achievement of science olympiads in Economics of MAN 1 Banda Aceh students has increased by 10.5% since 2021.

D. CONCLUSION

The spiritual blended learning method based on the soul support sheet (legawa) is one of the learning methods that combines face-to-face learning, self-study, and online learning with the integration of spiritual values in the learning process. The implementation of religious spiritual activities in face-to-face learning, self-study, and online learning uses the soul buffer sheet (legawa) as a documenting control medium. In face-to-face learning activities, teachers begin the learning by reading the Qur'an, praying, strengthening learning materials, character, and students' spirituality through reflection on the soul support sheets (legawa) collected by students.

The application of the spiritual blended learning method based on the soul buffer sheet (legawa) has contributed greatly to the success of MAN 1 Banda Aceh students in achieving district, provincial and national level achievements in various Economics science olympiad competitions organised by government and non-government institutions. The application of the spiritual blended learning method based on the soul support sheet (legawa) contributed to the increase in the achievements of MAN 1 Banda Aceh Economics science olympiad students by achieving 28 national level achievements, 6 Aceh Province level achievements, and 8 Banda Aceh City level achievements during 2021 to September 2023. The achievement of MAN 1 Banda Aceh students in the Economics science olympiad has increased by 10.5% after the application of the spiritual blended learning method based on soul support sheets (legawa).

REFERENCES

- Creswell, John W, J.& J.Dawel Creswell. (2018). *Research Design: Qualitative, Quantitative, and Mixed Method Approach*. California: SAGE Publications inc
- Chekour, M., Seghroucheni, Y.Z., Tadlaoui, M.A., & Hafid, M.M. (2022). *Blended Learning And Simulation for Teaching Electrical Concepts to High School Pupils*. Journal of Turkish Science Education, 19(4), 1119-1134.
- Elgohary, M, F.S. Palazzo, J. Breckwoldt, A. Cheng, Pellegrino S. Schnaubelt e, R. Greif f, g A. Lockey a, h. (2022). *Review Blended Learning For Accredited Life Support Courses – A Systematic Review* Journal homepage: www.elsevier.com/locate/resuscitation-plus.
- Maasoumi R, Dastaran F, Faghihiniya F, Haghani S, Sabetghadam S. (2023). *The Effect of Spiritual Self-care Intervention with a Blended Learning Approach on Anxiety in Women with Preterm Labor: Randomized Controlled Trial*. IJCBNM. 2023;11(2):85-95.doi: 10.30476/IJCBNM.2023.96119.2106.
- Menaldi Sri Linuwih, Hanny Nilasari , Githa Rahmayunita , Siti Farida , Nanda L. Prasetya (2020). *Blended Learning as a Method for Improving Students' Achievement in Dermathopy*. JPKI, Volume 9, Nomor 3
- Nyumba, T.O., et al. (2018). *The use of focus group discussion methodology: Insights from two decade of application in conversation* Retrieved. From <https://besjournals.onlinelibrary.wiley.com/doi/full/10.1111/2041210X.12860>
- Hrastinski, Stefan. (2019). *What Do We Mean by Blended Learning?*. TechTrends 63:564–569 <https://doi.org/10.1007/s11528-019-00375-5>
- Snyman, L. W., & Kasirye, M. (2021). *The Impact of Science Foundation Programmes on The Success Rate of First-Year Pupils in a Blended Teaching and Learning Environment*. South African Journal of Higher Education, 35(5), 277–295
- Sukirman, Yusron Masduki, Suyono Suyono, Dian Hidayati, Hanif Cahyo Adi Kistoro, Sutipyo Ru'iyah. (2022). *Effectiveness of Blended Learning in The New Normal Era*. International Journal of

Evaluation and Research in Education (IJERE) Vol. 11, No. 2, June 2022, pp. 628~638 ISSN: 2252-8822, DOI: 10.11591/ijere.v11i2.22017.

Swartz, B. C., Gachago, D., & Belford, C. (2018). *To Care or Not To care-Reflections on The Ethics of Blended Learning In Times Of Disruption*. South African Journal of Higher Education, 32(6), 49–64. <https://hdl.handle.net/10520/EJC-1357a1d7c3>

Surat Keputusan Direktorat Jenderal Pendidikan Islam nomor 1834 tahun 2021 tentang Penetapan Madrasah Unggulan Bidang Akademik

Zenius. *Learning Loss: Kemunduran Dalam Proses Belajar Siswa*. www.zenius.net/blog/learning-loss.
Edisi 17 Desember 2021