

THE IMPLEMENTATION OF EDUCATIVE VALUES THROUGH THE BUGINES'S FALSAFAH TO INCREASE IN LEARNING OUTCOMES OF THE ISLAMIC AND KEMUHAMMADIYAHAN

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Abstract

The study of the application of educative values to Bugis philosophy expressions is a learning concept that helps educators aim to link between local wisdom material and Al-Islamic and Kemuhammadiyah material. The formulation of the problem is how to apply the educational value of Bugis philosophy expressions in Al-Islam and Kemuhammadiyah subjects to first semester PLS students at STKIP Muhammadiyah Enrekang and the first semester PLS student learning outcomes at STKIP Muhammadiyah Enrekang through the application of educational values to the Bugis philosophy? The activities carried out were the real world situation of students and encouraged students to make connections between modern knowledge possessed and their application in the era of industrial revolution 4.0 challenges in family and community life. The research method implemented is qualitative descriptive research. The collection of research data using observation methods, documentation methods, and interview methods. The results of the research obtained indicate that the application of educational values of philosophical expressions is very effective to be applied in the lecture process. The results of the research achieved were Al-Islam and Kemuhammadiyah subjects through the application of philosophical values of philosophical expressions, there was an increase in the achievement of the learning outcomes of the STKIP Muhammadiyah Enrekang School of Education students significantly.

Keywords: *educative; learning outcomes; philosophy*

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1. Background

National education has the aim of educating the nation's life and developing Indonesian people as a whole, namely human beings who have faith and devotion to the Almighty God and possess noble character, knowledge and skills, physically and mentally healthy, a solid and independent personality and a sense of responsibility community and nationality. Therefore the government conducts equity and increases the quality of education. Education is seen as having an important role in ensuring the development and continuity of the nation. The educational orientation that is strengthening today is the education which is oriented towards the industrial revolution 4.0.

Learning at the college level has many interrelated elements and determines success in the teaching and learning process, especially in the field of Islamic education. The elements that need to be developed are educators, students, curriculum, teaching, tests, and the environment. Students as subjects in the process also play an important role in the success of teaching and learning activities especially in the field of Islamic education, for the level of Muhammadiyah Higher Education is known as compulsory subjects namely Al-Islam and Kemuhammadiyah. The learning process of teaching Al-Islam and Kemuhammadiyah, one of the compulsory subjects taught at PTM is Al-Islam and Kemuhammadiyah which are tiered from the start of the first semester and the next semester which usually have different levels of PTM. Al-Islam and Kemuhammadiyah education are given with the aim of improving the quality or quality of teaching in the teaching and learning process (Elihami E, 2016). Al-Islam and Kemuhammadiyah courses include knowledge, understanding and ability to analyze students towards the social conditions of the people in Islam and Muhammadiyah (Firawati, 2017). However, Al-Islam and Kemuhammadiyah taught in PTM are still felt as less interesting and boring subjects, because the Al-Islam and Kemuhammadiyah courses taught in PTM are courses that contain stories or events that happened in the past that sourced in the Qur'an and Hadith. Less interesting is not the revelation of Allah SWT. but the learning strategy in the learning process and the number of students with different Islamic cultural backgrounds. This was caused by the identity of the Al-Islam and Kemuhammadiyah spiritual movements which could not be separated from the ideology of Muhammadiyah. Besides that in the learning process activities are still knowing not all students are able to concentrate in a relatively long time in wisdom with the learning of Al-Islam and Kemuhammadiyah. Students' absorption of the materials given is also varied, some are fast, some are moderate, and some are slow (Achmad Sanusi, 2004). Intelligence factors affect the absorption of students on the subject matter given by lecturers (Elihami & Irman Syarif, 2017). Fast slow acceptance of students to the material given lectures requires a variety of time giving, so that full mastery can be achieved as expected.

Responding to these conditions, researchers conducted observations in the first semester of STKIP Muhammadiyah Enrekang School of Education, especially Al-Islam and Kemuhammadiyah courses. As the results of the pre-study conducted on December 26, 2018 revealed that: 1) Lack of use of varied methods in the Al-Islam and Kemuhammadiyah lectures, 2) Less involvement of students in group learning, 3) There is no interaction between students who are smart, moderate, and normal, this is evident that most students complain when given the task of Al-Islam and Kemuhammadiyah; 4) The achievement of student learning outcomes is still low, as seen from the subjects of Al-Islam and Kemuhammadiyah which only achieve sufficient grades.

The data obtained shows that student learning outcomes are still relatively low because they are still below the standard, namely 2 or the equivalent C value set. Of the 24 first-semester students at STKIP Muhammadiyah Enrekang who participated in daily tests, consisting of 11 men and 13 women who participated in the test, there were 5 students who had good scores (70-84%), 10 students had enough score scores (55-69%), and 9 students had less score (46- 54%). From these results, the average value of students is 58.75.

Related to the problems that occurred in STKIP Muhammadiyah Enrekang

especially in Al-Islam and Kemuhammadiyah lectures, the author intends to conduct classroom action research by conditioning learning that makes it easy, exciting and fun for students. The effort is realized in a classroom action research that applies learning models through the culture of the local area (Hamalik, 2007). Learning models based on local wisdom with cooperative learning models with educational values through the expression of Bugis philosophy to improve learning outcomes of Al-Islam and Kemuhammadiyah.

Learning models with educational value through the expression of Bugis philosophy are considered to be able to emphasize special structures designed to influence patterns of interaction in student culture (Somantri, 2001). This learning model is also considered to make it easier for students to interact with classmates according to their culture.

Learning with educative values through the expression of Bugis philosophy students from outside the School of Education communicate with each other while in the direct learning model students sit with the lecturer and continue to pay attention to the lecturer. Based on the description above, the researcher conducted a class action research entitled "The application of educational values through the expression of Bugis philosophy to improve the learning outcomes of Al-Islam and Kemuhammadiyah.

2. Method

The type of research used is classroom action research (CAR) or classroom action research (CAR) which is well applied in the era of social science and religious development (Khalik Abdul, et al., 2008). Classroom action research (PTK) is research conducted by lecturers to solve problems in classroom learning problems. Classroom action research (CAR) is carried out systematically and planned starting with an introduction in the form of action planning followed by the implementation of actions, observations to reflections. In the interview technique in the form of lecturer and student arguments carried out to strengthen the observation data. The test results are in the form of student learning outcomes which are then analyzed, (Nursid Sumaatmadja, 2006), while documentation data are in the form of research subjects (Antin Tryana, 2008), first semester test scores on Al-Islam and The procedure of the research conducted includes the planning, action, observation, and reflection stages. This study uses two cycles, namely cycle I and cycle II. Cycle I was carried out through learning with educational value through Bugis philosophy expressions in the subjects of Al-Islam and Kemuhammadiyah. Cycle II is carried out by considering the constraints and shortcomings in the first cycle with the same steps in cycle I.

3. Result and Discussion

The results of the research carried out in the first semester of the STKIP Muhammadiyah Enrekang School of Education Education in order to find out learning with educational value through the expression of Bugis philosophy which has increased the motivation to learn students of Al-Islam and Kemuhammadiyah subjects.

a. Implementation of Cycle I

Cycle I consists of 2 meetings. The Planning Stage in Cycle I includes compiling syllabus and SAP with the sub-topics of the role of Muhammadiyah leaders in proclaiming Muhammadiyah ideology, forming groups consisting of 4 heterogeneous abilities, making Group Worksheets, making the results of the cycle I test, making lecturer observation sheets, making questionnaires and observation sheets to determine student learning motivation, making interview guides with lecturers and students, preparing traps of Al-Islam and Kemuhammadiyah courses as learning media (Bungin, 2013: 123). The implementation of learning in the application of educative values of Bugis philosophy with media in the form of Bugis advices in Cycle I includes stages: (1) preparation which is the planning stage of Cycle I, (2) numbering, namely lecturers asking students in groups, (3) questioning and thinking together about the messages of Bugis philosophical content include answering questions to the media in the subjects of Al-Islam and Kemuhammadiyah, namely lecturers giving LKK and students working on LKK on the magazine about local wisdom integrated with Al-Islam and Kemuhammadiyah material, (Widodo, 2018). (4) giving answers (answering) includes presenting the contents of the magazine, (Ibrahim, 2000) (5) conclusions, namely lecturers guiding students to draw conclusions, and (6) giving awards, namely lecturers giving awards to the most active groups able to understand educative values about Bugis philosophy which are associated with Al-Islam and Kemuhammadiyah.

Observation activities in this study were assisted by three observers to observe student learning motivation in the class and assisted by lecturers to observe the activities of lecturers (researchers). The researcher also distributed questionnaires at the end of the lesson to find out students' learning motivation. The results of reflection in the first cycle showed that students' learning motivation had increased compared to the pre-cycle. Student learning motivation in classical based on questionnaire scores of 75 (high) and based on observations the score is 68 (high). The classical student learning outcomes score is 69 (moderate / sufficient).

b. Implementation of Cycle II

The implementation of Cycle II is an improvement based on the results of reflection carried out in Cycle I. Based on the reflections carried out in Cycle I, a problem was found with some students who were unable to explain the material that was responsible to their friends, some students dominated in giving responses, not all students could focus following the steps of learning, some students have reduced their learning outcomes, and the time allocation must be paid more attention by the researcher.

The planning stage includes compiling SAP and RPS with the sub-topics of the role of Muhammadiyah leaders in proclaiming the ideology of Muhammadiyah which is an improvement from Cycle I, forming a group consisting of 4 students with heterogeneous abilities, making Group Worksheets, making Cycle II learning outcomes tests, making Lecturer observation sheets, making questionnaires and observation sheets to determine student learning motivation, making guidelines for

interviews with lecturers and students, preparing magazine as a learning media about local wisdom material that is integrated with Islamic material. The implementation of Al-Islam and Kemuhammadiyah learning in Cycle II includes the stages: (1) preparation of contextual learning, (Maesuri, 2002) (2) numbering in cooperative learning (numbering), (Komalasari Kokom, 2010) (3) questions (questioning) and thinking together about Bugis philosophy (heads together) includes answering questions in madding media about Al-Islam and Kemuhammadiyah material, (Muhammad Nur, 2005) (4) giving answers (answering) including presenting material content, (5) conclusions, and (6) give awards.

The results of reflection in the second cycle showed that students' learning motivation had increased compared to Cycle I. The students' learning motivation was based classically on a questionnaire with a score of 80 (high) and based on observations the score was 80 (high). The classical student learning outcomes are 79 (good).

c. Student Learning Motivation in Cycle I and Cycle II

Based on the results of the student learning motivation questionnaire analysis before and after the application of the Al-Islam and Kemuhammadiyah course learning data the students' learning motivation is obtained classically namely the pre-cycle student learning motivation score was 60, which included quite an increase category in the first cycle of 6, and the score became 74% which was classified as a high category. Student learning motivation has increased again in the second cycle, but the increase was not as big as before, which amounted to 4 and the score became 80, but still a high category.

The data on the increase in students' motivation to study Al-Islam and Kemuhammadiyah courses based on the questionnaire were also supported by data obtained from observations, (Taniredja Tukiran, 2011). The student learning motivation obtained through questionnaires from pre-cycle to cycle I and from cycle I to cycle II has increased. The pre-cycle student learning motivation score is equal to 52 which includes a sufficient category to experience an increase in the first cycle of 16 and a score of 68 which is classified as a high category. Student learning motivation has increased again in the second cycle, although this increase is not as big as before, which is equal to 7, the score becomes 75 but still high category.

d. Student Learning Outcomes in Cycle I and Cycle II

Analysis of student learning outcomes based on the learning outcomes test shows an increase in student learning outcomes before and after the application of learning with medium media. Classical student learning outcomes can be observed that the student learning outcomes in a classical manner which previously from pre-cycle of 49.62 (less) increased by 19.03 in the first cycle to 68.65 (moderate / sufficient). These learning outcomes increased again in the second cycle of 6.16 to 74.81 (good). This research is conducted through the assessment of the problems with the scope and situation, namely class (contextual and situational) through self reflection related to

lecturer teaching behavior accompanied by a review of a particular treatment and assessing the extent of the impact of the treatment on learning processes and outcomes conducted by lecturers. Assessment aims to change, improve, or improve the quality of activities and / or learning outcomes. (Masyhud, 2012: 156). The research aims to increase the motivation and learning outcomes of semester students of STKIP Muhammadiyah Enrekang School of Education outside the study program through the application of learning in Al-Islam and Kemuhammadiyah subjects. The activities carried out in the preliminary action were observation of the teaching learning process and student learning motivation before applying the learning method with madding media about Bugis philosophy, conducting interviews with STKIP Muhammadiyah Enrekang lecturers to find out the learning methods commonly used by lecturers in subject learning, interviewing students about students' responses to learning that are usually used by lecturers (Isjoni, 2007), obtained data about the first semester test scores on Al-Islam and Kemuhammadiyah courses, and distributed questionnaires to students to find out student motivation before applying educational values in the Al-Islam lecture process and Kemuhammadiyah.

The results of the pre-cycle observations indicate that students' learning motivation in classical scores is 55 (sufficient category). This data is obtained based on questionnaires that have been distributed to students and observations during the lecture process. Students' learning motivation is classically based on the questionnaire the score is 60 (sufficient category). Based on the documentation of the first semester test, the students of the Study Program of School of Education in the Al-Islam and Kemuhammadiyah subjects were known to the students' learning outcomes before the research was held. Student learning outcomes in a classical manner are equal to 49.62 (less). Cycle I lecturers have implemented the steps in the process of learning with the lecture method. Students are more enthusiastic to follow the qualification process because this learning model has never been used in a previous class. The learning process takes place in an orderly manner with the agreement / commitment that has been made between lecturers and students in preliminary actions (Junaidi, 2010). Students have also used media as a media medium according to the instruction of the lecturer. The steps taken to overcome the obstacles in the first cycle are to give special attention to students whose learning motivation is lacking by giving them the opportunity to be more involved in each step of the learning process.

Student learning motivation classically experienced an increase in the first cycle after being applied to the application of educative values of Bugis philosophy with the media to 75 (high) based on questionnaires and 70 (high) based on observation. Classical student learning outcomes also increased in Cycle I to 68.65 (moderate / sufficient). The implementation of Cycle II is an improvement based on the findings of the Cycle I reflection. These findings include the presence of several students who have not been able to explain to their friends the material they are responsible for, some students dominate in giving responses to other groups, some students are not focused on following lecture steps based on local wisdom, some students whose learning outcomes decline from pre-cycle to cycle I, and lack of researchers in paying attention to time allocation. The improvement based on the findings of the reflection results of the first cycle was able to increase the motivation and student learning outcomes in Cycle II. Cycle II shows that the level of student learning motivation classically has an increase compared to the first cycle, although it is still classified as a high criterion with an increase that is not as big as before, the score is 4 to 80 (high) based on

questionnaire and 7, the score becomes 75 (high) based on observation. Student Learning Outcomes also experienced an increase in Cycle II of Cycle I. The learning outcomes were known after a test of learning outcomes was held which was an improvement of the learning outcomes test in cycle I. The classical student learning outcomes were a score of 74.81 (good).

The results of the study were reviewed from other analyzes in the form of descriptive percentage analysis, both the results of pretest and posttest and t-test to test the hypothesis, (Slameto, 2003). Descriptive analysis of percentages intended namely the low learning motivation was obtained based on the results of the pre-test conducted on July 12, 2018 and posttest on September 11, 2018 against 10 semester students of the Education Study Program outside the School of STKIP Muhammadiyah Enrekang. The following is presented data on the low learning motivation of the first semester students of STKIP Muhammadiyah Enrekang Education School before and after the application of educational values in Bugis philosophy which are presented in the form of frequency distribution tables and percentages based on assessment data.

The low level of learning motivation for semester one students of STKIP Muhammadiyah Enrekang School of Education study program for the experimental group when the general pre-test in the category experienced very high low learning motivation as much as 2 respondents or 20 percent, high low learning motivation categories as much as 5 respondents or 50 percent and categories moderate low learning motivation of 3 respondents or 30 percent. But after being given treatment in the form of educational value learning models through Bugis philosophy integrated with Al-Islam and Kemuhammadiyah there are 3 stages, the low learning motivation of students can show there is a positive change, meaning success, where the learning motivation category is 6 respondents or 60 percent, low learning motivation category while 4 respondents or 40 percent.

The results of the study are models that can help students teach how to solve problems systematically from identifying problems to determining alternative problem solving to the low motivation of student learning in lectures about Al-Islam and Kemuhammadiyah on semester students of Education Study Program STKIP Muhammadiyah Enrekang in Enrekang district.

4. Conclusion

Based on the results of data analysis both descriptively class action research discussion of the results of the study can the authors be able to express conclusions as following: The level of student understanding in Al-Islam and Kemuhammadiyah courses and the process of conducting lectures experienced an increase in learning motivation in first semester students of STKIP Muhammadiyah Enrekang Education School Study Program and student learning outcomes were classified as good, it was shown that 44 respondents or 79% of students had results very high learning specifically in Al-Islam and Kemuhammadiyah courses and there was an increase in student learning outcomes in Al-Islam and Kemuhammadiyah courses in the first semester of the School of Education outside STKIP Muhammadiyah Enrekang from cycle I to cycle II together through the application of educational values in terms of Bugis philosophy.

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