

# Practical Model Of Scientific Approach In Learning Islamic Studies And Budi Pekerti Courses At Indonesian Secondary Schools

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**Abstract:** The implementation of the scientific approach by the teachers in teaching Islamic Studies in Secondary Schools has faced many obstacles e.g. inadequate distribution of time to seized the steps of the scientific approach and the limited skills of the teachers in utilizing the media and students who are less serious during the learning process. This study aims to illustrate the development of a scientific approach model in learning Islamic Studies and Budi Pekerti at Secondary Schools. The method of this research is research and development Four-D model by adapting research steps according to Gall and Borg. There were 14 teachers of 6 Secondary Schools in Padang, Indonesia. Observation, interviews, and documentation were used to collect the data. The findings of the research found that the development of a scientific approach model in learning Islamic Studies in Secondary Schools could be done by giving structured assignments to students in groups.

**Index Terms:** Scientific Approach; structured assignment; Islamic Studies; Budi Pekerti.

## 1. INTRODUCTION

EDUCATION as a conscious and planned effort requires special guidelines called curriculum. As a component of education, curriculum is required to be able to adapt to the development of science and technology [1], [2]. Therefore, one basic principle of the curriculum is the principle of flexibility (flexibility; flexibility; not rigid) which means that there is room for movement that makes concessions in making decisions about an activity that will be carried out by curriculum implementers in the field. As a realization of the principle of curriculum flexibility is the existence of certain aspects of the curriculum that can be developed to improve the quality of education. [1], [3]–[7] emphasized that in improving the quality of education; the Indonesian government has made many changes, both in the form of an education system that concerns the curriculum structure and learning patterns. As mandated in the 2010-2014 National Medium-Term Development Plan in the field of education that one of the core programs in the educational sector is the rearrangement of the school curriculum so that it can encourage the creation of educational outcomes that are able to answer the needs of human resources to support national and regional growth. One form of curriculum development is related to aspects of the learning approach. In the 2013 Curriculum, the main strength promoted was the importance of applying scientific approaches to learning. The scientific approach to learning includes five main learning experiences, i.e. observing, asking, gathering information, associating, and communicating. The steps of the scientific approach are basically not something that is standard [8]–[11]. Every teacher is required to develop a scientific approach in such a way that the quality of the learning process can be continuously improved [7], [12]–[17].

Development of a scientific approach to learning can be done through the provision of structured tasks by teachers to students [15]. This development model is not only effective for general subjects, but also effectively used in learning Islamic Studies and Budi Pekerti in schools. This is in line with the findings of the study conducted by [8] that the scientific approach that is preceded by the provision of tasks before learning, to be carried out by students outside the classroom, is very suitable to be applied in the learning of Islamic Studies and Budi Pekerti in schools. The use of any approach in learning will affect the development of potential students. Likewise, the application of scientific approaches to Islamic Studied and Budi Pekerti through the assignment also has several implications and even contributes greatly to the development of intellectual, emotional, and even spiritual potential of the students. Learning with a scientific approach is learning that is designed in such a way that students actively construct the concepts, laws, and principles through observing stages (to identify problems), formulate problems, propose or formulate hypotheses, collect data with various techniques, analyze the data, draw conclusions, and communicate the concepts, laws or principles [18]. [15] defines the scientific approach as a learning model based on a scientific approach to the learning process that is oriented to expand students' ability to solve problems through a series of inquiry activities that require the ability to think critically, think creatively, and communicate as an effort to improve students' understanding. The use of this approach in learning must be based on scientific provisions which include the activities of observing, asking, reasoning, trying, and forming networks [11], [19]. The application of the scientific approach to the learning process does not merely emphasize the development of students' competencies in conducting observations or experiments, but how to develop their knowledge and their way of thinking skills so that they can maintain creative activities and be innovative. According to the 2004 Scientific Policy Forum magazine published in America that scientific learning includes active learning strategies of students that integrate students in the thinking process and the use of scientifically tested methods that can help teachers identify differences in students' abilities [14], [20]. The application of scientific approach in learning process will also build scientific learning environment. According to the Ministry of Education and Culture (2013);

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[21], the learning process is categorized as scientific activity if it meets seven criteria: (1) the substances or learning materials are based on facts or phenomena that can be explained by certain logic or reasoning; the substances or learning materials are not limited to approximately, fantasy, legend or fairy tales; (2) teachers' explanations, students' responses, and teachers-students educative interaction are free from prejudice, subjective, or interpretation that deviates from the flow of logical thinking; (3) encouraging and inspiring students to think critically, analytically, and precisely in identifying, understanding, solving problems, and applying substance or learning material; (4) encouraging and inspiring students to think hypothetically in seeing the differences, similarities and links between one material and another; (5) encouraging and inspiring students to understand, apply and develop rational and objective thinking patterns; (6) based on concepts, theories, and empirical facts that can be accounted for; and (7) learning objectives are formulated in simple and clear manners.

## 2. METHOD

### Design of the Research

This research was conducted qualitatively [22], [23]. The data are the application of scientific approaches in Islamic Studies and Budi Pekerti subjects at Secondary Schools in Padang, Indonesia. The supporting and inhibiting factor in the application of a scientific approach in Islamic Studies and Budi Pekerti subjects at the Secondary Schools in Padang, was obtained by qualitative methods.

### Source of the Data

The source of the data in this research was the 14 Islamic Studies teachers of the secondary schools in Padang who were appointed as target schools for the implementation of the 2013 Curriculum. There are 6 Secondary Schools designated as target schools in Padang: SMPN 1, SMPN 8, SMPN 12 and SMPN 31 Padang, SIMA and SMP Nasional Padang.

### Instruments

The retrieval technique of the data source in this research is by using snowball sampling technique. It is a continuous search of information on all data sources until they reach saturation point. Research data collection uses interview, observation and documentation techniques.

### Data Analysis Technique

The research data that has been obtained is then processed and analyzed by taking standard steps in qualitative research include: data reduction, data display and conclusions.

## 3. RESULTS

### The Implementation of Scientific Approach in Learning through Assignment for Islamic Studies and Budi Pekerti

#### SMPN 1 Padang

The observation phase in Islamic Studies and Budi Pekerti learning process at secondary schools went by the theme "The beauty of togetherness in Salat Jamaah". The teacher assigned students to observe the video of congregational prayers (Salat Jamaah) that are broadcast through the projector. Students also observe the practice of Salat Jamaah

at the school mosque (Mushalla). However, the video shows that the Salat Jamaah are still too long without even a pause, then observations are made until the video shows ended so that the limited time allocation cannot be properly distributed by the teacher to implement the next scientific approach steps. The application of the questioning step is done by assigning students to ask some questions about the video they observed. It means that by seeing the pictures and watching the videos, the students are questioned about the topic. However, because it is driven by high curiosity in some students, during displaying images there are numerous students asked questions. The application of the third step in this scientific approach led the teacher by assigning the students to do congregation (Salat Jamaah) at the school mosque. The students are divided into several groups. Each group consists of 5-6 people and they are assigned to follow the procedures of Salat Jamaah at the school mosque under direct guides of the teachers. One of the students is the Imam, and the rests are the Makmum. At the associate stage, the teacher assigns students to discuss the practice of Salat Jamaah which has been observed, both from the video and the practice. The response of students in the discussion is quite good so almost all students are actively involved without having to wait for stimulation or motivation from the teachers. Communicating activities were seized by assigning several groups of students to present the results of their discussions in front of the class while the rest of the class respond and listen to their presentation. Because of the time limit, not every group is able to present their observation.

#### SMPN 8 Padang

The application of observing steps in learning by the theme "The beauty of togetherness in Salat Jamaah has done by assigning students to first observe the displayed picture of Salat Jamaah. From the picture, many students would guess the subject they are going to be discussed at the meeting. Then, the teacher displays the picture, and shows a related video. The video is played through the teachers' laptop connected to the LCD projector. The video shows students the actual the procedures in performing Salat Jamaah and the way the Imam lead the pray. Next, students observe the video; they are assigned to ask questions about the observed video. At this stage, students have not asked any question. It is probably students are afraid to ask; the teacher must lead the students to ask questions. Observations showed that after observing Salat Jamaah videos there were no students who spontaneously asked questions. After the teachers give the lectures, there are some students who ask questions. The implementation of the third stage in the scientific approach is done by assigning students to practice Salah Jamaah in the school mosque. Before the students do the prayer, the teacher must exemplify the correct procedure for Salat Jamaah. Then the teacher guides students in performing Salat Jamaah in groups. The application of the associating step is done by assigning students to have discussion about Salat Jamaah weather it is obtained through observing the video or by practicing Salat Jamaah in groups. However, the result shows that implementation of the discussion has reached its maximum goal since the teachers still do the lecturing. The application of the final stage of the scientific approach has been integrated in the questioning and associating steps. It means that at this stage there are no students showing the results of previous observations that were prepared to write

the reports.

### **SMPN 12 Padang**

During the observing stage by the “The Beauty of Togetherness in Salat Jamaah several students were assigned to do the prayer (Salat Jamaah) practice in front of the class at their best, even though the teacher had not explained the its procedure. It is intended to inspire as well as to provide the opportunities for other students to be able to give commentaries and to ask questions about the practice Salat Jamaah. Besides, the observation stage is done by asking questions and asking the students to be honest of who did not do Salat Fajr (Subuh) that morning. After, it was discovered that there were some students who did not do the pray. The teacher then assigned some students to do reenact Salat Jamaah in front of the class. At the same time, the teachers assign the other students to observe them. Then if possible, students are also assigned to observe Salat Jamaah held by their seniors at the school mushalla and discuss about it during the lesson. The results of field observations show that the application of scientific approaches in Islamic Studies and Budi Pekerti classrooms has not been supported by the use of supporting media, both in pictures and videos. It is because the inadequate availability of the media at school. At the questioning stage, students are assigned to ask questions about the practice of Salat Jamaah performed by some of their friends in front of the class. Although the students have been motivated, only small numbers of the students asked questions, while most others did not want to ask questions. During the third stage of the scientific approach, for the students who did not do Fajr Prayed, they are assigned to enact the prayer procedures directly in front of the class. In addition to get information through observing the teachers also assign the students to gather information by observing Salat Jamaah conducted by other students at the school mosque. The teachers reveled that in order to get more information about the practice of Salat Jamaah, students were also assigned to observe the practice of Salat Jamaah by their friends and classmates at the school mosque. The implementation of the associating stage is done by motivating students to discuss the themes learned and the information they get after observing the practice Salat Jamaah conducted by their friends in front of the class. Even so, only a small percentage of students do the discussion. Given the absence of a division of groups of students by the teacher, the stage of communicating is only limited to the questions and answers between the teacher and students about the theme “The Beauty of Togetherness in Salat Jamaah”.

### **SMPN 31 Padang**

The application of observing activities of the scientific approach in Islamic Studies and Budi Pekerti by the teachers at SMP 31 Padang is done by assigning students to observe the video about Salat Jamaah. However, the implementation is less effective because the unavailability of an adequate amount of the projectors. In addition, the teachers also do not have adequate skills in operating the media, since the media is forced to be used in turn by three Islamic Studies and Budi Pekerti teachers at school. Here, the opportunity to practice by using the media in learning not enough. The questioning stage is done by the teacher by assigning and motivating students to ask questions about the video. Nevertheless, most students do not ask any question even though the teachers have

motivated the students to ask. Most of the students do not want to ask questions. Vice versa, when the teacher asked them, students are barely answering the questions. At the gathering information/experiment stage, the teacher has also divided students in groups. In this case the teacher has also assigned a group of several students to do the practice of Salat Jamaah in front of the class. The teacher confirmed that the students were divided into several groups. They appointed a group to do the practice of Salat Jamaah in front of the class while the other groups were assigned to record important information appeared from the practice of Salat Jamaah. At the associating stage, students is demanded to do the discussion. However, the implementation only showed that there are only small number want to discuss. The communicating stage is done by assigning one or two groups of students to show the practice of Salat Jamaah in front of the class.

### **SMP SIMA Padang**

The implementation of scientific approach in Islamic Studies and Budi Pekerti class by the theme “The Beauty of Togetherness in Salat Jamaah at SMP SIMA shows that students are only listening to teachers’ information and by reading it from the books. The teacher does not display any picture or play any video of Salat Jamaah. At the questioning stage, the teacher assigns students to ask questions directly about the objects they read from the book and also from the objects they hear from the teachers’ explanation. But often the questioning stage is not going well because students have not dared to ask questions or comment. The gathering information/experiments stage is done by the teachers by assigning students to practice Salat Jamaah in front of the class in groups after the students read the book, observe the pictures, and listen to the explanations from the teachers. At the stage of associating the teacher assigns students to discuss the theme “The Beauty of Togetherness in Salat Jamaah. The discussion included discussion of the good and correct procedures of Salat Jamaah and the obstacles they had in Salat Jamaah. In the implementation of the association phase, most students are still less active. Only small numbers of the students ask questions and answer in their respective groups. It is because of the lack of information the students have about the Salat Jamaah. The implementation of the communicating stage in Islamic Studies and Budi Pekerti at SMP SIMA Padang was not implemented effectively. It is because students are only assigned by the teacher to try the practice of praying in groups in groups. As revealed by the teachers that for the communicating stage students are only assigned to practice the procedures of Salat Jamaah in groups in front of the class. It means that students are not required to present the results of their respective group discussions.

### **SMP Nasional Padang**

At the stage of observing students are assigned to read a book with the theme “The Beauty of Togetherness with Congregation”. The students observe the images of Salat Jamaah in the book and listen to the teachers’ explanation about the subjects. For this reason, each student is required to have Islamic Studies book as a handle. At the questioning stage the teachers assign students to ask questions about the objects they have read. The students must observe and listen to the teachers’ explanation. This means that after students read, observe the picture and listen to the teacher’s

explanation for approximately 15 minutes, then the teacher gives the opportunity for students to ask questions about things that are poorly understood, but only a small percentage of students want to ask questions. The stage of gathering information/experiments is done by the teachers by assigning the students to practice Salat Jamaah in groups. At the stage of observing basically students also have to gather the information related to the subject. At the associate stage, the teachers assign the students to discuss in groups. However, the discussion among fellow students in the group usually does not run smoothly, this stage is often replaced by question and answer between the teacher and the students. The implementation of the communicating stage in SMP Nasional, just like the one in SMP SIMA had also become less effective and is barely seen in Islamic Studies and Budi Pekerti subject by using the scientific approach. It was probably because the teachers still play the dominant role in learning process. Also, there are lacks of involvement and participation of students.

#### 4. DISCUSSIONS

The application of the scientific approach through the assignment in Islamic Studies and Budi Pekerti lesson at Junior High in Padang has brought many positive impacts for teachers, students and the community. For the teachers, the impact is not only to give the teachers the ability to increase and broaden their insight about the application of the effective and efficient scientific approaches in learning process but also gives the teachers the opportunity let the student be sincere in learning. It is mainly because in designing and preparing the assignments, the teachers must prepare the assignment outside the classroom and it requires analysis and thinking in a relatively long time. It requires the sacrifice of the teacher with full sincerity to achieve the goal. For students, this approach will train them to be scientific researchers. Through observation, for example, students are trained to observe an object carefully so that observations are not only classified as ordinary or common observations. Also, by giving the students the assignments, it will evolve their curiosity levels. They will try to observe the object in depth and try to dig as much information as possible. Through questioning activities, students are trained in how to communicate well with others, both towards older people, fellow friends and towards younger people. The ability of students to communicate well with others is one of the keys to their success. Many people faced their failure in life because they have less skill in communication. It also means that the scientific approach through the assignment also trains the other side of the students' emotional intelligence aspects since emotional intelligence is closely related to one's ability to manage their emotions [24]. Through the frequent associating activities, it will train the students to respect others opinions of others in deliberations. In the experimental phase, the implication for students is to train the students to be more careful in acting or doing something. Such prudence can be seen from e.g. the basis of which is used as a foundation in doing an assignment. At the final stage of the scientific approach through assignment, students often speak and present their assignment in front of the class, both individually and in groups. It will build students' confident to talk in public. It is clear that the scientific approach model by giving the students structured assignment will help the teacher in solving problems that arise in learning process. It can also improve the ability of students in during learning process. Related to this situation, Kelting-Gibson (2005);

Maba, (2017; Widodo, 2016)k, in their research shows that scientific learning, besides providing solutions to the teachers' in teaching, is also able to provide an increase in students' abilities. It is because the influences of pedagogic abilities of students are unconsciously constructed by themselves. The impact of the scientific approach through the assignment to the community are: by giving the students the assignment by Islamic Studies and Budi Pekerti teachers at school, the students will provide themselves by asking questions related to the topic to the people outside the school i.e. parents, neighbors [24]. Here, the students will increase and broaden their horizons and knowledge within the community. Some students may ask something rare or has never even been heard before.

#### 5. CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the research and discussion presented in the previous section, it can be concluded that the scientific approach has been applied in Islamic Studies and Budi Pekerti lesson at Junior High in Padang. However, the implementation of the scientific approach steps is not optimal and still faces many obstacles. Besides, the application of the scientific approach is still limited in the school environment (in the classroom/ mushalla) and has not been preceded by the provision of structured tasks by the teacher to students. The supporting factors of the application of scientific approaches on Islamic Studies and Budi Pekerti lesson in SMP 1 and SMP 8 Kota Padang are: availability of learning facilities and facilities e.g. laptops and projectors, high responses, and the enthusiasm of the students in learning. While among the inhibiting factors are: lack of mastery of the teachers in applying scientific approaches, and the lack of teachers' ability in distributing the available time allocation. The supporting factors for applying scientific approach in Islamic Studies and Budi Pekerti lesson at SMPN 12, SMP 31, SMP SIMA, and SMP Nasional are the demands to implement the 2013 curriculum because it has been appointed by Padang Education Office at the school for 2013 curriculum implementation targets. Scientific approaches in the four junior high are inadequate learning media that support the application of scientific approaches in learning, the lack of mastery of the teachers on the scientific approach and its implementation in learning and the low enthusiasm of students in participating in learning activities are the main causes. The development of a scientific approach model in Islamic Studies and Budi Pekerti lesson at SMPN 1 and SMP 8 Padang was done by adding structured assignments prepared by the teacher to discuss by students outside the classroom. Students are also assigned to record information relating to the teacher-determined material and then presented in the classroom. While the development of a scientific approach model in Islamic Studies and Budi Pekerti lesson at SMPN 12, SMP 31, SIMA and SMP Nasional are done by preparing structured assignments related to the material and assigning students to make concept maps or practice designs outside the classroom to be presented in the classroom. Based on the results of the research and discussion that has been presented, a number of suggestions are presented as follows: first, Islamic Studies and Budi Pekerti teachers have to master the theory and the practice of scientific approaches and their development in learning. Second, Islamic Studies and Budi Pekerti teachers should be sincere in educating their students because the application of scientific approaches requires

sacrifice of time, energy, and mind. Third, the principals of Junior Highs in Padang must periodically facilitate Islamic Studies and Budi Pekerti teachers to attend the training related to the application of scientific approaches to learning. Fourth, the principals of SMPN 12, SMPN 31, SMP SIMA, and SMP Nasional should add the facilities or media that support the application of the scientific approach in learning. Fifth, the Management of Padang PAI MGMP must further develop the technique of applying the scientific approach in Islamic Studies and Budi Pekerti for all subjects covered in the curriculum. Sixth, the Ministry of Religion in collaboration with the Religious Education and Training Center should be able to facilitate Islamic Studies and Budi Pekerti teachers in Padang broaden their insight, knowledge, and skills in applying scientific approaches in learning, especially the scientific approach that has been developed in this research.

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