

THE IMPLICATION OF ISLAMIC CHARACTER EDUCATION AND MINANGKABAU CULTURE TO BIOLOGICAL LEARNING ACHIVEMENT

Yosi Laila Rahmi, Saefudin dan Widi Purwianingsih

Biology Department, Padang State University

Abstract

The decline of the nation character is a negative impact of globalization which become a common task that must be solved. Character education program is one solution to overcome the moral degradation at educational institutions. Indonesian society still holds eastern culture and puts the local culture as a strategy to realize the educational character. The aims of this study were: (1) to analyze the implementation of Islamic character education based on Minangkabau culture in one of the best senior high schools in West Sumatra; (2) to describe the implications of Islamic character education based on Minangkabau culture to biological learning achievement. The approach used was a descriptive, specifically case study. Data were collected through observation, interviews, questionnaires, documentation studies. The results showed that (1) the implementation of Islamic character education based on Minangkabau culture consisted of: values based school culture and school activity program; (2) the success of character education was influenced by Minangkabau culture; (3) Islamic character education gave positive impact to student character and biological learning achievement.

Key words: Islamic Character Education, Minangkabau Culture, Biologi Learning Achievement

INTRODUCTION

When we look, the phenomenon of behavioral younger generation today's not in spite of the adverse effects development and information technology that create concerns in the various parties. If this was left it will have an impact on Indonesia faces further education. This condition is not consistent with the mandate Law No. 20 of 2003 Chapter II, Section 3 of the Nasional Education System that aims to development students's potential to become human that faith and fear of God the almighty, noble, healthy, knowledgeable, skilled, creative, independent, and be a citizen of a democratic and responsibility.

In 2010 the Ministry of National Educational responded to the importance of discourse moral problems in education with a grand theme, "Development of Education Cultural and National Character. "There are several forms of integration of character education in educational process is the integration of classroom learning, development culture of the school, co-curricular extracurricular, and daily activities in home and community (Curriculum Center, 2011).

One of the subjects of science, biology, closely related in cultivation characters efforts to students. This is because the object of study of biology such as cells, human organs, animals and plants contain many source of wisdom could be a inspiration to cultivation of moral values in students. Therefore, the contribution of biology teacher integrate character values into any instructional material and the active role teachers in activities that support discourse of character education to be important to be applied so that impact on learning achievement biology in particular and on the character of the student in general.

However, demands on integrated character education in particular of the biology learning process not yet fully understood by executive education in the field. Looks, education providers prioritize achievement, thus neglecting the achievement of goals others. For example, the people generally assume that achievement of success in the National Final Examination (UN) is a measure of success of education in the schools, so it is not rare cases of fraud implementation of the National Final Exam.

School as an educational institution is a strategic tool character education caused of most of the day children spent in school. Meanwhile, related to how schools apply the character building to students will be closely linked to the culture in surroundings. It is given that cultural value orientation will affect how a person's life (Idrus, 2012).

Suryabrata (2000) revealed that complexion life someone determined by cultural values which are dominant. For the people in the area West Sumatra, the dominant culture Minangkabau culture is that since little they know. Thus, for Minang people how they educate the character of the child must be adjusted with the famous Minangkabau culture with his philosophy *adat basandi syara', syara' basandi Kitabullah* meaning cultural based on religion and religion based on Al-Quran.

The strong argue to solve educational process can resulted in the generation of intellectual and noble personality, it is necessary to research on schools making efforts to increase the learning achievement as well as forming a moral students. Chooses one of the cities in the West Sumatera that Padang Panjang as research site because the city of Padang Panjang have long sought to integrate character education based on the values of Islam in education policy. In Padang Panjang city, government policy that the Length Development Plan (RPJP) with the Short Development Plan (RPJMD) of Padang Panjang in 2008- 2013 which is based on natural resources existing and past history of success put education as a program priority. It makes Padang Panjang known as an Islamic educational destination (Syam, 2011:1).

There are interesting things in the midst of efforts the government in the implementation character education, where in the Padang Panjang city has a superior school in West Sumatra Province that built from the August 1, 1997 is SMAN 1 Padang Panjang. In the field, the graduated student of this school has a lot of incised achievements and continuing their study in inside and abroad favorite college. The school also has melulus right of students who have a good moral and hafiz Al-Quran that have participated building society, the environment and student in which they live and study. This is the result of education programs which have been implemented in SMAN 1 Padang since 1997, namely education Islamic character (Yamin, 2011).

Islamic character education that held in SMAN 1 Padang Panjang could regarded as one of the application Minangkabau indigenous principle. The principle is *adat basandi syara', syara' basandi Kitabullah*. From this expression it can be seen that Minangkabau society is Islamic society. It also affects on education in Minangkabau not be integral to Islam. If we consider the context of education have an important role in the heir right truth values are believed by one generation to the next, then educational institutions are the means strategic transformation process cultural values in a social community (Abduh, 2011).

Based on the interview teams of researchers with biology teachers of SMAN 1 Padang Panjang indicated that achievement biology students of SMAN 1 Padang Panjang at XI class were high. It is because none of the students who has a mark under the mark of the KKM standart, and has an average grade for biology subjects between 83 up to 86.

Achievement, school management and character of students at SMAN 1 Padang Panjang which has been described above, is interesting to explored further and deeper and need to learn the ways of the school *manage* Islamic character education with strong Islamic values to be integrated set when it integrated in the learning process especially biology and whole school activities without reducing the student achievement as to be able to establish a personal steady and firm stance with environmental conditions that tend to hedonic and materialistic.

Based on the background of the problem in above, the researchers propose some formulation of the subject matter of this study, namely "How can an overview of the implementation of Islamic character education that held in SMAN 1 Padang Panjang and association with the Minangkabau culture and its implications for learning achievement biology?." The purpose of this study are: (1) Analyzing the overview implementation Islamic character education that held in SMAN 1 Padang Panjang and association with cultural Minangkabau; (2) Analyzing and describe form implementation Islamic character education integration the subjects applied biology at SMAN 1 Padang Panjang, (3) Describe an overview of learning achievement biology as a result Islamic character education implemented at SMAN 1 Padang Panjang.

RESEARCH METHOD

This study is descriptive by using survey. The selection of the sample in this study by *purposive sampling* technique. Sample in this study were all parties related to the research focus of the head school, vice curriculum, vice student, biology teacher, religion teacher, teacher guidance counseling, mentors, parents of students and students of class XI IA 4, it is because the student has attended Islamic character education for \pm two years and based on the results of interviews to the tudents of class XI biology teacher IA 4 have considerable biological learning achievement varies. Samples of students were divided into three categories to which students with learning achievement biology high, medium, and low. And chosen two person each categories, based on the average developmental of student learning achievement biology.

In this study the instrument used as a tool to gather was data that guide the interview, sheet observation and documentation tools for (Video, camera, voice recorder, and records field) as well as the student questionnaire. Analysis of the data used is model of Miles and Huberman (Sugiyono, 2012: 246), which consists of data reduction, data display, conclusion drawing and verification.

RESULT AND DISCUSSION

1. Minangkabau culture conditions in Padang Panjang city.

Before discussing the Islamic cultural values and local culture Minangkabau in SMAN 1 Padang Panjang of the course of study, will first be discussed about Minangkabau condition culture in Padang Panjang. Padang Panjang City which have a nickname Cities like Veranda of Mecca. Based on interviews with *ninik mamak* in Padang Panjang area. Padang Panjang is still applying local cultural values such as Minangkabau leadership by *ninik mamak* that role as

controllers of society but fixed by agreement. While the *bundo Kanduang* served as the foundation of all activities at home.

One of the focus This research is local wisdom Minangkabau in education known as educational of surau. From some of the surau education today is under lock and key can collected surau education has changed to the other media that formal institutions such as schools, dormitories, and mosques are still applying a religious values maan and customs. So surau education remains maintained current with form in contrast to better quality.

2. Overview SMAN 1 Padang Panjang.

SMAN 1 Padang Panjang is located at Jl. KH. Ahmad Dahlan No. 9 Village Guguk Malintang, District of East Padang Panjang, Padang Panjang, West Sumatra. Schools accredited "A" of this inaugurated since 1955. In 1997 SMA N 1 Padang Panjang designated as SMA Superior West Sumatra.

Based on the findings of the document, purpose of establishing a school fil obtained a superior school to answer high public interest against the demands of education, especially the existence of public schools quality and specificity is characterized in West Sumatra. This school has a vision an international religious-minded competitiveness and helpless. From interviews the deputy head of curriculum and analysis of school documents obtained by the system business administration student recruitment through selection of the report cards, test the ability to read Quran, religious interview, dormitory interview, interview personality, take the test of English language proficiency and speaking, take the test subjects (Indonesian, English, and science). SMAN 1 Padang Panjang using curriculum that combines multiple intelligences in academic, creative, artistic, though body, and soul is reflected in the religious SMAN 1 Padang Panjang.

3. Implementation of Islamic character education

Based on interviews with religious teacher and former headmaster SMAN 1 Padang Panjang obtained infortion that education takes place in known as the school of education Islamic character or known IMTAQ program. It is implemented at the initiative of several national figures from West Sumatra. Prof. Wardiman Djojonegoro, Tarmizi Taher, Hasan Basri Durin, and Azwar Anas to make platform a superior school in West Sumatra.

Based on observations and interviews with religious teachers and team IMTAQ School got a few steps planting Islamic character education implemented in SMAN 1 Padang Length. More detail can be observed in Table 1.

Table 1. Steps For Planting Character in Students

| No. | Steps Character Cultivation Students | Sample Form Planting Character in Students |
|---------------|--|--|
| 1. | The integration process d a lam pembel a lesson | The teacher has made learning the base on the nation's culture and character |
| | | Implementation of active learning |
| | | Evaluation of the learning by using alternative asesment and applying the values of good character |
| 2. | Through the school culture be grounded cultural Islam. | Cultural greetings, hello, goodbye and thank you |
| | | Familiarize carry and read Al-Quran |
| | | Each school activities be culturally grounded Islami. |
| | | Instill honesty through the slogan 'cheating is forbidden'. |
| | | Care for the environmet support. |
| | | Tahfiz Al-Quran |
| | | Prayers and Jumat prayer in a mosque school. |
| Duha excited. | | |

| | | |
|----|---|--|
| | | Familiarize fasting sunnah on Mondays and Thursdays and other circumcision |
| | | Reading Al Matsurat in the afternoon after Asr prayer |
| | | Familiarize ask the blessing of teachers and parents |
| 3. | Activities that was programmed school for all students. | Imtag activity through mentoring methods. |
| | | Character educational activities |
| | | Mabit (Night training faith and piety) |
| | IMTAQ activities specifically for students in the dorm | Tahfiz Al-Quran |
| | | Tausiyah of chaplain |
| | | Kultum use English after Fajr |
| | | Apples morning. |
| | Extracurricular Activity | Forum Keputrian |
| | | Forums Islamic studies |
| | | Sports (basketball, soccer and mapala) |
| | | Paskibra |
| | | The arts (theater, dance, sa stra) |

Based on the data in Table 1. We can see the activities of Islamic culture is so thick applied in this school, so it is not see the dichotomy between science with religion, both support each other. For implications character education base on Islamic culture focused on memorization activity (tahfiz Alquran) and mentoring activities. This is because The second activity is a routine activity which has had schedule each week.

4. Integration form Islamic character education in Biology Learning

One form of implementation characters the integration of subjects. In this observational study of integrating character education especially on biology subjects. Based on interviews with biology teachers, analysis of documents and the observ biological acquired during the learning process the formation of the form integrating character education through several attempts peerless can be seen in Table 2.

Table 2. Shape integration Islamic character education of the biology learning based on the observation and analysis of documents.

| No. | Form of integration Islamic character education on the biology subjects |
|-----|---|
| 1. | Develop syllabus and lesson plans on the community in which there has been competence in accordance with the value to be applied. |
| 2. | Pray before class starts and ends. |
| 3. | Shaking hands with the teacher when it comes to class and when class ends. |
| 4. | When certain materials such as Reproduction system separates the girls and boys division while group learning. |
| 5. | Using an active learning approach such as of cooperative learning, performance and peer. |
| 6. | Linking biological material with moral values. |
| 7. | Giving the example by dressing decently and Islamic. |
| 8. | Illicit school culture emphasizes cheating during exams. |

| | |
|----|---|
| 9. | Active role as a tutor at activities Small Group Tutoring (BKK). For example, mothers 'MT' to be 11 guide in groups consisting of 12 students of class XC |
|----|---|

Of Table 2. Obtained information to integrate character education into learning in biology can do in several ways:

- Preparing a syllabus and lesson plans biological learning a load of character values.
- Implement active learning.

Based on observations on biology learning teacher looks implement varied learning programs. The habit of reading Quran and praying before learning serves students right concentration. This is in line with that expressed by Surakhmad (2011), the concentration is defined as the power of thought to an object that learned to put a side everything that has nothing relation with the object being studied, the concentration of condition requires that educative. Praying is one way to establish educational conditions for students.

- Evaluation of learning

The integration of character education in learning biology also performed during the evaluation of learning.

5. Implications Islamic Character Education To Biology Learning Achievement

Before discussing the implications of Islamic character education toward achievement of learning biology students first discussed the characteristics and processes of biological subjects. Biology as one field of science to provide a variety of learning experiences for understanding the concepts and processes of science. Skill to this process include the skills to observe, hypothesize, using tools and materials is good and right to always consider for a maintenance and safety, ask questions, and use it again on heading appropriate to interpret the data, and communicate findings orally or in writing, digging and sort out the factual information relevant to test ideas or solve everyday problems (BSNP, 2006: 451).

Based on search results studying biology student achievement for three semesters with the number of students have memorized the Qur'an, then the following data is obtained.

Table 3. Preview Development Biology Learning Achievement Respondents

| No. | Student Code | Semester 1 | Semester 2 | Semester 3 | Average | Recitation Quran |
|-----|--------------------|------------|------------|------------|---------|------------------|
| 1. | High achievement: | | | | | |
| | A1 | 88 | 90 | 93 | 90.33 | 1.5 juz |
| | A2 | 81 | 87 | 90 | 86.00 | 2.5 juz |
| 2. | Medium Achievement | | | | | |
| | B1 | 84 | 81 | 83 | 82.67 | 2 juz |
| | B2 | 81 | 83 | 81 | 81.67 | 2 juz |
| 3. | Underachievement | | | | | |
| | C1 | 80 | 81 | 80 | 80.33 | 1.2 juz |
| | C2 | 80 | 80 | 80 | 80 | 1.2 juz |

Based on Table 3. if linked between the achievement of students studying biology with Quran memorization activities, look biology student achievement increasing trend according to the number of recitation of the Quran. In the student category of low learning achievement biology both respondents both C1 and C2 have the same amount of memorization is 1.2 chapters. Student learning achievement biology category medium has the number memorized the Quran as much more than the student low achievement category as 2 chapters. And learning achievement of students with high biological had the most amount of rote 2.5 juz A2 student, but the A1 student has only 1.5 juz.

Based on interviews with students A2, activities memorize the Quran make heart and the mind becomes calm. The A2 students have a strong belief that by memorizing the Quran for right learning achievement. It is road with Beit, Hallahmi, & Argyle, (1997) many studies have verified that religious activity can soothe and comfort a person so that one can feel the happiness, life satisfaction, morale and quality of life.

In line with Slameto (2003) one of the factors that influence learning achievement is the psychological factor. When good student with a psychiatric condition the influence of activity memorizing the Quran, then influence on academic achievement. Otherhand, interviews with A1 students who have a high biological achievement but lower than A2 students about the influence of Al-Quran toward achievement of learning will be impacted if there is a balance between the activities of Al-Quran with effort in learning .

The process of memorizing the Quran if we seen with the learning process requires high concentration. The more memorizing means that the higher the concentration required. The letters continue to be memorized will continue maintained, while adding a new letter. People who memorize the Quran, means do word repetition and addition of new words.

This will widen the capacity of the brain dynamics (Hulusi, 2006). Opinions note also stated by Goleman that neo cortex (ie the uppermost layer of the brain that gives the ability to remember or think) will be enlarged in proportion to the group that is able to be formed (Agustian, 2001). This means that the more rote collected the greater the neo cortex, which also means the power of memory and thought getting stronger. Therefore the difference owned rote learning achievement of students is concluded giving different.

Quran memorization activities also affect students' learning styles so that when studying biology students can optimize individual learning styles. When students first memorize the Quran read it. This requires a visual learning style or ability to see, besides the students also listened to her read the Quran, it also requires the ability to hear the students so that learning styles auditorialnya honed. When observations tahfiz, students also moved his finger movements while memorizing, if the observed activity undertaken for activating the kinesthetic learning style. This is in line with the expressed Potter (2004) to recognize and optimal right learning style does not necessarily make a person smart. But by recognizing learning styles, one can determine how effective learning. In order for a person to know how to take advantage of the ability to learn to the maximum, so that student achievement be optimal.

So the activities of Islamic values in the form of customs memorize the Qur'an support students learning achievement, especially biology, it is because there is an increase in the concentration of students while learning, students honed ability retensi and optimize student learning styles. Another thing that supports a strong conviction that will influence the activities of the students memorize the Quran refer to learning achievement and learning accompanied with a strong effort. Iit can be concluded that the Islamic character education activities mainly memorizing the Quran have a positive impact on student achievement if there balance between motivation to learn and motivation to memorize the Quran.

CONCLUSION AND SUGGESTION

1. Conclusion

Islam values and Minangkabau culture highly be an influence in the implementation of character education in SMAN 1 Padang Panjang. Islamic character education implementation through integration subjects biology, the school culture be grounded Islamic culture and school activities programmed. Contribution values Islam t ahfiz Quran especially influential post it if the biology student learning achievement. Based on the analysis of learning achievement biology students for three semesters generally increases each semester.

Suggestion

Based on the analysis the authors for sustainability education in the Islamic character of SMAN 1 Padang Panjang should addition of human resources, including all for religious teachers and coaches tahfiz. Biology teacher in the learning process can apply biological models are valuable characters in an effort to instill the character of students. Besides the educational implications see so much Islamic character for the entire school community, may be used as a reference for the implementation of character education for other schools.

REFERENCES

- Agustian, AG (2001). *Secrets of Success Building Emotional Intelligence and Spiritual ESQ*. Jakarta: Arga.
- Beit, Hallahmy & Argyle. (1997). *The Psychology of Religious, brassiere v iour, Belief and Experience*. First edition, Routledge: London.
- Bilgrami, HH and Ashraf, SA (1989). *The concept of Islamic University* (transleting). Yogyakarta: Tiara Discourse.
- BSNP. (2006). *Standards Content Subjects SMA / MA*. Jakarta: Ministry of Education.
- De Porter, B. and Hernacki, M. (2001). *Quantum Learning: Learning Allowing Convenient and Fun*. Bandung: Kaifa.
- Hulusi, A. (2006). Directed Brain Waves. <http://www.ahmedhulusi.org/>. (*Online*). Accessed on June 19, 2013.
- Events Calendar. (2010). *Designs Master Character education*. Jakarta: Ministry of Education Research and Cultural.
- Curriculum Center. (20, 11). *Implementation Guide Character Education*. Jakarta: Ministry of Education Research and Cultural.
- Slameto, (2003). *Learning and Affecting Factors*. New York: Rineka.
- Law of the Republic of Indonesia Number 20 of 2003. *National Education System*.