The Development of Theoanthropocentric Strategy in Learning Islamic Education

by Muhammad Darwis Dasopang

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Abstract: The aims of this study were to develop a Theoanthropocentric strategy in learning Islamic education. This research used research and development method from Borg & Gall model. The research detail in this study adopted the 7 steps of the Borg and Gall model. This study involved all secondary school students as research subjects. The Sample was students of grade VIII of the Junior High School. Determination of the sample was done by purposive random sampling technique. The research was carried out using several techniques of data collection including interview, observation, and questionnaire. The data analysis technique used was descriptive statistical technique. The results of this study indicated that the Theoanthropocentric learning strategy was declared feasible to be used in Islamic education with a very good category. Based on this, it can be concluded that the Theoanthropocentric learning strategy can be used as one of the strategies for learning Islamic education. Then, the results of this study can be used as a basis for testing its effectiveness on students learning outcomes.

Keywords; Learning strategy; Theoanthropocentric; Islamic Education

INTRODUCTION

Learning process is the foundation of forming the students learning experiences. Then, the learning process is expected to be one aspect that shapes students' knowledge, attitudes, and skills through interactions that occur between teachers and students in transforming information (Santrock, 2011; Wolfolk, 2016). Based on this argument, it is very important to pay attention to the learning process carried out starting from the preparation of the evaluation process and environmental planning which results in recommendations for further learning actions.

Moreover, Schunk (2012) explains that good learning process that must reach the main goal of learning itself namely the cognitive, affective

and psychometric aspects. The achievement of the goal of the developmental stage in the cognitive field includes how students are provided with knowledge by the teachers to add their knowledge (Lubis & Wangid. 2019). Furthermore, the achievement of goals in the affective domain includes how to determine the attitude or character of students through learning so that students have a good attitude (Sajer, Kristiawan, & Agustina, 2018). For the achievement of learning objectives in psychometric model, it includes how students are trained to acquire various skills so that students are better prepared to face world need (Kustati, 2013; Marzuki, 2017).

The teachers need good ways to achiev learning goals easily. One of the ways is by applying various types of learning strategies; it can help to control teachers and students to achieve learning goals. Based on this opinion, it is important for a teacher to determine the appropriate strategy to carry out the learning process.

In fact, there are many teachers who still ignore these things. This was proven by field findings when conducting the study. Some of the teachers who were interviewed stated that they did not necessarily include the use of learning strategies used. Many factors were among these factors (1) teachers were not yet aware about implementing certain strategies: (2) teachers did not have time to review the literature on appropriate pedagogical strategies: (3) teachers were not able to develop teaching strategies. Teachers' incompetence in implementing and choosing or even ignoring the learning strategy had an impact on the students' difficulty in achieving the expected learning objectives. This was supported by the findings when carrying out observation.

The results of the obsession carried out in class VIII on the Islamic education study showed that most of students looked less motivated to follow learning. Besides, the teacher did not use a strategy that was related to the learning material. When the observation was carried out, teacher applied expository strategy. The lack of enthusiasm for the issue and the lack of precise use of learning strategies by the teacher on the material had an impact on the difficulty of teachers and students in achieving the learning objectives. This could be seen from the difficulty of the teacher's attitude when asking questions (confirmation process) at the end of the lesson.

From the problems that were found during the preliminary study, the discussion was carried out with teachers in Islamic education. The results of this discussion pointed to the teachers' need to include learning strategies that can help in achieving higher education in Islamic education subjects. The learning strategies needed are expected to not only help the achievement of learning objectives, but also to raise students' awareness

for learning so that students can be more enthusiastic to engage in the learning process. Then, it was agreed that it is important to develop a contextual learning strategy using a Theoanthropocentric approach.

Moreover, Theoanthropocentric is one of the approach that integrates human and their environment. In the context of learning, Theoanthropocentric is the process of transforming the knowledge among human as the result of their thinking skills (al Qurtubi, 2013).

Related to the meaning of Theoanthropocentric mentioned before, it is concluded that all knowledge is from God which is given to the human through their thinking skills. Then, Abdullah (2012) thinks that knowledge is from two sources i.e. God and human. Moreover, Al-hilali (2012) mentions that the religious knowledge which is from God is not merely spread by itself, but also as a result of human thinking ability.

Based on the explanation that has been described, Theoanthropocentric emphasizes the relationship between humans and the relationship with their God. This creates a charismatic relationship between human beings in secrecy and obedience to God. The good relation between humans in life is called harmony (Hendriana. 2014: Kuntoro. 2008), while obedience to God is related to unity (Taher. 2002). So, Theoanthropocentric introduces a concept called Humanistictauhidi. The concept of Humanistictauhidi emphasizes on how to create harmony among humans in carrying out his life, but still limited by awareness to obey the rules that God has set through his word.

Indonesia is an appropriate country for implementing the concept of Theoanthropocentric in its learning system or process. This is because Indonesia has an ideology called PANCASILA (Hariyono. 2014: A, Ibrahim. 2010). The concept of Pancasila, which refers to the relationship between fellow citizens and the relationship between citizens and the state with education as an ideology and it is guaranteed by the constitution (P. Roza. A G. Jusuf, 2015). Pancasila as the nation's ideology is based on the learning process in Indonesia (Budiwibowo, 2016;Dewantara, 2015). Learning in Indonesia is based on national unity and faith in the Almighty. Based on that, Theoanthropocentric concept is very suitable to be used as a part of the application of learning in Indonesia. The concept of Humanistictauhidi brought by Theoanthropocentric is in accordance with the concept of Pancasila as the nation's ideology. Furthermore, this Theoanthropocentric is presented in an Islamic education subject.

Islamic education as one of the subjects at the school in general, emphasizes on the development of good morals (Tobroni. Muntaha. M. Mustakim, M. Shafi'i. W. A. at al 2018). This clarifies that the Islamic religious education learning forces teachers not only forming social knowledge, but also forming good morals or character. Therefore, a learning strategy is needed that can facilitate it, one of them is with a

learning strategy

Theoanthropocentric presentation in learning and other research is used as an approach to contextual learning strategies. Then, this strategy is called the Theoantliropocentric strategy as part of a contextual learning strategy that elevates teaching materials to everyday life (Johnson, 2006). Theoanthropocentric learning strategy also provides material with the context of students' lives. However, the provision of certain material is linked with social and spiritual leadership. The Theoanthropocentric learning strategy provides a balance of contextual learning strategies that have several learning steps that refer to the contextual strategy learning steps. Center for Occupational Research and Development (CORD) stated that the steps of contextual learning consist of 5 steps, namely *realizing, experiencing, applying, cooperating and transferring* (Suprijono. 2012). Based on the explanations that have been described, the Theoanthropocentric learning strategies in this research are (1) linking the students' learning experience with their social and spiritual context, (2) actively involving students in connecting their social and spiritual experiences with learning, (3) students apply the knowledge gained during learning to their social and spiritual lives. (4) Involving students to cooperate or be cooperative in learning (5) facilitating students to enable the transformation of knowledge as a form of students' social relations.

Various efforts have been done to assist teachers in carrying out Islamic education subject. So far, however, the research that has been done only refers to two aspects, namely media development (Norliza, H. M. Sattar & Roseamna, 2013) and learning approaches (A. H. Tamuri. S. Awaluddin. T A. N. Ismail. M. F, Jasmi, 2012; Hassan, Suhid, Abiddin, Ismail. & Hussin. 2010; Hussin. 2005:; M. A. Lubis, 2015). There has not been a person who develops a learning strategy that refers to the concept of Humanistictauhidic, i.e. Theoanthropoccntric strategy. Therefore, it is important to conduct research to develop Theoanthropocentric learning strategies.

METHOD:

This study used the Research and Development method with Borg & Gall (1983) development model. The procedure carried out in this study consisted of 7 steps, namely (l) Research and information collecting, (2) Planning, (3) preliminary form of the product: (4) Preliminary field testing, (5) Main product revision, (6) Main field testing, and (7) Operational product revision. This study involved all students of the Senior High School in Padangsidimpuan as the research population. The sample of this research was grade 8 of SMP Negeri 3 with a total of 32 students, and grade 8 SMP Negeri 5 which consisted of 32 students and grade 8 SMP Negeri 6 which had 32 students. Then, this study also

involved teachers to be educated again in each class, then 2 teaching experts to test the feasibility of the product. The research sample was determined using a purposive random sampling technique with involving high, medium, and low achievement level of students.

The purpose of this research was to develop a contextual learning strategy with a theocentric (god-centered) and anthropocentric (human-centered) approach that is suitable to be implemented in the learning process. This research resulted in a learning strategy called the Theoanthropocentric strategy. The development of the developed learning strategy involves learning and research experts in primary school research.

The data collection technique used in this research was the interview and observation technique for conducting analysis and needs analysis. Then, Individual questionnaire was used to test product adequacy. This research used unstructured observations and interview technique. The questionnaire used in this study consisted of feasibility test of questionnaire and a response questionnaire with a scale of 1- 4. Feasibility testing of the Theoanthropocentric learning strategy product was carried out by involving 2 experts in teaching and involve teachers and students in responding the questionnaires.

Data obtained from the observation and interview was analyzed descriptively. Meanwhile, the data obtained from the results of the feasibility test and the responses from the students were analyzed using descriptive statistical techniques. Feasibility testing by experts was carried out by analyzing the data obtained using feasibility categorization formula (Wagiran, 2015). The following is a table that provides a formula for determining the categorization of the pilot test used in this study.

Table 1. Categorization of product feasibility

No	Formula	Category
1	> (Mi + 1.5 SD) to (Mi + 3SD)	Very feasible
2	> Mi to Mi+ 3SD	Feasible
3	> (Mi - 1.5SD) to Mi	unfeasible
4	> (Mi - 3SD) to (Mi - 1.5SD)	Very unfeasible

The determination of the feasibility of the Theoanthropocentric strategy was to meet the minimum criterion that was in the "feasible" category.

RESULTS AND DISCUSSIONS

The data collection in this study was carried out to identify the problems and needs of teachers and students in learning Islamic education in secondary schools. The results of interviews with 3 classroom teachers

showed that teachers were unable to provide appropriate strategies to be applied in learning Islamic education. The results of the learning observation also revealed that most of students looked less excited in participating the Islamic learning in the class. Regarding the case, discussion was held with the teacher to develop a solution to address these needs. The result was by implementing the Theoanthropocentric learning strategy.

The next stage was the planning stage of developing the Theoanthropocentic strategy which began with conducting a literature study on the theories of contextual learning as well as studying the Theocentric and Anthropocentric concepts. The result of contextual learning showed that it emphasized on integrating the learning material with students' daily experiences and activities. Then, the Theocentric concept meant God-centered and the Anthropocentric concept meant human-centeredness. Based on the interpretation, Theoanthropocentric approach means knowledge comes from God and shared by other human beings. In other words, Theoanthropocentric strategy focuses on learning that relates material to spiritual (relationship with God) and social (relationships with humans) life after a strong literature has been found. Furthermore, this literary study was used as one of the foundations for designing Theoanthropocentric learning strategies.

The next step was to carry out the beginning development of the developed Theoanthropocentric strategy. This development involves the role of 2 experts who tested the validity and feasibility of the developed Theoanthropocentric strategy. The results of the theoanthropocentric research can be seen in the following table.

Table 2. The result of feasibility test

No	Assessor	Scores	Notes
1	Expert 1	88	Very feasible
2	Expert 2	82	Very feasible

Based on the data presented in table 2, the results of the feasibility test obtained from expert 1 were 85 and expert 2 was 82. The acquisition score was compared to the table formula categorization. Then, the result showed that the scores were very feasible to be used. The results mean that the developed Theoanthropocentric strategy has met the criteria for comfort according to the analysts.

In addition to providing an assessment of each aspect of the quality test, the expert also provided several inputs for synchronizing the development. Some of these inputs from expert 1 stated that (1) adjusting the coherence between the contextual learning concept and the Theoanthropocentric concept in the syntax of the developed learning strategy, (2) providing an accurate explanation regarding the method of

determining this Theoanthropocentric strategy in the guiding book, so that teachers can easily use it. Suggestions were also obtained from expert 2. The suggestion was that it was necessary to add learning syntax in the form of emphasis on the students' spiritual context because the meaning of Theocentric is centered on God.

As a follow-up of the inputs given by the expert, a revision process was carried out, namely by (1) Integrating contextual learning with Theoanthropocentric strategy (2) providing accurate explanations regarding the procedure for implementing the strategy in the guiding books (3) improving the syntax of learning strategies related to spiritual issues as a Theocentric concept test. Furthermore, after passing through the development analysis stage, field trials were conducted to determine students responses to the application of Theoanthropocentric learning strategies. The first related trial carried out was limited trial.

The limited trial phase involved 32 students of grade VIII and 1 teacher of Islamic education subjects. The trial involved the high, medium, and low skilled students. Determination of the involvement of the sample was done by using a purposive random sampling technique. The results of the limited trial showed that students had the mean score of the response test which was 30.75. When the result was categorized into a product feasibility table, they were in the "feasible" category.

Next, in the limited trial phase, a response test was also carried out by the teacher of Islamic education subjects after carrying out learning with the Theoantropocentric strategy. The results of the teacher's assessment obtained a score which was 66 and these results made the learning strategies developed were in the category "Very Eligible" when viewed from the product categorization table. Each trial was limited in addition to obtaining the results of assessing the feasibility of the response of the Theoantropocentric strategy. This study also obtained comments and input from the teacher and students. These recommendations and inputs were used as the basis for conducting reviews. The recommendations from teachers of Islamic education subjects were (l) the learning strategy was in accordance with the concept of Islamic religious education learning, (2) it was necessary to make a more attractive design for the display of the guiding book, (3) it was necessary to add material about Theoanthropocentric introduction in the guiding book to make it easier for teachers to recognize this Theoanthropocentric concept. Then, the comments from student were that most of student felt more comfortable with the Theoanthropocentric learning concept because the variation in learning is more contextual. Next, a content analysis was carried out.

The review of the contents was carried out after completing the limited trial. The comments and inputs obtained from the teachers and students were used as the basis for conducting the revision. Follow-up actions were carried out and the result was (1)changing the design of guiding book to be more interesting: (2) adding the introduction of Theoanthropocentric material. After completing the first trial, the second trial was carried out, namely the main trial.

The second trial phase involved more scientific research than the limited trial of the main trial phase. 64 students of grade VIII and 2 teachers of Islamic religious education were involved. The issues involved in the main trial still met the abilities of students with high, medium, and low intelligence students. Determination of that sample was carried out using a purposive random sampling technique. The results of the main trial showed that the mean score of the response test was 55.93. When this was categorized into a product feasibility table, it was in the very eligible category.

Next, during the main trial period, a response test from 2 teachers of Islamic education subjects was also carried out after carrying out learning with the Theoanthropocentric strategy. The results of the teacher's assessment obtained a score of 75. These results made the learning strategy developed to be in the "Very Eligible" category when viewed from the product feasibility categorization table.

In addition to obtaining the results of the evaluation of the feasibility response of the Theoanthropocentric strategy from the teacher and students, this study also obtained comments and suggestions from teachers and students. These comments and inputs were used as a basis for carrying out research. Suggestions from teachers of Islamic education subjects were the evaluation of learning strategy of Theoanthropocentric needs to be made clearly so that teachers who used it can apply it well. Then, most of the students felt more reluctant to understand the learning material with the theoanthropocentric learning concept. Subsequently, the second stage of revision was carried out.

The second revision phase was carried out after completing the main test. The comments and inputs obtained from the teacher and students were used as the basis for doing the reflection in the second phase. The follow-up that has been taken on the comments and the suggestions that have been obtained was to make a clearer evaluation technique and more easily understood in the implementation of the Theoanthropocentric learning strategy.

The following is a diagram comparing the results of students' response to the use of the Theoanthropocentric strategy in limited trial and main trial.

Figure 1. The result of students' responses toward questionnaire
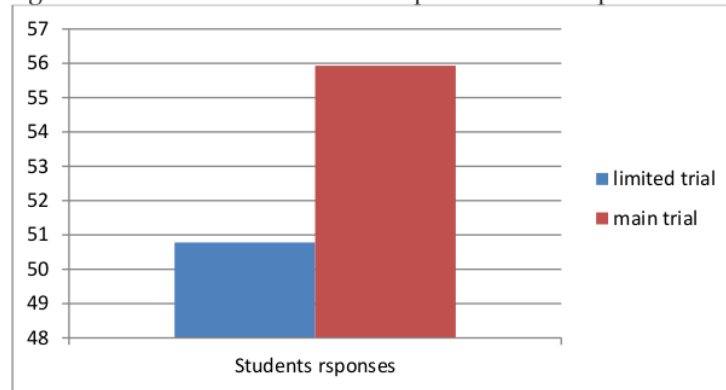
Based on the diagram presented in figure 1, the results of the students response toward the questionnaire showed that the Theoanthropocentric strategy was declared "Very Appropriate" to be used in learning Islamic religious education. This can be seen in the average score of the students response questionnaire in the limited trial which was 50.78 and at the main test is 55.93.

The following is a comparison diagram of the results of the teacher's responses toward the questionnaire in assessing the application of the Theoanthropocentric strategy in Islamic religious education learning.

Figure 2. The result of teachers' responses toward questionnaire
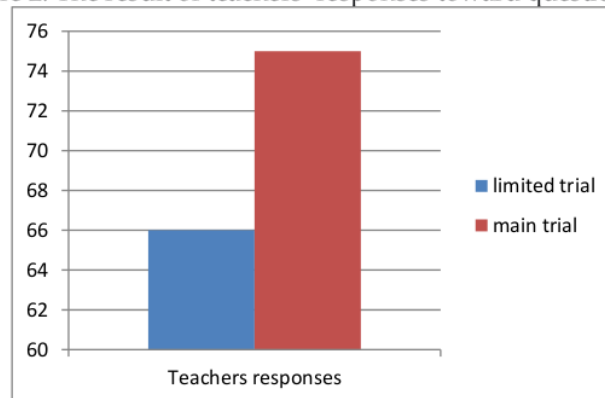
Based on the diagram presented in figure 2, the results of the teachers' questionnaire response both in the limited trial and main trial showed that the Theoanthropocentric strategy was in the "Very feasible"

category. In fact, there was an increase in the score in the main trial which initially in the limited trial the score was 66, increased to 75 in the main trial.

DISCUSSION

The feasibility of the Theoanthropocentric learning strategy in this study was assessed by 2 teaching experts. The results showed that the Theoanthropocentric strategy was very suitable to be implemented in learning Islamic education. The indicators used by learning experts in assessing the feasibility of the Theoanthropocentric strategy were (1) syntax suitability; (2) conformity with the Islamic education learning curriculum, (3) the usefulness of the Theoanthropocentric strategy; (4) the accuracy of applying the Theoanthropocentric concept to the learning strategy.

The indicators made for the feasibility assessment by teaching experts were in accordance with the opinion of Suprihatiningrum (2013) which states that developing learning strategies must consider the suitability of learning steps and conformity with the applicable curriculum; this is done so that learning strategies are more effectively used in achieving learning objectives. Furthermore, the development of learning strategies must also consider the goals or objectives to be achieved by implementing them (Nata, 2014; Widoyoko, 2009). This opinion emphasizes the usefulness of using the developed Theoanthropocentric strategy.

The learning strategy developed in this study applies the Theoanthropocentric concept. Therefore, the application of the concept is one of the indicators of assessment in the feasibility test of balancing the Theoanthropocentric learning strategy in this study. The aspect that is assessed in the concept accuracy is the coherence between the Humasticistauhidi concept that was made by Theoanthropocentric and the contextual strategy. This is in accordance with Anggraeni's, Ristiati, and Widyanti opinion (2013) stating that the application of a concept in developing learning strategies must consider the accuracy of the application of the concept. This opinion is reinforced by the statement that the integration of the concept that is used as one of the indicators used in the learning strategy is very much to be considered. This is due to the integration of two concepts (Amyana, 2000; Lidinillah, 2005).

The process of assessing the feasibility of strategies by teaching experts also received several suggestions that were used as recommendations for the implementation of product revision. The suggestions obtained from experts were to pay attention to the coherence between contextual strategies and Theoanthropocentric concepts and to complete the use of Thcoanthropocentric strategies in the guiding book.

This is in accordance with the findings of Rivauzi (2018) which states that in developing a learning model or strategy, it is important to pay attention to the completeness of the procedure or instructions for using the model or strategy being considered. This is done so that teachers are more comfortable to apply it in learning

The next phase is to test the teacher's responses in a limited trial. The results obtained from the teacher's response test and the issue of the Theoanthropocentric learning strategy is very feasible. There are several suggestions obtained from the teachers which are used as the basis for carrying out the revision process on the test. The suggestions are to make a more attractive appearance in the guiding book and introduce the Theoanthropocentric concept there so that it is easier for teachers to understand the concept. This is in accordance with the opinion of Prastowo (2015) and Matulka (2008) which state that the appearance aspect is an important thing to pay attention to when making teaching materials. Besides, the completeness of the material presented must also be considered so that there are no errors in interpreting the concept. Furthermore, the coefficient obtained from Students in each limited trial is that students feel more comfortable using the Theoanthropocentric strategy in long-term learning that has an impact on students' enthusiasm for participating learning process. This is in accordance with the study of Sjukur (2012) who stated that when students feel happy in the learning process, it will bring out a good passion or motivation for learning.

After doing a limited trial, the main test is then carried out. As in the limited trial, in the main trial phase, suggestions and comments are also obtained from teachers and students. Suggestions from the teacher are the need to make a more complete and clear alignment procedure for this Theoanthropocentric learning strategy. This is in accordance with the opinion of Ibrahim (2012) and Arifin (2003) which state that the complete learning process begins from the planning stage and ends at the evaluation stage to obtain further planning recommendations. It is necessary to make a clearer evaluation procedure for the development of the Thcoanthropocntric learning strategy so that the teacher understands the concept of evaluation in that strategy. Furthermore, students' comments at the main trial were that Students found it easier to analyze learning materials with the Theoanthropocentric strategy which had an impact on the students' learning outcomes which increased. This is in accordance with Halim's findings (2012) which states that the application of appropriate learning strategies can help students to understand and achieve learning objectives which in the end can improve learning outcomes.

CONCLUSIONS AND RECOMMENDATIONS:

The result of implementing Theoanthropocentric in this study has been done and it showed very feasible category to be applied as one of learning strategies in teaching Islamic education subjects. One of the challenges in implementing this strategy is teachers' understanding toward the concept of Theoanthropocentic. However, implementing this strategy could increase students' learning achievement in Islamic education subject. This study has also some weaknesses. The result of the study is only limited to the development of learning strategy, so it is recommended to the future similar research to test the effectiveness of this learning strategy to improve students' learning outcomes.

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