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TEACHERS ABILITY TO IDENTIFY ISLAMIC VALUES IN LEARNING SCIENCE – BIOLOGY

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Abstract

The successful implementation of character education curriculum as the Indonesian national curriculum and Islamic education as the education system in Aceh is very dependent on the ability of teachers. The ability of teachers is an important aspect in achieving the learning objectives. One of the capabilities that the teachers need is the ability to identify important Islamic character grown in students and in accordance with the subject matter. This paper aims to propose new ideas on teachers' ability to identify Islamic values in learning Science and Biology. This paper describes the research results which is a part of a larger study with regard to the implementation of Islamic learning of science-biology in junior high school. The ability of teachers to identify Islamic values in learning science-Biology was observed after teachers received training and mentoring. The data of the teachers' ability to identify Islamic values in learning Science and Biology were obtained through observation of Learning Implementation Plan or RPP and semi-structured interviews. The data were analyzed descriptively. The results showed the teacher is able to identify Islamic values that are relevant to materials in Science and Biology. Islamic values were obtained by teachers from a variety of sources of information. The implication of this study is the ability to identify Islamic values in learning science-biology needs to be developed through training and mentoring. Teachers need to be motivated to use a variety of resources. It is useful to acquire knowledge with regard to Islamic values which are closely related to the material being taught.

Keywords: *Identifying, Islamic values, Science – Biology.*

INTRODUCTION

Character Education Curriculum which is an Indonesian national curriculum gives emphasis on the aspect of knowledge, attitudes and skills. These three aspects are adapted to the circumstances and needs of the people of Indonesia (Ministry of Education & Culture, 2014). Teachers need to integrate characters to foster good attitudes in students. The characters can be sourced from the necessities of life and the daily life of students (Samani & Hariyanto, 2011). Characters can also be derived from wisdom values and the diversity in the community around the student (SEAMEO SEAMOLEC, 2007). Besides, character can also be derived from religion, local traditions and customary laws (Fuad, 2002).

Character Education Curriculum Implementation is in line with the implementation of Islamic law in Aceh. Education Qanun Aceh confirms that the Aceh Provincial Education is education that is based on Al-Quran and Al-Hadith, the state philosophy of Pancasila, the 1945 Constitution, and the culture of Aceh (Zubainur, Ibrahim & Su'id, 2007). Walidin (2005) explains that one of the most

important aspects of the implementation of Aceh specialty that marked with Islamic Shari'a is the education system that is capable of supporting aspiration to give birth to the human resources of superior quality and competitive in both quality of faith and taqwa (IMTAQ) and quality of science and technology (SCIENCE AND TECHNOLOGY). Therefore, the values of life based on Islamic law should be developed in students.

In response, efforts are needed to integrate teacher character values in the implementation of Islamic learning in the classroom. Fuad (2002) asserted that education in Aceh based on Islamic law, then the characters are grown in students is an Islamic character. This shows the importance of giving attention to the readiness of teachers as the most important part of the implementation of the curriculum. Teachers need to develop an identity as an innovator curriculum (Campbell, 2006). Readiness of teachers to implement learning according to the demands of the curriculum needs special attention. However, in reality the ability of teachers in Aceh based on Teacher Competency Test Results (UKG) in 2012 is still low. The ability of teachers in Aceh ranks 32 out of 33 provinces in Indonesia (Iskandar, 2013). This fact demonstrates the need for specific efforts to assist teachers in Aceh to improve their capabilities, including the ability to identify Islamic character that can be integrated in the learning carried out in the classroom.

Langer (1989), Lee and Zeppelin (2014) revealed that the ability of teachers to implement learning needs to be improved. The capability especially with respect to the ability to create a new category, a willingness to accept new information, the capacity to serve more than one perspective, the power to manage the context, and the desire to put the process as an important Courant before the results. Romberg and Carpenter (1985, as cited in Senger, 1999) laid the responsibility for the success of reforms in education on the shoulders of teachers.

Learning science of Biology is one of the material taught in junior high school. The material taught in science teaching biology is very close to student life. It allows teachers to integrate characters that need to be grown in a student through a problem that is often seen by students. Integration of Islamic character not only to provide the foundation of the theological aspect sake only, but also covers all aspects of life. The main basis of integration of science and Islam has been indicated in the Qur'an THAT human knowledge all sourced rather than God. God's the only one who teaches humans. This is explained in Surah Al-Baqarah verse 31 and 239, Surat Al-Ma'idah verse 1 to 4, Surat Ar-Rahman verse 2, Surat Al-'Alaq Verses 4 and 5. Science Biology can discuss environmental issues relating to the creation of nature through scientific processes and attitudes of students (Collins & Dixon, 1992; Sumarno, 2004; Berns, 2006). According to the Shafi'i and Yasin (2013), Life Science is taught so that students fully understand the concept and its application in solving problems. In addition, it is also to train students to appreciate the power of God and realize the importance of the material being taught.

This paper aims to determine the ability of teachers to identify Islamic values that can be integrated in learning science-biology in secondary schools. This information is considered important to determine further policy with regard to the implementation of learning as mandated curriculum.

METHODS

The study involved a school biology science teachers who have been trained to implement learning by integrating Islamic values in science teaching Biology. Data of the ability of teachers to identify Islamic values in learning science-Biology were obtained through observation of worksheets and semi-structured interviews. The data were analyzed descriptively.

RESULTS AND DISCUSSION

The training of implementing learning by integrating the values of Islam in science learning biology is done by providing a learning device in the form of lesson plans and worksheets that are relevant. RPP and LKS (Worksheet) issued have integrated Islamic values in accordance with the material being taught. The training was provided through the stages of the provision of information, and then the teacher was asked to implement it in the classroom. After the completion of the training the teachers were involved as research subjects and were asked to identify their own Islamic values for other materials Biological Science.

Based on the answers of teachers on a worksheet and interviews conducted, it was found that teachers are able to identify appropriate Islamic values that can be integrated in science teaching

Biology. Islamic values were identified teachers, meaning Surat An-Nisa verse 1 that according to the teachers relevant to the material reproduction in humans. Meaning of Surat An-Nisa verse 1 can be used to motivate students to understand the relationship of a husband and wife who have governed well by Allah SWT. Students are expected to find that Islam is already set about reproduction so that students feel it is important to learn about the reproduction subject as problems that must be understood and implemented in life based on God's command.

Teacher subject explains that reproduction is important in Islam and is a portion rather than the worship of God. This fact can also help students understand the disorders and diseases of the reproductive system, and the negative effects of premarital sexual intercourse and prevention. The teacher's explanations were in accordance with the basic competencies that exist in Biological Science class IX (Permendikbud, 2013). Once students understand the rules of reproduction according to Islam, the students can be motivated to realize that premarital intercourse is against the teachings of Islam. Islam forbids premarital intercourse because it has an impact that is not good on the individuals themselves and also on the surrounding community.

According to the teacher's explanation that the subject of research, in the classroom, teachers and students can also discuss the meaning than Surat Al-Fatir verse 11, Surah Mukminun Paragraph 12, 13 and 14, and Surat An-Nur verse 31, so the meaning of the fifth paragraph is also may be linked to reproductive material. Surat Al-Mukminun Verses 12 and 13 clarify the concept of early reproduction according to Islam. Students need to be given an explanation of the meaning of Paragraph 13 and 14 in real life so it can grow well in the student's perception of the importance of reproductive and processes. The discussion about the meaning of Surah An-Nisa verse 1, Surat Al-Fatir verse 11, Surah Mukminun Clause 12 and 13, and Surat An-Nur verse 31 allows teachers to motivate students to understand the material reproduction based on Islamic perspectives. Students are expected to be motivated to understand the material being taught because Islam gives importance to reproductive problems.

Furthermore, the subject teacher explained that in the classroom the teacher can provide examples of contextual issues with regard to reproduction and so asks the students solve the problem based on the meaning of the letters of the Qur'an were related. Contextual issues that can be made with respect to the material reproduction teacher, for example, the importance of maintaining the cleanliness of the reproductive organs in women because it serves to continue the descent. Surat Al-Mu'minun Verse 13 explains that reproduction occurred in the womb which is seen as a solid. Students are motivated to identify characteristics than solid uterus. Students may also be motivated to identify how to keep the uterus remains robust. In addition, it may be possible association with the female reproductive organs on the sacred issues as a condition of doing worship. The explanation given teachers the subject line with the opinion Ibrahim and Lamya (2010) and Jalaluddin and Zainal (2013) that students need to be motivated to seek information regarding the relationship hygiene and reproductive health in women with a condition of lawful prayers and other worship and what enterprises can do to qualify the requirement.

When asked how much time it takes to carry out learning that integrates the meaning of the verses of the Qur'an. Teacher subject explains that from the aspect of time allocation is believed it will not increase. In fact, the subject teacher believes that the integration with the values of the Al-Qur'an can help the learning process to become more focused and time allocation is not a problem. The explanation given teachers the subject of this study are consistent with the opinion of SEAMEO SEAMOLEC (2007) that the integration of the values of life can be done without increasing the learning time.

The teacher explains that the information in respect of Islamic values that are relevant to the material obtained from the Biological IPA good experience when assessing Al-Qr'an and other sources. As Aceh, teachers feel it is important to understand and believe the content of Al-Qur'an, and this has been done since lamamenyatu with the education obtained. This is in line with the opinion of James and Dahl (1973) that the teacher mastery of the material affects the quality of learning they have implemented. Teacher mastery of the material can be seen when teachers teach because teaching is an intentional activity that is intentional and normative (Robbins, 1996; Beyer, 2000; Smith, 2000).

Based on the above it can be said that the teachers were able to identify Islamic values in science teaching Biology. This can be improved with the help of various sources of relevant information, for example through a compendium that explains the relevance of the concept of Biology with the verses of the Qur'an, hadith, and so forth.

CONCLUSION

The results of this study shows that teachers are able to identify Islamic values suitable for Science-Biology in junior high schools. Islamic values obtained by teachers can be integrated in the teaching of Biology. It allows teachers to implement Islamic learning in science-biology subject. The information is suitable for the Islamic values that can be integrated in the learning of science-biology teacher obtained through the Quran and life experiences.

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