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File name: ati_-_Analysis_of_Islamic_Values_on_the_Mathematics_Learni...
File size: 150.21K
Page count: 7
Word count: 3,664
Character count: 20,240
Submission date: 09-Nov-2024 10:25AM (UTC+0700)
Submission ID: 2513405701

NOVATEUR PUBLICATIONS
JournalNX- A Multidisciplinary Peer Reviewed Journal
ISSN No: 2581 - 4230
VOLUME 6, ISSUE 4, June 2024

ANALYSIS OF ISLAMIC VALUES ON THE MATHEMATICS LEARNING IN THE ELEMENTARY SCHOOL TEACHER EDUCATION DEPARTMENT
DYAH WOROWIRASTRRI EKOWATI
University of Muhammadiyah Malang, Indonesia,
worowirastrri@umm.ac.id

ABSTRACT:
Elementary Teacher Education Department, Faculty of Teacher Training and Education of UMM is one of educational institution to create prospective elementary teacher. This department implements Islamic values in academic activities. One of academic activities is mathematics learning. The purpose of this paper is to analyze Islamic values on the mathematics learning for primary teacher candidates. Islamic values include honesty values, responsibility, discipline and careness. Analysis of the implementation is done by using a qualitative approach and the type is descriptive. The data sources are lecturers and primary teacher candidates. While the instruments used are interview sheets, observation guideline and documentation studies. The results of the analysis analysis of Islamic values on the mathematics learning for Elementary School Teacher Education Department will be one of the guidelines for improving the quality of prospective elementary teacher in the future.
KEYWORDS: Islamic Values, Mathematics Learning

INTRODUCTION:
Teacher Education Elementary department is one of the youngest department in Faculty of Teacher Education of University of Muhammadiyah Malang (MUM). This department was first established in 2007 based on SK Dirjen Dikti Depdiknas No: 1928/D/T/2007. As a prodigious project by

MUM is one of Muhammadiyah's business charities in education, so in its implementation must be based on the Islamic values. In the implementation, Elementary School Teacher Education Department has been in compliance with the basic rules of higher education in Muhammadiyah. Elementary School Teacher Education Department MUM is a competitive and excellent department in knowledges and technology based on Islamic values. Thus, in all activities both in the habits, the learning process, and the culture in this department.
In implementing the teaching of primary teacher candidates, it aims to print graduates of Elementary School Teacher Education Department to become educators in accordance with the vision of Elementary School Teacher Education Department which is producing competent educators in: 1) ethics and moral values, 2) science and technology, 3) educational innovation, 4) nationally and internationally competitive and competitive in the field of elementary school, 5) professionals in conducting schooling, devoting according to their profession in accordance with ethics and moral values.
From some of the objectives of Elementary School Teacher Education Department MUM, which become the subject of this paper is Islamic values on the aspects of morality or attitudes (Syamsul Hidayat, 2011) (Halstead, 2007). Arifin (2008: 24) states that the composition contained in Islamic values include honesty values, responsibility, discipline and careness. Some steps taken to achieve that goal are well done in the process of learning cultural curriculum in the environment


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Artikel 7

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 Dyah Worowirastri Ekowati

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ANALYSIS OF ISLAMIC VALUES ON THE MATHEMATICS LEARNING IN THE ELEMENTARY SCHOOL TEACHER EDUCATION DEPARTMENT

DYAH WOROWIRASTRI EKOWATI

University of Muhammadiyah Malang, Indonesia,
worowirastri@umm.ac.id

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From some of the objectives of Elementary School Teacher Education Department MUM, which become the subject of this paper is Islamic values on the aspects of morality or attitudes (Syamsul Hidayat, 2011) (Halstead, 2007). Arifin (2008: 24) states that the composition contained in Islamic values include honesty values, responsibility, discipline and careness. Some steps taken to achieve that goal are well done in the process of learning cultural curriculum in the environment

of Elementary School Teacher Education Department (Brodsky, 2013).

As Hasan, et al (2012: 121) has shown that for Muhammadiyah, Islamic values should be a universal platform and become a guide in every step and action. So that the implementation of Islamic values not only the responsibility of the lecturers of the islamic course (Pintak & Setiyono, 2011). Instead of the implementation of Islamic values, Kemuhammadiyah is also the responsibility of all lecturers of other courses besides Islam Kemuhammadiyah. Implementation of the islamic values in the process of learning, habits, and culture in the environment of Teacher Education Elementary Department (Sudrajat & Wibowo, 2013).

RELIGIOUS ISLAMIC VALUE:

According to the Primary Indonesian Dictionary, the word value can be interpreted as a price or degree. According to Setyaningsih (2017: 67) the values is a fundamental conviction for a person or group of people to determine/choose his actions or assess a meaningful or meaningless to his life. Values can also be defined by the nature or quality attached to an object, not the object itself. Values are human behaviors that are based on a function that encourages and directs human attitudes (Ball & Haque, 2003).

In this paper, the meaning of the value is focused on the Islamic values of humanity. The value is the belief that humanity which makes human positive behavior (Husamah & Ekowati, 2013) (Rafiki & Wahab, 2014). According to Saifuddin (in Muhaimin: 2008) the teachings of Islam are basically divided into three, ie faith, sharia, and morals. This is in line with the conveyance of Arifin (2008: 24) states that the composition contained in Al-Islam include 1) aqidah, 2) ibadah, 3) akhlaq, 4) mu'amalah, 5) development of Islamic thinking, 6) Muhammadiyah constitution, and 7)

Muhammadiyah. Where the composition is in compliance with the SK Assembly. More details explain the composition of Al-Islam kemuhammadiyah, namely:

1. Aqidah is the level of one's confidence in the truth of his religious teachings.
2. Worship is the rules governing the direct relationship of a Muslim to God.
3. Morality is the behavior of a Muslim who deals with the world, human relationships with human beings motivated by the teachings of Islam.
4. Mu'amalah is an activity that regulates things related to the way of life of human relationships with other human beings to fulfill the necessity of life.
5. The development of Islamic thought is a study which deals with the development of Islamic thought from the time of Rasullah saw to the present day.
6. Muhammadiyah constitution is a regulation related to Kemuhammadiyah.
7. Organizational Management of Muhammadiyah is the organizing of Muhammadiyah organization in achieving its goals.

Moral values on the Islamic values discussed in this paper are honesty, responsibility, discipline and care (Rafiki & Wahab, 2014). More details on the above attitude are:

1. Honestly
Honest is a trustworthy human behavior in words, deeds, and jobs (Mock, Dugas, & Strickler, 2011).
2. Responsibility
Behavior assumes everything that is both a duty of self and others (Cameron, 2012).
3. Discipline
Discipline is an orderly and obedient behavior of prevailing regulations (Turner, 2006).
4. Social Caring Values

Attitudes and actions that always want to help others in need (Rafiki & Wahab, 2014).

5 **ANALYSIS OF IMPLEMENTATION OF ISLAMIC VALUES FOR ELEMENTARY SCHOOL TEACHER EDUCATION DEPARTMENT:**

Education in essence is an attempt to humanize humans. On the basis of humanity, it must remain in its purity in every process of experienced. Morality value dimensions have a duty to make humans act well. Value morality that both is a form of manifestation of worship that right (Halstead, 2007). In molding candidates for elementary school teachers, on the mathematics learning. Based on the interview and observation in July-September 2017 in Elementary Education is obtained as follows.

a. Honesty value

As described above, honest is a credible human behavior in words, deeds, and jobs (Pentland, 2011). This value will appear in the learning process as well as in daily routine. Based on observations in learning in the fifth semester on elementary school mathematics learning, it has not all applied fair values. This is evident in honesty when completing the task. Nearly 70% of students complete the tasks given by doing *copy paste* answers from internet. In the event of such a situation, based on the results of interviews with lecturers who are able to take this elementary mathematics learning course, revise the task. In each task, there is a verbal or presentation test to the task that the student collects. So in this writing test, the creative and innovative ideas of the students are seen. In addition, it is also a self-made task or *copy paste*. In this stage indirectly, the student shows his honest value to the task.

Based on observation of honest value cultivation obtained by way of habit (Pintak & Setiyono, 2011). Such habits can be seen from being honest in administration. In finance the

student pay the tuition fee and the proof of payment will gradually be used to take the Students' Academic Card and exam the proposal and the thesis exam. Especially in the Elementary School Teacher Education Department program, it has special requirements when it comes to proposal seminars as well as thesis exams that should be a seminar participants proposal. If one has not been in a seminar, then every student can not be a speaker of a proposal seminar. In this case, 92% of Elementary School Teacher Education Department students have a fair value before the proposal seminars and thesis exams.

b. The value of responsibility

The form of responsibility values in Elementary School Teacher Education Department can be seen in day-to-day learning and learning process activities (Ezani, et.all 2011). In the process learning, students used ethnomathematics has a learning media. Make a indonesian culture as a mathematics learning media is the one of responsibility values. Some students have a high responsibility for indonesian cultures. It is also supported by reality in the field, that every semester of more than 80% of Elementary School Teacher Education Department students use ethnomathematics. This fact shows that the duties and responsibilities of Elementary School Teacher Education Department students can be accomplished well. Supported by data in the field.

c. The value of discipline

Disciplines demonstrated by students through coming in lectures on time. Although the observation results show that there are still students who are late to come. The delay experienced by the student is less than 15 minutes. 15 minutes is the result of an agreement between a lecturer and a student. Nevertheless, look at the student's

progress. This delisting agreement becomes a new habit for students to deliberately go to college for longer than 15% of the terms. Thus, this agreement needs to be reviewed.

d. Social caring value

The social caring value of the students appears to be non-academic student activities. Observation results in 3 classes in each class show social caring values appear during non-academic activities. That is when there are friends who are sick, there are those who passed away or who needed something in the matter. At this stage, most Elementary School Teacher Education Department help each other (Rahasia Rahayu, 2012) . In addition, social care values appear in almost all Elementary School Teacher Education Department students completing the final assignment. In the course of the exam, during the exam and after the exam, all students show social caring value. This is evident by the existence of whats app group in almost 3 last batch of generations of 2013, 2014 and 2015. The created group aims to mutual *updating* information and help specifically for final task completion.

Each academic and non academic activity, Elementary School Teacher Education Department aims to strengthen student character education through the cultivation of Islamic values. This is supported by the exemplary provided by the lecturers in Elementary School Teacher Education Department as well as some policies provided by the department. Like communication culture, academic service culture in Prodi, a culture of dressing for Elementary School Teacher Education Department students. Every Monday morning and Tuesday, it is mandatory for Elementary School Teacher Education Department students to use batik. Especially for female students to wear a skirt. The above values, became one of the strengths of the

Elementary School Teacher Education Department to produce prospective elementary Islamic teachers.

DISCUSSION ABOUT IMPLEMENTATION OF ISLAMIC VALUE FOR ELEMENTARY SCHOOL TEACHER EDUCATION DEPARTMENT:

Investment values of Islam for prospective Elementary School Teacher Education Department, supported by factors supporting the implementation of the islamic values is factor which is supporting internal emerged from whispering a pan self-students either for physical or psychological in the learning and teaching as well as familiarization with the culture in the program of study Elementary School Teacher Education Department. In addition, the readiness of educators to keep the attitude is also very important (Halstead, 2007). The readiness of educators before conducting lecture activities also affects. MUM with supported place that comfortable to learn to give impact positively on the implementation of the cultivation of islamic values (Riyani, 2012), (Anwar, 2014). Mosques located in the campus environment are also very easy to reach. Where prayer was laid floor will add to the strength of the cultivation of the islamic values against student.

Based on the data obtained through observation, documentation and also interview then can display the results of that Elementary School Teacher Education Department have internalized islamic value the process of learning, lectures and cultural Elementary School Teacher Education Department. Education is a form of Islamic education in the whole environment. Strengthening the values of morality is the common commitment of the developing Islamic education became a moral force that can read the problems of social into solving problems with movement charitable efforts.

1. Implementation in the learning process

Implementing islamic values in Elementary School Teacher Education Department is explicitly communicated to students. It is reinforced by the results of interviews with some professors sycophants eyes lecture attempts implementation of the islamic values in the study showed that the values of morality is presented for implicit. Based on observation result show that each individual faculty has the uniqueness of its own to internalize value of the AIK in the process of learning (Cameron, 2012). For example, in Mathematics learning, applying that to instill the value of discipline begins at the beginning of the lecture is conducted a lecture contract with a late commitment of not more than 15 minutes. If there are students late, the consequence is students must memorize five verses in the Quran. It is for not immediately be formed entirely responsible in private student.

In the eyes of college teaching Civics also seeks to instill the habit of discipline at every meeting to make a resume that is then collected before Middle Test to be checked again. It's also for not immediately will familiarize to answer. Based on revenue outlook with professor propping eyes college demonstrates entirely responsible formed from the division of tasks picket shooting guard room lectures. The value of honesty in the learning process is demonstrated through the task creation by always being educated to always create your own without any plagiarism. While the matter is shown by the formation of groups for informal discussion/working together to complete the task.

2. Elementary School Teacher Education Department Culture

Based on the results of observations show that the culture of the school is very thick at all. The establishment of the AIK reflected in

various customs in Elementary Education who do good by educators, workforce education and student. Based on the results of the interview it is also explained that to form the discipline value is formed every rule day Monday Tuesday compulsory use batik. In addition to show the sense of love of wisdom locally also show a habit that will have an impact on entirely the responsibility of each individual student (Brodsky, 2013). In addition to the implementation of the Middle Test are standardized to take neat clothes and uphold high honesty . While the care shown by the Friday Blessing which is the charity that is coordinated by the head level and collected in Students' Association Department. The impact of the activities is distributed to home care nearby (the campus).

Implementation of islamic values will form a number of things in the student, among others: a) having pure faith, b) worshiping the almighty God, c) serving parents and being kind to relatives, d) having a noble character, e) knowledgeable and proficient and f) useful for society, nation and religion. To achieve this, the Elementary Teacher Education Department consistently applies the islamic value cultivation to the inseparated part of the curriculum and can be implied and explicit in both academic and non academic activities.

In the implementation of Islamic values, Kemuhammadiyah can not be separated from the shortcomings. The lack of implementation of the ilsamic value is divided into two, namely in the implementation of the learning process and culture of Elementary School Teacher Education Department.

The lack of implementation of the islamic values in the learning process include: 1) despite the delayed sanctions by memorizing the 5 verses of the Qur'an, there are still some students who have entered the class, 2) there are still students who are in charge of collecting the key, when not in do not attempt to hand over

the responsibility to the theme, so this causes the implementation of the lecture to be obstructed, and 3) in the preparation of the task, there are still students who did not include the source or list of libraries in citing. While the lack of implementation of Islamic values-based implementation on cultural implementation in elementary school teacher education is in the implementation of the task has many students who adhere to the rules, but often there are still one or two students who break the rules such as long-haired hair for male students, not wearing socks, wearing jeans. The above description shows that the implementation of islamic values must be continuous (Syamsul Hidayat, 2011), (Sudrajat & Wibowo, 2013). This is necessary because the student input comes from the various religions in Indonesia and the various levels of adherence that each student has. Is a qualified department comes from the department that is able to produce more qualified graduates than the input it earns, isn't it?

CONCLUSION:

Displayed results above can be summed up some things, as follows: 1) cultivating the islamic values a) integration in the process of learning, b) culture in the department. This is because no matter of the ideals on its own. The islamic values will be the identifier of a program of study that expects the students to have strong supplies of Islam, knowledge and the understanding which is good and can be implemented in the community through a variety of habituation. Investment islamic values can build the characters of honest, responsible accountable, disciplined and social caring. Of course, it takes effort to follow up the implementation of these islamic values given the input to the students from various religions and the various levels of adherence they have. Therefore, through the integration of learning and also habituation in culture, Elementary

School Teacher Education Department become one of the most important parts in order to improve the quality of prospective elementary teachers.

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