IOSR Journal of Research & Method in Education (IOSR-JRME)
e-ISSN: 2320–7388,p-ISSN: 2320–737X Volume 4, Issue 6 Ver. IV (Nov - Dec. 2014), PP 27-33
www.iosrjournals.org

Relationship between Religious Consciousnesses with Scientific Learning (Case Study in Islamic Basic School in Malaysia and Indonesia)

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Abstract: *The holy Qur'an contains several aspects of human life including education. One of the letters in the Qur'an (Al-Alaq 1-5) is closely associated with education and learning. The verses in the letter implies the learning process and learning outcomes. The goal of the research is to find out the relationship between scientific learning with religious consciousness. To measure students' religious consciousness by looking at their behavior. The indicators of scientific learning skills of teacher are the ability to organize learning problems, to perform monitoring, facilitation of students' problem, and competency to perform the evaluation The indicators of scientific learning skills of student are ability to observe, measure, classify, communicate, guest and conclude. The results of the study based scientific learning skills are methodological, conceptualization, understand the concepts learned, apply the concepts learned, and give the meaning of what is learned competencies. This research is mixed method, concurrent embedded model, quantitative primer.*

The result of the research as follows, the students' behavior is better than both mind and heart, it is expected because the measurement of the behavior when at school. Actually the students' mind is not as good as behavior. Because the situation is at school, and the school gives high pressure to students' behavior, so their behavior is good. The teachers prepare the object study well. They used medias and give some task to the students. The media usually used by the teachers to provide object / learning problems. Through learning media usually the teachers give some tasks to the students. Because the teachers often and even always use the medium of learning, so the skills in the preparation of the object / learning problems are very skillful. Two skills of the students, they are to measure and guest are low compared the others skills. It happened because they rarely do. The skill to classify and communicate are high compared the others skills. Teachers usually pay attention about communication skill more. They asked students to restate what they know. The teachers ask the students to classify than to measure and guest. Some teachers assumed that the measurement of the success of learning is "ability to communicate what the students' know". So it makes the students skillful in communication compared the others one. Relationship between scientific learning skills of teachers with scientific learning skills of students Indicates lowest score compared relation to one aspect to the other. This suggests that teachers do their own activities, inadequate attention to the students. The skills of the students is not solely the result of the skills held by teachers. What is important for the teacher is to stimulate students' skills in order to increase due to the very strong influence on the results or outcomes of learning.

Keywords: *Scientific learning, Religious Consciousness, Competency*

I. Background

The content of the letter and every verse in the holy book of the Qur'an is very deep and wide. All areas of life can refer to the Qur'an. One of the letters in the Qur'an is Al-Alaq that containing 5 paragraphs can be used as a foundation in education. Al-Alaq can be used as the philosophical foundation of scientific learning. The term 'scientific' implies (1) process, (2) thematic, (3) integrative, (4) competency. The term 'process' means the implementation is done through a process of learning. The verses in the letter implies the learning process and learning outcomes. Iqra' which means read, implies every event that occurs is as the object of learning or learning problems. Allah promised to provide knowledge to people who did not already know. Meaning in the verse, humans do learn to find new sciences. Because science is closely connected with the religion of Islam, this research assumes that scientific learning relating to religious consciousness.

In paragraph 1 of Al-Alaq, it is interpreted as follows 'Read in the name of the Lord who made'. The above paragraph does not mention the reading object. The word Iqra' is used in the sense of reading, reviewing, deliver, and so on. Objects are general, then the object can include everything affordable. Objects can be sourced from reading from God or from man. Paragraph 2 in Al-Alaq is interpreted "Making the man from a clot, in one of the way in which by The Qur'an to take humans to live for God's guidance. Humans are expected to know his true identity. The process of getting to know the identity of the process outlining how it happened. "It

is synonymous with one aspect of the process of curriculum 2013 as well as pillar UNESCO that learning si a process. Paragraph 4 in surah Al-Alaq is interpreted "The pursuit of the kalam. God declares that he made man from Alaq then taught to communicate within term kalam that man was created from something with material through the process up to perfections a human being in order to know all the secret things. It is identical to one aspect of the curriculum 2013 as well as Djohar (2000) taught that is 'process' and the results of the learning, that is science. Paragraph 5 in surah Al-Alaq is interpreted "God educates man something unknown". He is, the God who educates humans with assortment of useful knowledge. It is identical to one aspect of the curriculum 2013 that is a process and the results of the learning that is science. Because science is closely connected with the religion of Islam, this research assumes that scientific learning relating to religious consciousness.

Scientific learning skill of the teacher, according Djohar (2007) are ability to organize the object study, ability to monitor the students' activity, ability to facilitate the students' problem, and ability to evaluate the learning process done by them. Scientific learning skill of the student specially at basic school (Wiwik, 2014) are to observe, measure, classify, communicate, guest, and conclude. When scientific learning is done, the result of it are some competencies, they are methodological, conceptualization, understand the concept learned, apply the concept, and valuing the concept competencies (Djohar, 2007).

Developed countries are assumed to have applied the scientific learning so many decades ago. Based on the purpose of education in developed countries, namely the findings of science and knowledge, then surely the scientific learning process has been implemented. The term 'scientific' which means the study is to find a science, has occurred in developed countries. Malaysia is a one of country in Asia. It is considered as a country that is more develop than Indonesia (the fact: Human Development Index of Malaysia is better than Indonesia). In the education sector, more specifically in the learning process in Malaysia assumed to be more advanced than in Indonesia. Is this assumption correct or not, the answer will be obtained through research although it will not compare each other.

Islamic education is responsible for the religious behavior of their students. Religious education is assumed to give better results when it is educated since the age of the child, therefore basic Islamic education it is time to think about the success of Islamic religious education. Indicators of the success of Islamic religious education are as follows: (1) the heart; (2) the mind; and (3) behavior. It is still as a thesis "There is no correlation among mind, heart, and behavior". This study will put forward a hypothesis of a link between religious consciousness with the ability of students to follow the learning process with a scientific model of learning. Strong assumptions about the relationship of two variables are based on the logic that a person who has a strong religious consciousness will greatly affect the ability and skills to learn other general sciences.

We all already know that Malaysia is similar with Indonesia. Malaysia is a "Jiran" Country and most of Indonesian population (90%) is Moslem. Indonesia has Islamic study also Malaysia. It is reasonable for doing research on Islamic school in Indonesia and Malaysia.

1.1 Problems

1) How is the religious consciousness of the students?
2) How is the scientific learning skills of the teachers and students?
3) How is the students' competency as the result of scientific learning process?
4) Is there any relationship between religious consciousness with scientific learning?

1.2. Goals

1) To describe the religious consciousness of the students.
2) To describe the scientific learning skills of the teachers and students.
3) To describe the students competency as the result of scientific learning process.
4) To find out the relationship between religious consciousness with scientific learning.

II. Method

This research is mixed method, concurrent embedded model, Quantitative primer. The step is as follows:

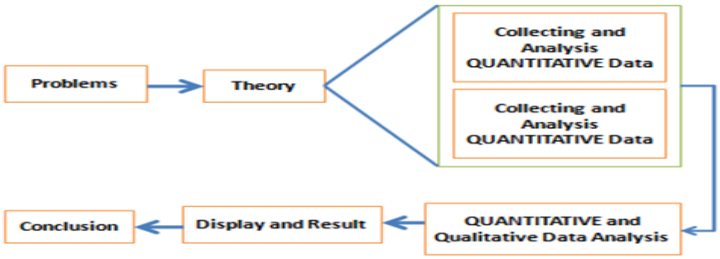

Figure 1. Steps the research using concurrent embedded model

For quantitative methods, includes: (a) Population and Sample: Students of Islamic Basic School both

in Indonesia and Malaysia. The name of basic school for taking data: MIN 1 Yogyakarta and Sekolah Kebangsaan Sungai Laboh Malaysia (Famous basic school in two countries). Basic school in sekolah kebangsaan is not Islamic school, but all the students get Islamic education in different time (in afternoon, after finish sekolah kebangsaan). Sekolah Kebangsaan Sungai Laboh also has Islamic education program for all the students. The total amount of respondent is 30 students. Sampling technique: Purposive sampling (students of fifth class). (b) Techniques of collecting data instruments: questionnaire (by guiding) with a Likert scale. In collecting data, the data collectors must assist students intensively. (c) Analysis of data: descriptive quantitative (mean, median, standard deviation, minimum, and maximum score).

For qualitative methods, includes: (a) Sources of data: teacher of the fifth class both teacher in Indonesia and Malaysia. (b) Techniques of data collection: semi- structured interview. (c) Analysis of data: Miles and Huberman Model with Interactive techniques (data collection, data display, data reduction, and drawing Conclusions verifying). (d) Testing the validity of the data: Triangulation (observation in class). (e) Analysis of quantitative and qualitative as follows: quantitative data with descriptive-statistic. Qualitative analysis is used for confirmation of the result of quantitative one. Through analysis of this data can be obtained complete information.

III. Religious Consciousness

Based on the theory, religious consciousness consists of three indicators, they are mind, heart, and behavior. The mean weight of the indicator mind is 3.50, heart 3.20, and behavior 3.90. It can be said that the highest score is behavior, followed by mind and heart.

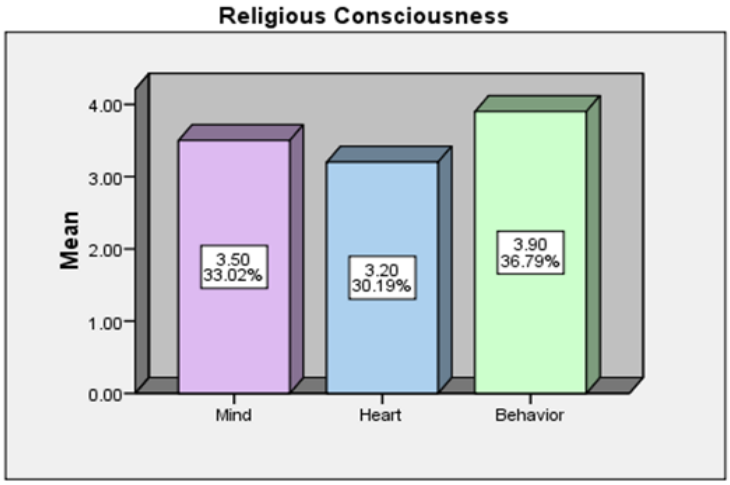

Figure 2. The description of religious consciousness - mind, heart and behavior

The table below shows the categorization of religious consciousness of the students. There are only two categorizations, they are medium (>22.50 – 29.25) and high (>29.25 – 36). For medium categorization, there are 13.3% of the students on it and 86.7% on high one.

Table 1. Categorization of religious consciousness

	Frequency	Percent	Valid Percent	Cumulative Percent
Medium (> 22.50 - 29.25)	4	13.3	13.3	13.3
High (> 29.25 - 36)	26	86.7	86.7	100.0
Total	30	100.0	100.0	

It can be explained that the students' religious consciousness that is indicated by their behavior is very good and the best when comparing with mind and heart. Djohar (2014) said that mind of someone control heart and behavior. It means that heart and behavior depend on the mind, although the performance of someone or his behavior may influence by the environment, it called ecological education (Djohar, 2000). Istiningsih (2012) explained that the strongest pressure of students' character is school environment. The result of the research is synchronous with the statement above. The students' mind is not as good as behavior, but the behavior is better than the mind and heart. It indicates that the students' behavior is better than both mind and heart, it is expected because the measurement of the behavior when at school. Actually the students' mind is not as good as

behavior. Because the situation is at school, and the school gives high pressure to students' behavior, so their behavior is good.

IV. Scientific Learning Skill

4.1. Scientific Learning Skill of The Teachers

Based on the theory, scientific learning skill of the teacher consists of four indicators, they are managing object study, monitoring, facilitating, and evaluating. Mean weight of scientific learning skill of the teacher 3.475, managing object study 3.900, monitoring 3.800, facilitating 3.200, evaluating 3.000. It can be said that the highest score is managing object study, followed by monitoring, facilitating, and evaluating.

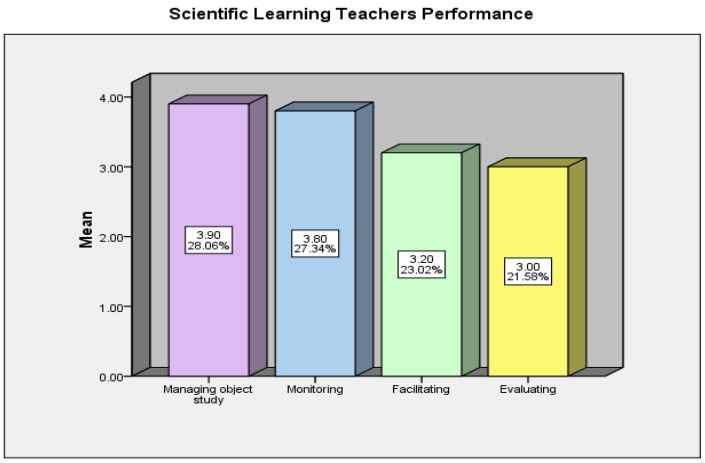

Figure 3. Scientific learning skill of the teachers

The table below shows the categorization of scientific learning skill of the teachers. There are two categorizations, they are low (>21 – 30), medium (>30 – 39) and high (>39 – 48). For low categorization, there are 3.3% of the teachers on it, 20.0% on medium, and 76.7% on high one.

Table2. Scientific learning skill of the teachers

	Frequency	Percent	Valid Percent	Cumulative Percent
Low (> 21 - 30)	1	3.3	3.3	3.3
Medium (> 30 - 39)	6	20.0	20.0	23.3
High (> 39 - 48)	23	76.7	76.7	100.0
Total	30	100.0	100.0	

When we pay close attention to the result above, it can be seen that skill of doing evaluation of the teachers is the lowest among the others. This condition can happen because the teachers in both Indonesia and Malaysia are less skillful in conducting the evaluation. The model of evaluation is the evaluation of the product. From the preparation of a matter to interpret the results of evaluations usually conducted by the central government. Teachers lack the authority to carry out the evaluation. It is the reason why teacher's evaluation skill is the lowest. This phenomenon indicates that the skills of teachers to conduct the evaluation process has not been touched at all. Though the new paradigm of education requires the skills of teachers to be able to evaluate the process of evaluation models.

In two countries Indonesia and Malaysia, The teachers prepare the object study well. They are able to stimulate the students to be active. They used medias and give some task to the students. Teachers in Indonesia prepared instructional media is doing his own more compared to teachers in Malaysia. Instructional media used by teachers in Malaysia more has been provided by the school. The school in Malaysia has partnership with manufacturers of instructional media. Nevertheless, it does not mean teachers in Malaysia did not design learning media by themselves . They have the creativity to make use of second-hand goods to be designed as a medium of learning. Teachers in Indonesia design their own learning media more compared Malaysia's teachers. The media usually used by the teachers to provide object / learning problems. Through learning media usually the teachers give some tasks to the students. Because the teachers often and even always use the medium of learning, so the skills in the preparation of the object / learning problems are very skillful.

4.2. Scientific Learning Skill of The Students

Based on the theory, scientific learning skill of the student consists of five indicators, they are to observe, to measure, to classify, to communicate, to guest, to conclude. Mean weight of scientific learning skill of the student 3.475, to observe 3.800, to measure 3.200, to classify 3.900, to communicate 3.800, to guest 3.200, to conclude 3.500.

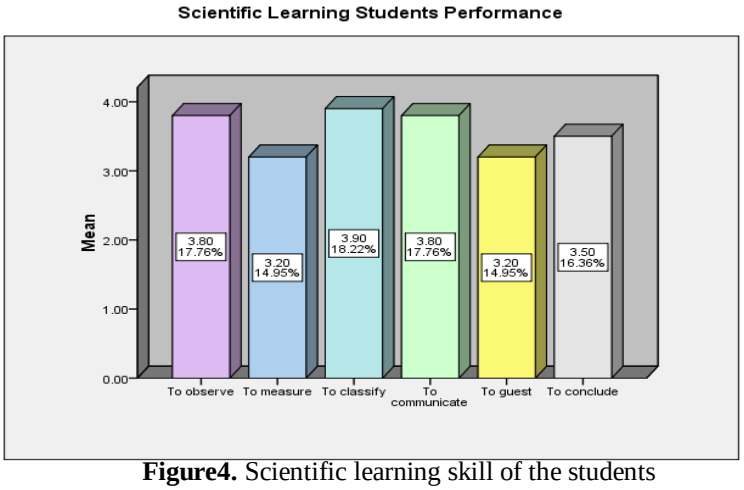

Figure4. Scientific learning skill of the students

The table below shows the categorization of scientific learning skill of the students. There are only two categorizations, they are high (>45 – 58.50), and highest (>58.50 – 72). For high categorization, there are 23.3% of the students on it, 76.7% on highest one.

Two skills of the students, they are to measure and guest are low compared the others skills. It happened because they rarely do. The skill to classify and communicate are high compared the others skills. Teacher usually pay attention about communication skill more. They asked students to restate what they know. The teachers ask the students to classify than to measure and guest. Some teachers assumed that the measurement of the success of learning is "ability to communicate what the students' know". So it makes the students skillful in communication compared the others one.

Table3. Scientific learning skill of the students

	Frequency	Percent	Valid Percent	Cumulative Percent
High (> 45 - 58.50)	7	23.3	23.3	23.3
Highest (> 58.50 - 72)	23	76.7	76.7	100.0
Total	30	100.0	100.0	

V. Competency – Result Of Scientific Learning

Based on the theory, competency as the result of scientific learning consists of five indicators, they are methodological, conceptualization, understand the concept, applying the concept, valuing the concept competencies. Mean weight of methodological competency is 3.50, conceptualization competency 3.10, understand the concept competency 3.80, applying the concept competency 3.40, valuing the concept competency 3.00.

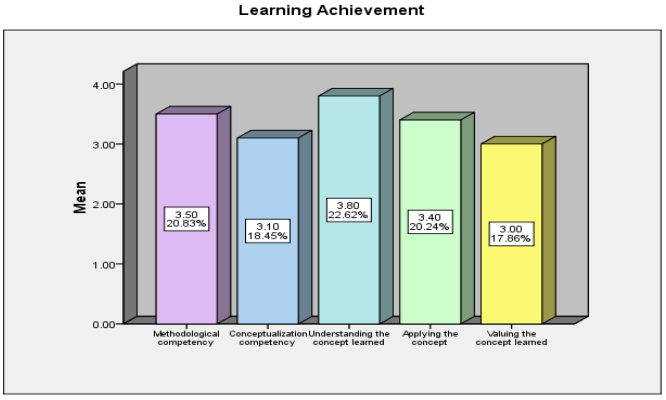

Figure 5. Learning achievement – competencies

The table below shows the categorization of competencies as the result of scientific learning. There are three categorizations, they are medium (> 26.25 – 37.50), high (>37.50 – 48.75), and highest (>48.75 – 60). For medium categorization, there are 10.0% of the students on it, 16.7% on high, and 73.3% on highest one.

Table 4. Learning achievement - competencies

	Frequency	Percent	Valid Percent	Cumulative Percent
Medium (> 26.25 - 37.50)	3	10.0	10.0	10.0
High (> 37.50 - 48.75)	5	16.7	16.7	26.7
Highest (> 48.75 - 60)	22	73.3	73.3	100.0
Total	30	100.0	100.0	

The skill to value the concept learned is the lowest one. Activities of teachers have not been able to stimulate the students' skills in aspects of valuing the concept learned. This aspect is difficult to be built, because this skill involves reflection activities. Students' basic school have no ability to reflect yet. Ability to reflect usually belonging by adults or teenagers. Students of basic school have the ability to think of everything that it faces. They still think concretely. However, the teacher must always strive to make students able to have the skills "valuing the concept learned by them".

VI. Relationship - Religious Consciousness, Scientific Learning, And Competency

The result of data analysis as follows. The Relationship between religious consciousness with scientific learning skill, the significance is 0.000 the power of relationship is 0.615. It means that religious consciousness has relation with the scientific learning skill (the power of relationship is rather high). The Relationship between scientific learning skill of teacher with scientific learning skill of student, the significance is 0.002 the power of relationship is 0.538 It means that religious consciousness has relation with the scientific learning skill (the power of relationship is medium). The Relationship between scientific learning skill of student with students' competency, the significance is 0.000 the power of relationship is 0.876. It means that religious consciousness has very close relation with the scientific learning skill (the power of relationship is high).

Based on the result of data analysis, it can be seen that scientific learning skill of the student is similar with the competency. It means that there is very close relationship between scientific learning of the student with learning achievement that is competency. When we as educator hope our student get competencies so we must encourage the scientific learning skill of the student. Scientific learning skill of the student can be built through activities or they must active during learning process. The true scientific learning can be obtained through a learning process. It is the fundamental reason why it is said that learning is a process.

Table 5. Relationship between religious consciousness with scientific learning

Aspect	Significance	Power of Relationship
Religious Consciousness with Scientific Learning	0.000	0.615
Scientific Learning skill of teacher with Scientific Learning skill of student	0.002	0.538
Scientific Learning skill of student with students' competency	0.000	0.876
Mind with Heart	0.002	0.538
Mind with Behavior	0.000	0.606
Heart with Behavior	0.001	0.560

The Relationship between the mind with the hearth, the significance is 0.002 the power of relationship is 0.538. It means that the mind has relation with the heart (the power of relationship is medium). The Relationship between the mind with the behavior, the significance is 0.000 the power of relationship is 0.606. It means that the mind has relation with the behavior (the power of relationship is rather high). The Relationship between hearth with behavior, the significance is 0.001 the power of relationship is 0.560. It means that heart has relation with the behavior (the power of relationship is medium).

Relationship between scientific learning skills of teachers with scientific learning skills of students Indicates lowest score compared relation to one aspect to the other. This suggests that teachers do their own activities, inadequate attention to the students. The skills of the students is not solely the result of the skills held by teachers. Something very reasonable when SL skills of the students are very closely tied to competencies (as a result of scientific learning). What is important for the teacher is to stimulate students' skills in order to increase due to the very strong influence on the results or outcomes of learning.

VII. Conclusion

1) Surah Al–Alaq on Iqra in which among them explains than human nature must read, it turns out a very deep meaning.
2) There is an implicit meaning on Iqra', that is a process; in scientific learning there is also an implicit meaning that is a process or it can be said scientific learning is a process. Learning is done through the process. Process can rise students' competency.
3) Learning through the process, the knowledge obtained can be internalized to the students.
4) One of the new paradigm of education, focusing on an achievement of learning outcomes, that is the competency of students.
5) It is very strategic to improve or build the mind of the student when we as educators expect religious consciousness of student awakened.
6) Religious Consciousness has close relation with scientific learning.
7) Religious Consciousness can be a program of a school when it will increase the scientific learning of the students.
8) Scientific learning skill of the teacher is very influence the scientific learning skill of the students.
9) Both Religious Consciousness and scientific learning are important aspect for student competency.
10) It is very strategic for building religious consciousness of the students because the religious consciousness is able to built the scientific learning skill, finally the competency of the students is also easy to be designed.
11) Due to the scientific learning skill of the student is not absolutely effected by the scientific learning skill of the teacher, so the role of the teacher in learning process is as a facilitator. It is new paradigm, the old paradigm must be left soon.
12) Teachers must be attention to students' skill in measurement and guest.
13) Skill of teacher to conduct evaluation using process model hasn't been touched at all.
14) The activities of teachers are expected more stimulating students' skills in "valuing" the concept learned by them.

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