Islamic Religious Education Learning Model Based on Living Values Educations in Higher Education

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ABSTRACT

Higher education as a responsible party in the mindset of treatment is not in accordance with the demands of society. Islamic religion learning should always be based on the code of ethics and morals. The application of Islamic religion learning is mostly only concerned with cognitive aspects so that it ignores the development of affective aspects, the formation of the character of students by using the paradigm of living values education. The purpose of writing this research is to design and implement ethics in college circles that are worth living. Data analysis techniques using quantitative methods by interviewing several students in one of the universities in Riau. the results of this study will show how the development and progress of Islamic religion learning models based on living values education (LVE) in higher education. With this research, it will create the development and application of religious living values educations (LVE) in higher education learning, so as to create a moral person based on ethical morals as an istihad effort in restoring the essence of the demands that exist in the scope of society. The limitations of this research are limited distance and time so that it lacks complete and perfect information, therefore researchers hope that further researchers can develop and perfect this research.

Keywords: Islamic Religious, Learning Model, Living Values.
INTRODUCTION

According to (Bray et al., 2018; Hersbach et al., 2020; Letunic & Bork, 2019) the development of morality and character of students at a high level has been degraded, which has led to conversations among the community. The socio-religious phenomena experienced today, such as the loss of ethics and values of life (Cao et al., 2018; Harding et al., 2018; Szklarczyk et al., 2019), so that the position is considered more important than respecting the person as a human being (Abbott et al., 2018; Achilli et al., 2021). Lack of morals and ethics can be caused by the scope of the family (Awad et al., 2018; Caviola et al., 2019), who pay less attention to a learner, and the surrounding environment that is classified as slum. In this context, it can be observed that value education is a means that needs to be managed in the midst of a society that is experiencing moral decline. The systematic use of discipline can support the growth of character or moral values that exist in each individual to become a person who understands the importance of decency and ethics.

Education includes educators and those who educate, who work together to achieve the goals of education, the meaning of education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and country (Barredo Arrieta et al., 2020; Guidotti et al., 2019; Lei et al., 2020). In general, education must be able to produce humans as individuals and as members of a healthy and intelligent society with, (1) a strong and religious personality and able to support the noble culture of the nation, (2) democratic awareness in the life of society, nation and state, (3) high moral awareness of the law and (4) a prosperous life. (Angelovski et al., 2020; Liu et al., 2020; Žalėnienė & Pereira, 2021). Education succeeds when learners are able to do good in the midst of difficult choices (Deng et al., 2018; G.-G. Wang, 2018). The higher the education, the higher the knowledge gained.

Learning is teaching a student by using the principles and theories of learning, which is included in the main determination of education (Hollebeek et al., 2019; Peyré & Cuturi, 2019). Learning is a two-way communication carried out by the teacher as a teacher and students as learners. In order to create learning, educators have goals in their duties such as educating, guiding, motivating, and being a role model for students (Klonsky et al., 2018; Morschheuser et al., 2018). Students experience their education in three environments, namely the family environment, school environment, and community environment. Therefore, those responsible for children's education in the family environment are parents, in the school environment is a teacher, and in the surrounding environment is the surrounding community. The need for guidance from them in order to get a better understanding.

Islamic religious education is the spotlight that is responsible for moral and ethical problems in today's society (Awad et al., 2018; Bagheri et al., 2019). Because the material in Islamic religious education includes values or norms and attitudes (Perez-Riverol et al., 2019; So et al., 2018; Tam et al., 2018). The efforts of Islamic religious education are also planned in preparing students to get to know, understand, appreciate, and believe in the teachings of Islam, which are juxtaposed with demands to respect adherents of other religions in dealing with and harmony between religious communities so as to realize national unity and integrity (Fournet et al., 2018; Letunic & Bork, 2019; Smith et al., 2021). The scope of Islamic religious education includes the realization of conscious efforts made by educators in order to prepare students to
practice Islamic teachings through guidance and teaching activities to achieve predetermined goals.

The definition of Islamic religious education can be stated as follows, (1) Islamic religious education as a conscious effort, sure a guidance activity, (2) Islamic religious education as a conscious effort (Afini Normadhi et al., 2019, 2019; Go & Sundar, 2019), pengajaran dan atau latihan yang dilakukan secara berencana dan sadar atas tujuan yang hendak di to be achieved seriously. (2) learners who are to be prepared to achieve the goal in the sense that there are guided, taught and or trained in increasing belief, understanding, appreciation, and practice of Islamic teachings (Captari et al., 2018; Helfaya et al., 2018; Nomran et al., 2018). (3) the activities of the teaching and learning process of Islamic religious education are directed at increasing the belief, understanding, appreciation and practice of Islamic religious teachings of students, which in addition to forming personal piety, also at the same time to form social familiarity. islamc religion teachers can carry out guidance, teaching, training activities, consciously and directly to their students to achieve the objectives of Islamic religious education.

The islamic religion learning model needs to be renewed again because in order to improve the quality of learning that is currently considered insufficient in delivering students to become pious and sholeha personnel individually and socially (Miller et al., 2019). Therefore, in the process of learning and teaching, educators are required to be able to think critically in carrying out their duties in creating renewal in their teaching methods, so that the realization of innovation should be real and systematic. Innovation in the success of Islamic religious education is through living values education (LVE) based learning (Brink et al., 2019; C. Wang et al., 2020; Zietemann et al., 2018). Where every learning process is invited to explore the values that exist in each individual, in order to restore morals that have been degraded in the community environment.

According to (Shee et al., 2019; West et al., 2020) Living Values Education adalah program pendidikan yang menawarkan pelatihan serta pengajaran dan metodologi praktis bagi para pendidik, fasilitator, pekerja sosial, orang tua dan pendamping anak untuk membantu mereka menyediakan kesempatan bagi anak-anak dan orang muda menggali serta mengembangkan nilai-nilai universal yang perlu dihidupkan kembali (Dumitrașcu et al., 2020; Morlett Paredes et al., 2021). There are 12 values in living values education (LVE), namely, peace, respect, compassion, tolerance, humility, honesty, cooperation, happiness, responsibility, simplicity (Cui et al., 2018; Luo et al., 2018; McClean et al., 2018), perbebasan dan persatuan. Secara program ini merupakan salah satu pengembangan atau A renewal of character learning that emphasizes principles that underlie the moral sphere, such as value play activities, which involve exercises in adult thinking, can lead to skills in doing things or actions.

In relevant research according to Tillman this program presents a wide range of experiential activities and practical methodologies for teachers and facilitators to help children and adolescents exploit and develop life values (Aldon et al., 2021; Wright et al., 2018). The use of the living values education base in the training program to explore the values that exist in oneself, in order to make this a foundation in the learning process that teaches about the value of life (McCutcheon et al., 2018). Therefore, it is very important for each educator to realize and revive the personal values that exist in students. In this context, the author also cites relevant research from Ki Hadjar Dewantara, who stated that in essence teaching is not just conveying subject matter, but is also interpreted as a character building process. "Ing ngarso Sun Tuladha, Ing Madya
Mangun Karsa, Tut Wuri Handayani”, which means at the beginning to give an example in the middle to encourage and at the end to encourage, can be actualized in learning to shape the character of students.

The reason the researcher chose the title of this article regarding the details above, the researcher is so interested in discussing in more detail about how the application of the living values education-based learning model in learning Islamic religious education at Riau Islamic University and about student outcomes with the application and renewal of learning models like this. This research is very important for researchers to do because this learning model is rarely in demand at this time, which used to make someone have good character and have noble morals. Replanting the values of life in order to create a wise generation, therefore there is a need for renewal in the learning model, in order to create students’ interest in learning it. For this reason, this research was conducted to see how the development and increase in students' knowledge of the values of life.

**RESEARCH METHODOLOGY**

The method used by researchers is quantitative method using survey materials. Quantitative methods have the meaning of a series of systematic investigations to collect data measured by mathematical statistical techniques and test theories by examining the relationship between variables. Researchers try to understand and describe the understanding gained from between researchers (Taber, 2018). The instrument used is a survey method by interviewing and distributing questionnaires online in the form of multiple choice using google form. The seals used are students in universities who are pursuing islamic religion majors in Riau universities. The questionnaire is a series of questions shown to the source and on the other hand a questioner called an interviewer, the resulting data will be assembled in such a way as to be easily understood. Based on this type of research, researchers examine Islamic religious learning based on living values education in higher education which includes the morals and characteristics of each individual.

This research was conducted in early October at the University of Islam Riau (UIR). The selection of this time is based on students who have majored in Islamic religious education so that the application of this living values education-based learning model can be ongoing so that it is easier to find out how the islamic religion learning model itself is (Machón et al., 2018; Shim & Compton, 2018). In this case, the researcher conducted a survey through Google from which was done online by sharing the question link through the WhatsApp group. In the questionnaire that has been made, there are multiple choice questions and short answers that will provide information about the living values education-based islamic religion learning model, this research question was answered by 52 students who participated in the preparation of this scientific article.

The purpose of this research is to create renewal and development in the future so that more interesting learning is based on life values. With this method, researchers use the distribution of questionnaires or questions that lead to the title of this research, namely the living values education-based islamic religion learning model, which uses google from and is given questions to students in Riau, then from the results of the distribution of questionnaires poured back into the research report. This technique was taken and chosen because the research is more accurate and more concrete to the subject who is more in-depth in the problems experienced. The results of this qualitative
method are carried out by conducting a series of research questions in the form of a tess
or questionnaire, the collected data is then converted using predetermined
characteristics or categories. The quality of qualitative research is determined or
determined by the number of research respondents involved. In this study, the need for
observation or fieldwork that needs to be done by researchers to get an overview of the
learning and development of living values education in higher education. Interviews in
this study were carried out as a data collection technique during field analysis to see the
type of Islamic religious education learning used in higher education.

RESULTS AND DISCUSSION

The learning model of Islamic religious education based on living values
education requires renewal of its development in education at this time, so that it can
help students re-understand and apply learning of life values such as peace, tolerance,
respect, ethics, honesty, love, unity, simplicity, cooperation and humility, which will
become a better personality than before. The scheme in developing Islamic religious
learning based on living values education is value simulation, discussion, creativity and
exportation of ideas and ideas. The benefits of learning living values education in
education science can be used to develop individual, family and community
competencies, because by learning the value of life an individual will have a good
personality, so that it can improve and develop the values of life that are almost lost.
Therefore, it is very important that this knowledge is used or developed for students to
be able to increase their potential and open their minds when choosing or sorting out
good and bad personalities.

The competencies that must be possessed by teachers who will teach this living
values education-based Islamic religion learning model are, (1) teachers must be
competent in introducing how the values of life in a group program, (2) teachers must
be competent in providing material about values for each discussion and replacing
inclusive teaching and learning patterns should be done to ensure that each student plays
a role in the thinking process and creates an attraction to learning, (3) teachers must be
competent in inserting values in the curriculum. With the teacher's competence in
teaching the values of life, it will make students understand it more, so that they can
apply it in their daily lives. The purpose of living values education is to deepen
understanding, motivation, and responsibility with self and social and can encourage
educators in providing a philosophy of life, so that it can facilitate students as a whole
bail growth and development. So that they can integrate themselves into society with
respect, confidence and purpose.
Figure 1. The values of life today are far different from the values of life before

From the results of the questionnaire obtained from Riau students studied by researchers, it can be seen that with 52 students, 43 of them answered agree, then for this answer there were about 3 people who answered strongly agree and about 8 people answered disagree and normal. It can be seen from the diagram data above that more people say that the values of life today are much different from the values of life before, this comparison can be seen in the current environment where children now tend to immerse themselves in the distant virtual world, without worrying about their real environment and life, so that the lack of direct socialization between one and the other, not only that the delinquency of children today has become a highlight where the potential for cultural and moral issues has little application. And in previous times children did not know the name of technology so they often interacted outside the home and established good social relationships.

Figure 2. Living values education develops Islamic religion learning

Judging from the diagram above, it has stated that almost all students consider that living values education can develop learning in Islamic religious education. Almost all students consider that living values education can develop learning in Islamic religious education where out of 52 students surveyed found a satisfactory percentage of about 45 students answered that living values education is very able and able to develop Islamic religious education learning in college, because this base invites students to think about themselves, others and values that are strongly tied to the aim of strengthening or deepening potential, creativity, and about 7 more students answered disagreeing and ordinary because according to them Islamic religious education learning can develop
with all positive discussions. And for the results of disagreeing to get 0 results or not at all, this proves that developing Islamic religion learning does need to use this living values education-based learning model, because it includes morals and characteristics of a person.

![Figure 3. Living values education can inspire students to choose life values (personal, social, moral and spiritual) and methods to deepen them.](image)

From some of the students who were surveyed to answer the questions given by the researcher and there were 52 students who answered, it can be found that only 40 students chose to agree and around 9 students chose strongly agree if this living values education can inspire them to choose life values based on personality, social, moral, and spiritual. And can be described as a noble personality and a high socialization spirit which can strengthen friendship between individuals, morals that understand politeness and respect and worship seriously in order to get the blessings of the world and the hereafter. And from other results there are about 2 students who gave answers that disagreed and disagreed, because according to the arguments of these students, it all depends on each individual because it is the self that can choose and determine the inspiration to find the method of life.

![Figure 4. Living values education I often hear in the world of lectures](image)

From the results of the diagram data above, there are 52 students who gave answers to the researcher's questions, of which around 34 students agreed and 6 students
expressed strongly agreed, from here it can be seen that this living values education is familiar to universities, and it is possible that these students have applied and understood the meaning of this living values education. The argument said by this student is that living values education is a personality value that includes ethics, morals and character, which is very important in an education because this value can create the characteristics and morality of students to be organized or formed and learning the value of life must have existed since the beginning because it is very useful for each individual. And there are about 6 students who answered that it was normal and 6 other students said they disagreed, because the learning taught or pursued by the students had not reached the point of understanding so they said they had not heard the discussion or material from this.

Figure 5. Living values education can be established in Islamic religion learning

Data collection from the results of research in the form of diagrams above there are 52 students who participated in answering questions given by researchers that there are about 41 students agreeing if this living values education learning can be set in Islamic religion learning because it provides so many benefits such as teaching about tolerance, caring, simplicity, responsibility, humility and unity, and about 4 students answered strongly agree that the purpose or direction of this living values education is in line with what is demanded in education, especially Islamic religious education, there are teachings such as the science of moral creed, al-quran hadith and fiqh. And about 2 students answered disagree and 3 others answered less agree because the determination is not only carried out in life values-based education but also can be with other learning models.
Figure 6. Living values education can shape good attitudes and behavior and can become a habit.

From the results of the diagram above, it can be seen that from around 52 students who answered agree there were 37 people, the argument given by students is that living values education can shape better attitudes and behavior. Another word for living values education is the values of life, so often doing an activity then it will become a habit, especially if the values that are familiarized lead to positive things, for example, such as helping others, respecting opinions, maintaining ethics and simplicity that will make life even better, and there are about 8 students who think strongly agree because in their opinion living values education is very important in the personality of each individual. And there are also some students who answer questions from researchers, arguing less agreeing around 5 people and 2 others answering disagree because humans can also form good attitudes and behavior without having to be based on this living values education, each individual is different in determining their personality, and if to make a habit it can be seen from the students themselves.

Figure 7. Living values education teaches students to prioritize cooperation in groups.
From the results of the data collection diagram above, almost all of them agree that living values education can teach students to prioritize cooperation in groups with the acquisition of around 40 people out of 52 who did the survey. Students who answered agree argued that the value obtained from living values education was that there was cooperation in carrying out something to achieve satisfactory results and 7 more students answered strongly agree because cooperation is very important and not only cooperation but respecting the opinions of others in carrying out group work is also necessary, with cooperation in groups can lead to interaction or friendship between fellow individuals, which socializing is also part of living values education. And there are about 4 students answered less agree and 1 more person answered disagree because, in group work some students will only discuss things outside of the material to be discussed, this means that almost all students cooperation in the group is very necessary.

![Figure 8](image.png)

Based on the results of the diagram above, it is found that through this living values education in Islamic religion learning, students are able to become someone who pays attention to the values of life where out of 52 students surveyed there are around 45 students who answer agree, this is because the development of living values education is very necessary in the world of education, especially for Islamic religion learning where seeing values and being able to create or apply them to each individual will have a good impact or will bring changes to his life because he has paid attention to what is needed to create a moral personality, ethical and ethical and there are also 3 supportive answers to the arguments stated by some students earlier, There are also 3 answers supporting the arguments stated by some students earlier. However, there are also about 3 students who said they disagreed with the questions given by the researcher and 1 more student answered disagreeing with the questions given with the argument that not all students are able to create new values, and there should also be renewal not just development. This means that with the number of answers there is more understanding of agreeing to the questions given by researchers with the conclusion that with this understanding of living values education, there will be attention that can create universal values.
Based on the results of the survey conducted by researchers at the Islamic University of Riau (UIR), there were 52 students who participated in answering the questions given, many students agreed to each question given, that they argued that this living values-based education is very important in the world of education because, this base is no longer a reference for each individual, so it has become a topic of conversation in every audience today. Therefore, Islamic religious education is the main target in creating or instilling the values of life, which in this learning there is learning akidah akhlak, al-quran hadith, and fiqh. With the renewal or redevelopment of living values education, it can bring a new atmosphere to each student and will increase interest in these values so that later they can be applied by students in their daily lives.

CONCLUSION

It can be concluded that in the learning model there is a need for renewal or development in carrying out the learning and learning process and the teacher must also master the material and understand class management, so that students are interested in learning, with that interest will make students even more enthusiastic in studying. The renewal model that students can do is in the form of an approach that can be applied in the classroom such as learning while playing. In learning Islamic religious education has a duty in creating or shaping students into individuals who understand values, such as ethical values, moral values, simplicity, discipline values, moral values, characteristic values and this is now rarely applied by students. The application of life values that point to positive things is needed in every circle in order to create an atmosphere of harmony in socializing and being wise in determining themselves. Living values education is familiar to hear because it concerns the behavior that is done every day, which can have a positive impact on life.

Education is learning to gain knowledge, creative skills, and habits of a group of people that are passed down from the next generation through teaching, research and training. In education there is a group of people or individuals who are interrelated, such as those who provide knowledge or teachers are called teachers, lecturers, and those who are taught are learners or students, the learning and teaching process is also needed facilities and infrastructure provided from a place of learning called a school. The completeness of the facilities and infrastructure such as, classrooms for learning rooms, blackboards, books and pens or markers used for the achievement of effective learning in order to achieve the same goals.

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