DEVELOPMENT OF A CULTURE-BASED RELIGIOUS HUMANISTIC VALUE EDUCATION MODEL AT PTKIN BANDA ACEH

Fakhrurrazi¹, Legiman², M. Fadli³, Tajuddin Al Alusi⁴

¹,²,³,⁴ Institut Agama Islam Negeri Langsa, Aceh, Indonesia

Email : fakhrurrazi@iainlangsa.ac.id¹, legiman@iainlangsa.ac.id², M.fadli@iainlangsa.ac.id³, tajuddin@iainlangsa.ac.id⁴

DOI: https://doi.org/10.37758/jat.v6i2.692

Received: September 2023 | Accepted: October 2023 | Published: October 2023

Abstract:
This research aims to find a culture-based model of humanist-religious values education at PTKIN Banda Aceh, to find the development of a culture-based humanist-religious values education model at PTKIN Banda Aceh and to find out the development of positive attitudes in humanist-religious education at PTKIN Banda Aceh. Based on the problem formulation and research objectives, this research seeks to find out, describe and reveal a phenomenon in the development of a culture-based religious humanistic value education model at the Faculty of Tarbiyah and Teacher Training (FTIK) UIN Arraniry Banda Aceh, as well as trying to reveal the facts that led to the implementation of activities whether it goes well or not, so that the phenomenon of the impact or consequences of these activities can be read through this study. This research method is qualitative descriptive research. Qualitative descriptive research is a research method that attempts to describe and interpret objects according to what they are. The source of data collection for this research is observation, interviews and documentation. The results of this research are that lecturers provide a model of respect for students and do not adopt an authoritarian attitude towards students. Authoritarian attitudes can damage humanistic values with an Islamic religious culture, lecturers are proactive in encouraging students at the Faculty of Tarbiyah and Teacher Training (FTIK) UIN Arraniry, in developing models of humanistic value education for students who are currently studying at the Faculty of Tarbiyah and Teacher Training (FTIK). UIN Arraniry and religious culture in higher education are highly recommended to be developed by lecturers and students regarding humanistic values education.

Keywords: Humanistic, religious, educational model, character
otoriter dapat merusakan nilai-nilai humanistik berbudaya religius islam, dosen proaktif dalam memberikan semangat terhadap mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) UIN Arraniry, dalam pengembangan model pendidikan nilai humanistik pada mahasiswa yang sedang menempuh pendidikan pada Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) UIN Arraniry dan budaya religius pada perguruan tinggi sangat dianjurkan untuk di kembangkan pada dosen dan mahasiswa tentang pendidikan nilai humanistic.

Kata Kunci: Humanistik, religious, Model Pendidikan, Karakter

INTRODUCTION

Indonesian society is facing various crises that cannot yet be wholly overcome. Many problems in society are still a challenge and a source of thought (Budiarto, 2020),(Sidi, 2014),(Suryadi, 2017). One thing that has become a sharp focus in education is the character crisis (Grossman, 2008). This is demonstrated by the rise in cases of violation of norms, juvenile delinquency, and an increasingly free life away from religious values. Apart from that, there are also changes in values in people's lives. Some of the younger generations violate religious, cultural, and social values (Arifin, 2014),(Nugroho, 2017),(Kristanti, Haryono, & Budiyono, 2022).

National education functions to develop abilities and shape a dignified nation's character and civilization to make the country's life intelligent (Subiyantoro, 2013),(Malla, 2017). It aims to develop students' potential to become human beings who have faith and devotion to God Almighty, have a noble character, and are healthy, knowledgeable, and capable of being creative and independent, and become democratic and responsible citizens (Fitriyani, 2018) (Depdiknas, 2002:1).

Character cannot be separated from the role of education in Indonesia (Anwar, 2016) (Kuning, 2018)(Dewantara, Suhendar, Rosyid, & Atmaja, 2019). The educational process has formed the structure of a person's thinking until a personality structure is developed. The structure of society determines thought patterns and behavior patterns in everyday life. Thus education has a very large contribution to the quality of existing human resources, because they are all products of the educational process. The quality of a nation can be seen from the quality of its education.

Not all educational output has an attitude that reflects Humanist-Religious. Deviant behavior from secondary education graduates, especially Madrasah Aliyah, always occurs. For example, heavy smoking, driving unethically, wasting free time, praying in long periods of time, and some people don't even pray at all. It's not uncommon for people to be contaminated with methamphetamine. The level of appreciation for religious values is still considered minus.

Through humanistic-religious culture and education patterns, it is hoped that the application of religious values can be realized. Religious values include the values of faith, science, ritual, experiential and religious impacts which will color and give birth to the application of humanist values. Humanist values include the values of freedom, security, creativity, self-actualization, cooperation, self-confidence, ethics, truth, self-control, and responsibility in this world and the
RESEARCH METHOD

Based on the problem formulation and research objectives, this research seeks to find out, describe and reveal a phenomenon in the development of a culture-based religious humanistic value education model at the Faculty of Tarbiyah and Teacher Training (FTIK) UIN Arraniry Banda Aceh, as well as trying to reveal the facts that led to the implementation of activities whether it goes well or not, so that the phenomenon of the impact or consequences of these activities can be read through this study.

Based on the focus and objectives of the research, this research is a qualitative descriptive research. According to Best, qualitative descriptive research, as quoted by Sukardi, is "a research method that attempts to describe and interpret objects according to what they are" (Sukardi & Novianti, 2022). Likewise, Prasetya stated that "descriptive research is research that explains the facts as they are" (Mustafa et al., 2022).

This research, when viewed from the location of the data source, is included in the field research category. Field research is to find where the events that are the object of research took place, so as to obtain direct and up-to-date information about the problem in question, as well as cross checking existing materials (Rukajat, 2018), (Fadli, 2021).

In terms of data characteristics, this research uses a phenomenological approach and a historical approach. The phenomenological approach is intended to be able to know and describe clearly and in detail about efforts to improve and develop the quality of students and the quality of lecturers regarding culture-based religious humanistic values education within the Faculty of Tarbiyah and Teacher Training (FTIK) UIN Ar-raniry Banda Aceh(Ahmad, 2016). Meanwhile, the historical approach is an approach intended to reveal facts that have historically occurred regarding the process of developing a culture-based religious humanistic values education model at the Faculty of Tarbiyah and Teacher Training (FTIK) UIN Arraniry Banda Aceh.

FINDINGS AND DISCUSSION

Culture-Based Religious Humanistic Values Education Model at PTKIN Banda Aceh

The results of interviews with lecturers from the Faculty of Tarbiyah and Teacher Science at UIN Arraniry show that all lecturers at the Faculty of Tarbiyah and Teacher Science at UIN Arraniry understand the goals, vision, and mission of the Faculty of Tarbiyah and Teacher Science at UIN Arraniry, in which there are culturally based religious, humanistic values that must be cultivated within the campus environment and surrounding communities. In our observation, the research team at the research location found that the lecturers in the tarbiyah and teacher training faculties have humanistic values, which are always cultivated with good morals, politeness in speaking, and always making it easier for
students in guidance. This shows that the lecturers at the Faculty of Tarbiyah and Teacher Training at UIN Arraniry already understand the goals, vision, and mission of the Faculty of Tarbiyah and Teacher Training at UIN Arraniry.

“Lecturers understand the goals, vision and mission of the Faculty as well as existing humanistic, religious and culture-based values. With this understanding, lecturers can support and cultivate these values within the campus environment and the surrounding community. This is important to create an environment that is inclusive, cultural, and aligns with the values upheld. "In this way, it is hoped that all parties, including students, lecturers and the community, can experience the benefits and harmony in developing knowledge and morality." (Interview with Faculty Dean)

The results of interviews with students at the Faculty of Tarbiyah and Teacher Training at UIN Arraniry Banda Aceh are also the same that students from 13 study programs at the Faculty of Tarbiyah and Teacher Training at UIN Arraniry all understand the vision and mission objectives of their respective faculties and student study programs. Each. This is important to foster student awareness, order, success, and peace in implementing the culture-based humanistic religious values education model developed and formed by the leadership of the Faculty of Tarbiyah and Teacher Training at UIN Arraniry. Always be honest, pray in the congregation, obey faculty regulations, and be polite to fellow lecturers and students.

The interview results show that the democratic attitude model is always applied to students by lecturers in study programs in the environment at the Faculty of Tarbiyah and Teacher Training at UIN Arraniry Banda Aceh (Fathiah, Raharti, & Fachri, 2021). A democratic attitude toward students is critical to forming a model of students who think intellectually in a scientific way that lecturers provide the value of humanistic education in an Islamic culture. Other lecturers responded to models of democratic attitudes in campus groups.

Among students, it is also necessary to develop models of discipline, respect for students, and models of social attitudes. Especially the five daily prayers; this is to improve religious qualities that must be cultivated daily. Students are always given an educational model of humanistic, religious, and culture-based values by their lecturers, especially regarding the discipline model of praying five times a day, glorifying parents in daily life, and being appreciated by lecturers for hard-working students who always try to do good and leave behind bad things. Some students lack discipline in congregational prayers and instead pray alone at home. Providing guidance and direction to students who do not practice the humanistic model implemented at the Tarbiyah and Teacher Training Faculty of Uin Arraniry Banda Aceh is necessary.
Implementation of Extra Curricular Activities at the PTKIN Banda Aceh

Lecturers are one of the essential components in the higher education system in Indonesia. The roles, duties and responsibilities of lecturers are very important in realizing national education goals, namely to make the nation's life smarter and improve the quality of Indonesia's human resources. The quality of human resources in question includes the quality of faith/piety, noble character, mastery of science, technology, humanistic values based on Islamic culture and art, in order to create an advanced, just, prosperous and civilized Indonesian society.

To carry out this very strategic function, role and position, of course you need a lecturer who is competent and professional in carrying out their duties as mandated by Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers. That "Lecturers are declared as professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education, research, and community service." Meanwhile, the term professional is stated as work or activities carried out by someone and being a source of income for life that requires skills, skills or abilities that meet certain quality standards or norms and requires professional education.

"It is very important for lecturers to be proactive in encouraging students. Lecturers can do this in several ways, including: Providing motivation: Lecturers can provide words of motivation and encouragement to students so that they remain enthusiastic about studying and facing various existing challenges. Supports self-discovery: Lecturers can help students explore their interests and talents, as well as provide direction in choosing a career that suits their passions. Presenting inspirational examples: Lecturers can share their personal experiences and successes in the academic or professional field to motivate students to follow in these positive footsteps. Enable participation: Lecturers can encourage students to actively participate in the learning process, such as by providing challenging assignments, group discussions, or relevant projects. Providing resources: Lecturers can inform students of the resources available to help them achieve their academic and career goals, such as career counselors, mentoring programs, or other self-development programs." (Interview with Islamic Education Lecturer)

Based on the results of the interview above, it is stated that the lecturers are proactive in encouraging students at the Faculty of Tarbiyah and Teacher Training (FTIK) UIN Arraniry, in developing a model of humanistic values education for students who are studying at the Faculty of Tarbiyah and Teacher Training (FTIK) UIN Arraniry. Lecturers act as motivators and mediators in the teaching and learning process by providing Islamic religious values to students.
who can provide high achievements so that later students can be independent in solving problems and have student strategies to get closer and be useful to the surrounding community.

framework for developing Culture-Based Religious Humanistic Values Education

The development of this model was also carried out by students from the Faculty of Tarbiyah and Teacher Training (FTIK) UIN Arraniry with directions from study program lecturers from each study program at the Faculty of Tarbiyah and Teacher Training (FTIK) UIN Arraniry. There are several student responses. Based on the results of the interview above, it shows that students are always given a high enthusiasm for learning to accelerate Islamic education models which can always be guided by students in developing knowledge which includes culture-based religious humanistic values education at the Faculty of Tarbiyah and Teacher Training (FTIK) UIN Arraniry.

Based on the results of the interview above, it shows that students are very productive in developing themselves by always having time to read more books and always giving themselves appreciation and pride in what they do in their daily lives reading books and scientific articles. This is one of the values of culture-based religious humanistic education with students at the Faculty of Tarbiyah and Teacher Training (FTIK) UIN Arraniry.

Development of Positive Attitudes in Culture-Based Religious Humanistic Education at PTKIN Banda Aceh.

Developing a Positive Attitude in Culture-Based Religious Humanistic Education at PTKIN Banda Aceh can certainly influence the improvement of student quality and lecturer performance. Based on the results of the interview, the development of positive attitudes in culture-based humanistic religious education at the Faculty of Tarbiyah and Teacher Training (FTIK) UIN Arraniry
certainly increases the quality of students and the performance of lecturers. This is a good thing in the interaction between students and lecturers in generating thoughts that are useful for development. department and at the Faculty of Tarbiyah and Teacher Training (FTIK) UIN Arraniry.

Based on the results of the interview above, the lecturer always provides freedom in thinking after the lecturer provides direction, guidance, guidance and understanding in the teaching and learning process. Ajuga lecturers always give wise words. The lecturer will provide knowledge in a free-thinking manner after the lecturer explains the material in the lecture. Based on the results of the interview above, it shows that lecturers really appreciate all student products as a result of the learning process. Mutual respect in the Islamic context, including religious humanistic values, needs to be preserved by being cultured in habits in everyday life. It is highly recommended that religious culture in higher education be developed by lecturers and students regarding humanistic values education.

Based on the results of the interview above, it shows that students really respect lecturers through the rules that have been determined, one of which is by being polite, respectful, humble in front of the lecturer and always wearing clothes that are in accordance with Islam as instructed by the Islamic Ummah's Sharia guidelines. to the Al-Qur'an and the hadith of the Prophet Muhammad SAW.

There are also the results of interviews with students developing positive attitudes in culture-based religious humanistic values education at the Faculty of Tarbiyah and Teacher Training, Ar-raniry State Islamic University, Banda Aceh regarding developing cooperation between students and being democratic among students and students not smoking. Based on the results of the interview above, it shows that through collaborative education programs on religious and cultural values between students, good student attitudes can be improved and enthusiasm for learning and mutual democratic attitudes between students and lecturers can be increased. So that the positive attitude of students and lecturers becomes an inspiration for humanistic values which must be cultivated in developing higher education institutions that have religious values so that they can be an example to other institutions.

CONCLUSION

Based on the description and discussion of the research results that have been presented in the previous discussion, it can be concluded that: All lecturers at the Faculty of Tarbiyah and teacher science at UIN Arraniry really understand the goals, vision and mission of the Faculty of Tarbiyah and teacher science at UIN Arraniry, which contain religious-based humanistic values. culture that
must be cultivated within the campus environment and the surrounding community. The democratic attitude model is always applied to students by lecturers in study programs within the Faculty of Tarbiyah and Teacher Training at UIN Arraniry Banda Aceh. A democratic attitude towards students is very important to form a model of students who think intellectually in a scientific way that is provided by lecturers with the value of humanistic education with an Islamic culture. There are also other lecturers who provide responses regarding the model of democratic attitudes in campus groups.

The lecturers provide models of respect for students and do not adopt an authoritarian attitude towards students. Authoritarian attitudes can damage humanistic values of Islamic religious culture. Developing models of discipline, respect for students and models of social attitudes, especially the five daily prayers, this is to improve religious qualities which must be cultivated in everyday life. The lecturer's culture-based religious humanistic value education model is mainly about the discipline model of praying 5 times a day, glorifying parents in daily life, and being appreciated by the lecturer for hard-working students who always try to do good and leave behind bad things. There are also some students who lack discipline in congregational prayers and instead pray alone at home. It is necessary to provide guidance and direction to students who do not practice the humanistic model that has been implemented at the Tarbiyah and Teacher Training Faculty of Uin Arraniry Banda Aceh. Lecturers are proactive in encouraging students at the Faculty of Tarbiyah and Teacher Training (FTIK) UIN Arraniry, in developing a humanistic values education model for students who are studying at the Faculty of Tarbiyah and Teacher Training (FTIK) UIN Arraniry.

Lecturers act as motivators and mediators in the teaching and learning process by providing Islamic religious values to students who can provide high achievements so that later students can be independent in solving problems and have student strategies to get closer and be useful to the surrounding community. Students are always given a high enthusiasm for learning to accelerate Islamic education models which can always be guided by students in carrying out knowledge development which includes culture-based religious humanistic values education at the Faculty of Tarbiyah and Teacher Training (FTIK) UIN Arraniry. Students make it a habit to read books and use the remaining time in daily activities to visit the library to be able to develop independent learning. Students are very productive in developing themselves by always having time to read more books and always giving self-appreciation and proud of what he does in his daily life reading books and scientific articles. This is one of the values of
culture-based religious humanistic education with students at the Faculty of Tarbiyah and Teacher Training (FTIK) UIN Arraniry.

REFERENCES


