

# Integration of Islamic Values in Elementary School

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**Abstract**—the ideal education should to develop (*tarbiyah*) potential (*fitriah*) students become precious human. During this time the reality of Islamic education trapped in problem of secularization dichotomy and sacralization education. Religion is define as something that take care of worship which set aside of science and technology. The aim of development integration Islamic value in social science at elementary school is to produce a new text book which give a comprehension to the students that the general science and religion is holistic. It is using Brog and Gall model to determine the success of product development of integration Islamic value of social science in elementary school. It is measured by validity level and effectiveness. The validity level is measured by the result of expert validation and the effectiveness measured by response of the students, process of learning and students learning complete in classical. The result shows the implementation of integration Islamic value and social value able to improve the students understanding, on the other hand, we can get the same result if we apply to the students or school that does not has good understanding of Islam,

**Keywords** - *Integration of Islamic values; social science; elementary school*

## I. INTRODUCTION

Educational process is the process of developing student's potential until they become the heirs and the developer of nation's culture. The education should to give a foundation with all the aspect that needs for sustainability nation's life to reflect their personality.

Education has function to developing ability and creates a personality also civilization of a dignified nation in educate the nation's life. The purpose to develop students' potential become faithful and cautious to the God, has a good attitude, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen [1]. Depend on the function and the purpose of the national educations, then, the development of curriculum based on the nation's culture, nowadays nation's life and nation's life in the future[2].

Education of elementary school has complex problem. One of the problems is globalization [3] in ethics culture moral, as the impact of technology progress in information. The advance development of media that makes the teacher especially Islamic education's teacher has move [4], especially in educate the student's morality. Nowadays, the students know the massage of source of the lessons which pedagogic and easy to control, there are many more that does not able to controlled.

The ideal education should to develop the students' potential which appropriate with sense of the education itself, that is improve and develop (*tarbiyah*) potential (*fitriah*) human become a precious human. The reality of Islamic education world [5] trapped in the problem of secularization dichotomy [6] and sacralization of education [7]. Secularization's meaning is education has separated itself from the Islamic religion. Islamic religion is define as something that take care of worship which set aside of science and technology.

Social science educate how human's interaction to the environment [8], become a keys of reflection of attitude and behavior in social life. Look up the reality of the complex education's problem, it is naturally to make an innovation of integration Islamic value in social science. Because, score [9], [10] cannot measure the bad and good of someone's attitude in their social life. The integration of Islamic value has purpose to give an understanding for the students that social science and Islamic science are holistic, so, it can handle of the moral problem that happened [11].

## II. METHOD

Research of this integration of the Islamic value used research and development (R&D) Brog & Gall model [12], which modify until ninth steps, as for the steps performed as follows: (1) research and information collecting, (2) planning, (3) develop preliminary form of product, (4) preliminary field testing, (5) main product revision, (6) main field testing, (7) operational product revision, (8) operational field testing, (9) final revision product. It can be seen in picture 2. To know the level of integration Islamic value effectiveness, it used questionnaires with 5 scoring scale that is VA (very appropriate) is worth 5, A (appropriate) is worth 4, QA (quite appropriate) is worth 3, LA (less appropriate) is worth 2, NA (not appropriate) is worth 1, and then analyze by statistical analysis using formula in figure 1.

$$P = \frac{\sum X}{\sum X_i} \times 100\%$$

Fig. 1 Data analysis formula

Explanation:

P : is the properness percentage  
 $\sum X$  : Sum of answer total score (real score)  
 $\sum X_i$  : Sum of highest total score (prospect score)

### III. RESULT AND DISCUSSION

The needs of analysis study that elementary school did has already prepared a learning media. One of the learning media is textbooks that contain of integration Islamic value. From the test result of preliminary field testing shows accomplishment until 90% percentage. The textbook which is integrating social science to Islamic value has a good qualification, and the suggestion from respondent used to revise the initial product. The result of the initial product will describe the integration of Islamic value in the social science textbook, indirectly, support the view which explains religion (al-dīn) and knowledge (al-‘ilm) that see as different knowledge (dichotomy), which placed separate religion and knowledge [13]. Islam ideologically believed to be universal, but in practice it position as marginal and less contribute which significance in the developing civilization and education in Indonesia.

In the main field testing part, found a percentage rate of students’ understanding of content of the textbook is 91,99%, it has a good coalification. It is shows the fast improvement of technology and science. The values of Islamic are relevant and easy to understand [14].

The integration of Islamic value is very helpful because it has found the new format about integration of religion (define knowledge) and science (scientific knowledge) which the truth is absolute, because it comes from the God [15], while the other that is science which scientific findings of relative truth [16], it is the result of the human research and the power of reason that can be re-verified at any time.

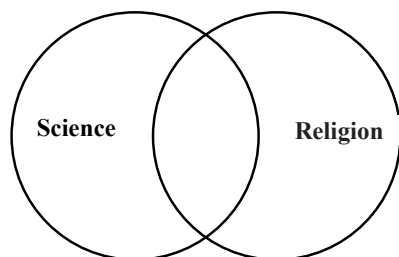


Fig. 2 Dyadic Dialogic Models

Operational field testing has gain 87,05% percentage, it placed in the coalification of good understanding. Next, the suggestion of the respondent becomes a final repair of this material. From the tree testing it can conclude that integration of Islamic value help the students easy to understand social science. In this part, the social science which is meant by the researcher is the subject that discuss about life aspects of society by using concepts that exist in the social science. Changes that occur in society are the result of social integration. Positive or negative in the society it know from the context of time and place. Furthermore, it is become material of social science. The wide context will make a globalization. The correlation between individual and group in the globalization will create competitive relationship. In this case, it will create interplay relationship. Value of the system of every individual and group has impact of in that pattern. The things that should to avoid from this pattern is the

existence of exploitative relation and group hegemony that is contrary to the principles of humanity and justice. In addition, it also be avoided the existence of the revocation of values that owned by a society that impact on the loss of identity of the community. In response to these changes the development of social science materials based on kebinekaan , local wisdom, and divinity, reflecting the identity of the unity on Indonesia.

The integration of Islamic-Scientific Values as "we do not drink a glass of H2O, but a glass of water" integrates Islamic values using dyadic models [17], [18], [19], which describe Islam and science as an inseparable unity. "Science does not need mysticism and mysticism does not need science, but humans need both. While the third variant argues that between science and religion have similarities. This equation used as material integration of both. This third variant can be illustrated by a two-circle diagram equally intersecting. Both circles reflect Islam and science, so there is something in common. It can be seen in figure 2.

### IV. CONCLUSION

The result of the integration of the Islamic value in social science at the preliminary field testing shows the percentage 90% accomplishment in good coalification, in the main field testing found the level percentage of students understanding of material contain in social science which integrate with Islamic value book is 91,66% in very good qualification, and the operational field testing gain 87,05% which shows the students understanding in the learning process at teaching learning of social science which integrated with Islamic value include in good category. The result of this research support a theory that state Islam is universal, and values in Islamic religion is the social value that grow in society.

Suggestion and recommendation to developing integration of Islamic value with natural science, are able continue to develop with integration of strategy or model of general learning, in order to moral values in Islam able to implement become students competent without learning particular of religion itself.

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