

**THE PROPHETIC MODEL OF EDUCATION IN THE UNIVERSITY**

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**ABSTRACT**

This study is about the prophetic model of education in the university. As a strategy in the learning system, method, and in terms of the concept of learning in educational institutions devoted to Higher Education. The study was conducted at two different campuses, in Sidoarjo and Surabaya. This research uses research and development or R & D, especially in the field of education. Results of preliminary observations still found some educational practices are not in accordance with the prophetic value, so the need for education of the prophetic. Prophetic educational development in Higher Education through the seven stages of development as well as the sequence of steps Borg & Gall, the results can be seen that the prophetic education at university can function properly. The results of this study useful to develop and enrich the theory of prophetic education in universities.

**INTRUDUCTION**

Apostolate rests on the personal orders of the Prophet Muhammad as a witness against monotheism Creator, bearer of glad tidings upon the promises of God and warning to matters that right and wrong for mankind. This treatise is based on the word of God, which means:

O Prophet, indeed We have sent you to be a witness, and a bearer of glad tidings and a warner.

And for so callers to the Religion of Allah by His permission and for so light that illuminates (QS. Al-Ahzab: 45-46).

Minutes of the apostolate of Muhammad are automatically embedded in his personal as prophetic nature that is in him anyway. So it can also be called as the minutes of the prophethood of

Muhammad. That Allah greets Muhammad with the greeting "O Prophet", as the verse above.

Muhammad's prophetic command that at the same time as the apostle includes

three aspects, namely; as a witness, bearer of good tidings and a warner. Of the three prophetic mandate is certainly an element of education for mankind. Because education is going to be a torch for human life.

Education is an important part that can not be separated from human life. Through education, human being personally benefits themselves and the community. Through proper education and the well is expected to deliver a person to the level of a better life. As the word of God declares:

Meaning:

O ye who believe when it is said to you, "Berlapang-lapanglah in the majlis", then Allah will give lapangkanlah spaciousness for you. And when it is said: 'Stand ye', then stand it, Allah will exalt those who believe among you and those who were given some degree of

knowledge. And Allah is Aware of what you do (QS. Al-Mujadalah: 11).

The promise of Allah in the above verse is very clear that there will be a high degree for those who believe and who have knowledge. The knowledge can be acquired through education in which there is a learning process. Therefore, it has become an educated appropriateness for those who can live happily, filled with the value of the benefit for themselves or for others. So it is worth the human education called civilized man. And for high civilized man must also be educated so high.

The human necessity to continue education, inspire education to the spirit of human civilization throughout the ages. The concept of the lifelong search for knowledge confirmed in a hadith which means: "*Seek knowledge from the cradle to the grave*". Since toddlers, people are able to get an education, from the experience of social interaction with parents and families, although informally (Roberta M. Berns, 2010: 5).

In building a nation almost all countries place education as the main runway. Similarly, Indonesia, as in the fourth paragraph of the Preamble of the 1945 Constitution, which affirms that one purpose of the Indonesian nation is the nation's intellectual life is through education. In an effort to make it happen, the Constitution of 1945, Article 31, Paragraph (3) confirms that the government shall manage and organize a national education system, which enhances faith and piety and good character in the context of the intellectual life of the nation, which is regulated by law.

Education in Indonesia has been running a few tens of years since independence and during which there was the development of education in Indonesia. In fact, education in Indonesia is more emphasis on the cognitive dimension that scored humans who are intelligent, skilled, proficient and accomplished. Lack of implementation of dimension affective,

psychomotor, and spiritually in the education system to make an identity crisis and a loss of noble values inherent in the people of Indonesia, such as honesty, politeness, courtesy, respect for others, solidarity, personality, and integrity. This is a concern we all as citizens of Indonesia (<http://harianbhirawa.com/2016/04/pendidikan-yang-mendewasakan-emosi/>).

Based on this it needs to be a prophetic education. Specifically, Kuntowijoyo confirms that at least three major value in the study of prophetic namely; 1) *Amar Ma'ruf* (**humanization**) implies humanizing. 2) *Nahi Munkar* (**liberation**) implies liberation. 3) *Tu'minu Billah* (**transcendence**), the dimensions of human faith (Kuntowijoyo, 2007: 99). It can be concluded that the prophetic education is education about how to humanize humans, so it can be personalized noble, healthy, knowledgeable, skilled, creative, independent, able to create freely, without ruling out the values of faith, as exemplified by Nabi Muhammad Saw.

#### **Relevant Research**

1. Ismail, G. Syaifullah (2015) examines the Prophetic Education Implementation in Learning Islamic education. The results of the study authors point out that the implementation of the prophetic education in teaching Islamic education learning model applied in the habituation and collective ideals, planting mission and prophetic values in students through the learning materials, methods and evaluation of learning. There are several problematic in implementation prophetic education, there are some barriers and proposed solutions. Results from the implementation prophetic education can build and shape as well as the moral character of students so that students have an attitude of honor, respect, and tolerance. Cultivate religious and motivation level of students worship. So

intellectual, emotional, moral character and students can develop as a whole.

2. Rohidayati (2015), conducted research with the title "Values Education Prophetic in QS. Ali Imran verse 110 ". Discussing Prophetic educational values in QS. Ali Imron paragraph 110. The study was motivated by the importance of values in education prophetic. This study is intended to answer the question: How is the content of the Qur'an letter Ali Imron paragraph 110 related to the educational values of the prophetic.

The findings in the study is the educational value of the prophetic in Surah Ali Imran paragraph 110 as taught by Nabi Muhammad SAW contains three values, namely: (*commanding the good*) humanization in suppressing independence and love of fellow human beings, (*nahi*) liberation of preventing evils by imparting education monotheism and (*tuminubillah*) emphasized the spiritual dimension of transcendence.

These educational values emphasize the development of human potential in order to be able to act as the vicegerent on earth and able to interact socially with a noble character, so as to actualize these values in life.

3. Cultural intelligence occurs when among a group of invite interaction, both social interaction and cultural interaction. Intelligence model culturally used to develop content/content, both for the development of the curriculum and the content of the material habituation character education both concerning manners, politeness, life skills, and adversity quotient / value struggle in the face of life, all based on local wisdom on the culture of *intangibile* particular East Java. The relevance to the study conducted by researchers lies in the development of character education.

4. Kaltsum (2012) conducted a study entitled "Humane Education Learning Through Thematic". The results showed that the thematic learning more emphasis on student involvement in the process of active learning so that students can gain direct experience and are trained to be able to find themselves a variety of knowledge they have acquired. Through direct experience of the students will understand the concepts they learn and connect with others who have understood the concept. The relevance to the study conducted by researchers lies in the implementation of humane education.

5. Bahrudin (2008) conducted a study entitled "Humane Learning: An Alternative Learning Concepts of Human Humanizing". The study shows that humanist learning model is one model that can be used to deal with the world of education in the future. Indonesia's education course must be aware of the condition. If the world of education in Indonesia is not able to apply the humanist learning the Indonesian education graduates can be crushed by the wave of globalization and the free market. Many things have to be addressed by the Indonesian people, including the applied learning models. The relevance to the study conducted by researchers lies in humanist learning model.

6. Syaifullah Godi Ismail (2015) conducted a study with the title "Education Implementation Prophetic in Islamic Religious Education Learning at SMP Negeri 4 Salatiga." The results show that the implementation of education prophetic in the learning of Islamic Education in Secondary Schools 4 Salatiga applied in the model of learning by habituation and Exemplary collective, planting mission and values of the prophetic learners through the learning materials, methods, and evaluation of learning.

There are several problematic in implementation prophetic education, there are some barriers and proposed solutions. Results from the implementation prophetic education can build and shape as well as the moral character of students so that students have an attitude of honor, respect, and tolerance. Cultivate religious and motivation level of students worship. So intellectual, emotional, moral character and learners can develop as a whole.

**Problem Formulation**

1) How prophetic model of education that can realize the goal of the prophetic model of education in the university? 2) How is the effectiveness of the model prophetic model of education in the university?

**Objectives and Benefits**

The objective of the development of the educational model is prophetic in Higher Education is as follows: 1) Finding a prophetic education to realize the goal of prophetic education model in universities. 2) Obtain prophetic validity of educational effectiveness to realize the goal of prophetic education model in universities.

Development of education model prophetic in Higher Education is expected to be useful in the following matters:

In theory, this research is used to develop and enrich the theory of the educational model prophetic in Higher Education. Development of education model prophetic in Higher Education is very important to obtain an appropriate learning approach in all subjects in Higher Education. In addition, this research also can be input to policy makers, on the importance of prophetic education through learning for students at the College so as to solve the problems in education prophetic on Higher Education.

In practical terms this research is expected to provide benefits as follows: 1) to instill the values of the prophetic inner prophetic students through the education model in universities. 2) to find an effective learning approach in education prophetic so that may be one solution to the problems facing

college education. 3) By finding prophetic pattern development education model in universities, it can be used also as a prophetic educational pattern for other universities who have similar problems with the study site.

**Methods**

This study uses a type of research and development or R & D, especially in the field of education. Research and development of education is a research approach used to plan, formulate, validate and revise educational products that meet the criteria of validity, the practicalities and effectiveness.

Seven sequences Borg & Gall development model (1989: 784-785) is as follows; 1) **Research and Information Collecting**; expert interviews, feedback, develop strategies, plan. 2) **Planning**; literature review, gather information, analysis. 3) **Developing a preliminary form of the product**; prototype development from research and interviews. 4) **Preliminary Field Test**; general and specific feedback from experts. 5) **Revision of the Prototype**; analysis of preliminary field test. 6) **Main Field Test**; general and specific feedback from practitioners. 7) **Operational Product Revision**; revision based on analysis of main field test

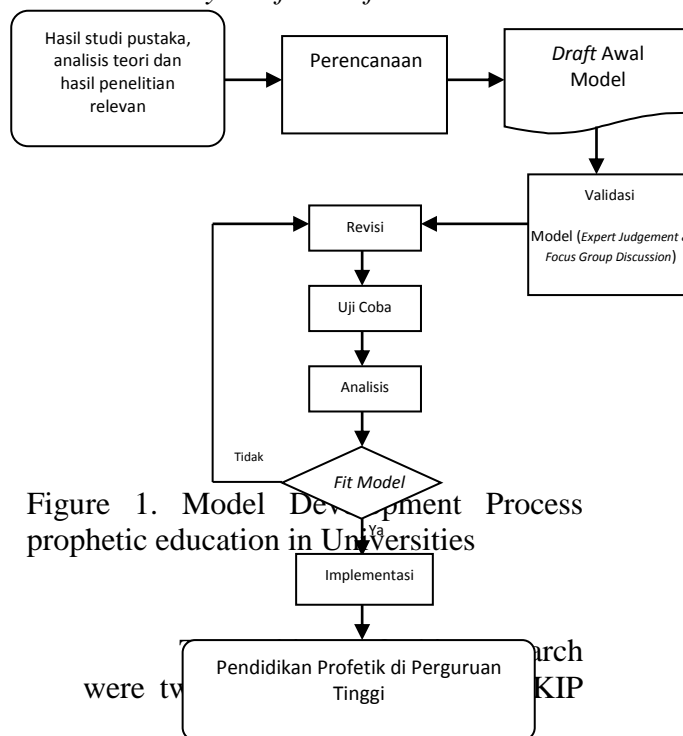


Figure 1. Model Development Process prophetic education in Universities

PGRI Sidoarjo and Academy of Pharmacy (AKFAR) Surabaya. The validity of the research can be measured through the subject try representative. Selection is done randomly to the two clusters that have been previously. Once these activities are done, elected STKIP PGRI Sidoarjo and Academy of Pharmacy Surabaya. Each college has chosen three classes, class of 2015 A, B, and C afternoon English Study Program STKIP PGRI Sidoarjo and 2016 A, B and C AKFAR because this class is a class of students of the first semester.

The random technique has the advantage of eliminating the element of the determination of the subject try. Subject retrieval techniques try of course also very dependent on the conditions, situations, and research purposes. In principle, the determination of the subject of randomisation is done such that each college who are in the research area have the same opportunities to try selected as subjects. In other words, the determination of the subject tries to fully done randomly, without considering prophetic College.

Subject try in this study is three classes that include students, faculty, and leaders of universities in each college selected. Prior to the implementation of testing, discussion, and direction to the lecturers who will apply the prophetic model of education in universities.

Data obtained in this research is quantitative data and qualitative data. The data give an idea of the effectiveness of the model of learning, the learning process has been implemented and the *output* achieved from process models prophetic education in universities has been implemented. The data obtained in this study are outlined below.

- a. Data educational model includes data on (1) adherence to the

model; (2) the effectiveness of the educational model; and (3) the practicality of the model.

- b. Data execution prophetic model of education in universities include data on: (1) The prophetic behavior lecturer in the learning process in the classroom; (2) the personality of the lecturer; (3) The student response to the prophetic model of education in universities; (4) The prophetic model of education facilities in the classroom; and (5) instructional media used on prophetic education model in universities. *data output* Learning include data on the knowledge and ability to apply the value: humanization, liberate and transcendence.

Types of research instruments are used to collect the data necessary interview guides and questionnaires. Questionnaires were used to assess learning models, learning, and *output* education model prophetic in Higher Education. The questionnaire used to reveal the respondents' education model execution component prophetic College to vote on: education facility in learning, media education in teaching, student response, implementation of education in learning.

#### **Data Analysis and Discussion**

Data Analysis Techniques used is qualitative and quantitative analysis. Descriptive qualitative data analysis conducted on data from the preliminary study. In this study, qualitative data analysis is done by providing a logical narrative in accordance with the purpose of research. As is the qualitative data in this study was limited to data on education prophetic picture at the sites. Results of preliminary studies include data on learning for education prophetic that has been done in Universities.

In addition, qualitative analysis is also used to describe data regarding prophetic values ingrained in students. Qualitative data analysis was also conducted to analyze data on the validation (assessment) of experts (*expert judgement*), the user model of learning (university leaders), as well as practitioners who provide inputs in order to improve the learning model along with the device. The analysis was performed to construct models prophetic model of education in the Universities, the complete device models, the legibility of the instruments, and devices as well as analysis of the effectiveness of using educational model.

Basically, data analysis is the research phase that determines the achievement of the objectives of the study. The data have been collected using the instruments analyzed quantitative research in order to prove enforceability, effectiveness, practicality, and validity of the prophetic model of education model in universities. Data obtained from the results of the validation by experts and practitioners were analyzed to determine the validity of the model prophetic model of education in universities, while the data of the test results and the implementation used to determine the enforceability, practicality, and effectiveness prophetic model of education model in universities.

Prophetic education at this time a new issue in the world of education in Indonesia. However, education is still a limited prophetic discourse. There are still many problems related to the implementation of education prophetic. Implementation of prophetic integrated education in all subjects considered difficult, especially at the college that has not been implemented optimally. Based on these premises, in an effort to instill in the student's prophetic value we need a model that can integrate the prophetic education in all subjects.

The development process is carried out through several phases, preliminary research to find out the problems and

concepts of the theory underlying the prophetic educational development, design phase and construction phase of realization or product.

Later in the further development of their expected final outcome of product development is prophetic education model in universities in the form of a guidebook products, as well as learning and assessment instrument peripherals prophetic educational output.

In this phase of preliminary research found a number of problems related to the education model prophetic in Higher Education. Phase Preliminary research also produced a number of prophetic values that can be developed in a college education. The preliminary results are formulated into products early prophetic education appropriate to the characteristics of the prophetic education model in universities. Furthermore, the initial product is validated by experts and practitioners.

After going through the testing and implementation, the results of the development of educational models prophetic College found to comply with the valid category, effective, and practical. Thus, it can be concluded that the educational model prophetic in Higher Education is education that has good quality to be applied to learning in the classroom in college. The results of the validity of the analysis showed that all validator states that the educational model and its prophetic College of devices built on the foundation of rational thinking with a strong supporter of the theory and relevant.

Effectiveness analysis models prophetic model of education in Universities show to meet the category of very effective. The level of effectiveness can be seen from the teaching faculty behavior, personality faculty, student response to learning, the learning process, *the output* of learning outcomes, facilities and learning media provided, as well as evaluating the effectiveness of aspects of the product. From the results of the

effectiveness, analysis concluded that the prophetic model of education in universities is very effective. Based on trials and implementations carried out can be seen that the prophetic model of education in universities can work well to instill positive character inside a freshman in college.

### Conclusions and Recommendations

Based on the development and review of the final product that has been described previously, then obtained some conclusions that became the findings in this study as follows:

1. Prophetic education model in universities can be used in Universities. This learning model was developed through research with the *Research & Development*. The development of educational approaches prophetic in universities that can realize the goal of a college education in the prophetic is described as follows:
  - a. Stages of development of models starting with the preliminary study stage through interviews and observations as well as the preparation of the initial design and construction model of learning. The second phase is the development studies conducted through expert consultations and focus group discussions, as well as trials. Furthermore, the implementation phase of the learning model so that the model feasible theoretically and empirically.
  - b. Based on the results of preliminary research conducted, the device prophetic model of education in universities in prophetic college education has been developed along with the guidebook learning model assessment tools. In addition to guidebooks, developed instruments learning model development. Instrument development consists of: (1) sheet prophetic model validation study in Universities, (2) pieces of assessing the effectiveness of learning models, (3) the assessment sheet practicality learning model, and (4) the assessment sheet keterlaksanaan learning model. In addition, there are several other instruments to assess adherence to the educational model prophetic College consisting of: (1) a behavioral assessment prophetic at the time of teaching, (2) a personality assessment of lecturers, (3) an assessment instrument facilities to support learning, (4) learning media assessment instruments used, (5) the response assessment instrument of learners towards learning, (6) the assessment tool *output*, of learning and (7) learning assessment instruments.
  - c. The values prophetic developed in prophetic College education is of value; (1) transcendence, (2) humanism, (3) liberation. These values were developed based on the discussion in the preliminary study. Education practitioners agree that the values implanted prophetic easily integrated in all subjects covering a fifth of the prophetic value.
2. Assessment of the implementation of educational models prophetic in Universities in the prophetic education at the college described as follows:
  - a. Implementation prophetic model of education in universities in education prophetic at the time of the trial or during implementation as very good. At the time of the trial, adherence to the model has reached 86.7%, whereas at the time of implementation, adherence to the learning model reached 93.3%. Observations were made by two observers who are associate professors. Implementation is very good also can be seen from the behavior of profit teaching faculty with excellent category, personality is in excellent lecturer, teaching facilities were quite good, the

- availability of media that is in excellent condition, and the learning process that goes very well.
- b. The effectiveness of the educational model prophetic College meet very effective category. It is known from the results of assessment of all aspects of the measurement of the effectiveness of the educational model prophetic prophetic College education in college. The aspect that meet very effective category consists of intensity, objectivity, efficient, systematic, and practical. The overall aspects classified in the category very effective.
  - c. All aspects of practicality measurement models have shown the value of belonging to the category of very practical. The aspect that meet very practical category consists of syntax, social systems, and the reaction principle. Implementation of all phases of learning and execution of all activities on its core activities as very practical. Likewise, the implementation of the social system and the implementation of learning rules. In addition, the implementation of the principle of the reaction and the implementation of the principle concern of teachers is also classified in the category of reaction is very practical.
  - d. All validators stated that the educational model and its prophetic College assessment instrument peripherals have been prepared on the basis of reasoning that is rational with a strong supporting theory and relevant. This causes prophetic model of education in universities can be used. Therefore, the final results showed that all aspects of the assessment of validity fulfill very useful in the education category prophetic in college.
3. Prophetic education model in universities able to instill the values of the prophetic in self-learners at the college. When seen from the behavior of students can be seen that the students have demonstrated appropriate behavior by embedding values developed prophetic. T-test results through the method of *paired t-test* showed that there were significant differences between the prophetic value before and after the implementation of the prophetic education in universities. It is known from the value of  $t > t_{table}$  and the value of  $p < 0.05$ . T-test results while testing and implementation can be seen as follows:
- a. Before the implementation of the prophetic education in Universities in the prophetic college education, students have not demonstrated appropriate behavior with a positive indicator prophetic value.
  - b. Analysis of the *output* learning indicates that the prophetic positive values in the behavior of learners belonging to begin to develop at the time of trial. At the time of execution of the implementation with a longer learning period is seen that the values of the prophetic positive start entrenched in self-learners. As is the entrenched culture or habit is to be considered reasonable and difficult to be changed by the students. Category entrenched assessed through teacher observation, when values are positive prophetic student has become a habit. After the implementation of the prophetic education in Universities in the prophetic college education looks a majority of students who behave in accordance with the prophetic value of positive indicators.
4. At the time of the test obtained by value  $t$  between the scores *output* of learning before and after the implementation of the prophetic education in Universities in the prophetic college education is greater than  $t_{table}$ , namely  $9.721 > 1.721$  and the significance value / probability



(P) <0.05, namely 0,000. At the time of implementation in STKIP PGRI Sidoarjo, t-test, prophetic value early and prophetic value at end of period I produce value  $t$  between the scores *output* of learning before and after implementation of education prophetic College is greater than  $t_{table}$ , ie  $12.693 > 1.721$  and the significant value / probability (P) <0.05, ie 0,000. Similarly, the t-test value of the prophetic period I to the end of second period that produced value  $t$  between the scores *output* of leaning before and after the implementation of the prophetic education in universities is greater than  $t_{table}$ , namely  $4.183 > 1.721$  and  $p < 0.05$ , namely 0,000.

At the time of implementation in AKFAR, t-test, prophetic value early and prophetic value at end of period I produce  $t_{count} > t_{table}$ , ie  $14.223 > 1.721$  and the significance value / probability (P) <0.05, ie 0,000. Similarly, the t-test value of the prophetic period I to the end of the second period that produced the value  $t_{count} > t_{table}$ , namely  $3.813 > 1.721$  and  $p < 0.05$ , namely 0.001. These test results indicate that there are significant differences in the prophetic value investment in self-learners before to after the implementation of the prophetic education in universities. The response was very positive learners on prophetic education model in universities. The response of students in the pilot phase, as well as in the implementation phase as very good in every period of observation. Based on the measurement results of a questionnaire, interpretation through descriptive analysis showed that the responses of students scored as very good, ie  $> 4.2$ . At the time trials scored responses of learners is at 4.4 and the implementation phase learner response score of 4.8.

Based on the conclusions that have been stated previously, to consider the use of the following suggestions for

improving the quality of education in universities prophetic.

1. The educational model developed to inculcate prophetically. The development of this model is limited only to implementation, and there is no further dissemination. Therefore, it is expected the lecturers and practitioners to implement a model of the prophetic college education.
2. Application of the education model in universities classified prophetic effective and practical use to instill values in student self-prophetic. Therefore, it is recommended to lecturers in universities using a model prophetic model of education in universities is able to do development on the prophetic value that is applied. In this case, the value of prophetic being applied is not limited to the prophetic value that is used in this study alone, but can be developed.
3. In carrying out the implementation of the educational model prophetic in college, leaders and teachers should learn and understand the learning and evaluation handbook which is part of the product development prophetic educational model in higher education closely. This is necessary so that leaders and lecturers really understand how the application of the prophetic college education.

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