INDONESIAN LANGUAGE LEARNING MODEL (BI) BASED RELIGION AT THE COLLEGE (PT)

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Abstract

Indonesian language learning model at the college, include MKDU course, must be taken by all students in all departments. Usually, the lecturer use books sold in the bookstore or designed by the lecturer him/herself. In order to make the students become proficient in the Indonesian Language Learning, then the books provided by the lecturer always interjected and motivated the students to produce the relevant examples with the lecturing material. According to the writer's observation toward some references available, it is very rare or there is none of religion-based examples. Considering UU Sisdiknas No. 20 year 2013 that education aimed to improve the students potency to be a believer and devoted human to the only god, to be noble,.....'' And to be synchronous with the goal of the 2013 Curriculum which says the 2013 curriculum prepare the Indonesian people to have a life skill as a personal and believers citizens,... the writer offers the Indonesian language learning model at the college based religion, such as in the producing sentences: (1) Father and Mother watch movie in the TV together, to be Father and Mother pray together in Masjid. (2) My younger sister gives the neighbor a plate of bread, to be my younger sister handout the neigbor a plate of bread. The religious themes delivered to the students will lead the students to the religious character. The Indonesian language learning at the religion-based college should be interpreted widely, not only related with shari'a, but also include other characteristics.

Keywords: language learning model, religious-based,

A.   INTRODUCTION

Indonesian language learning at the college is part of MKDU, where all the students have to study it, whether they are students of religious department, medical department, agriculture department, or the other departments. The main aim of this subject is to make students be able to use Indonesian language well both in oral and written form. Indeed, students are expected to be able to improve their personality. The lecturer has to prepare the learning device in accordance with the aim, one of the device is learning material. Usually, the lecturer uses books sell in the bookstore or deseigned by the lecturer herself/himself, since the lecturer has his or her own authority to compile her/his own learning material. The professionality of a lecture also measured by the compilation of the material that he/she teaches.

In order to be proficient in learning the Indonesian language, the books prepared by the lecturer always interjected and motivated students in order to make examples which are relevant to the lecturing material. The matter is, based on the observation for 14 years in devoting herself to the high religious institutions, the writer found that none of the students show any example with religious nuance. When the writer give suggestion, it seems that the students have just recognize that their religious activities can be taken as example, such as "I always pray shubuh at 5 in the morning." And based on the writer tracking to some available references, it is very rare or none of the students give examples based on religious examples, such as "they are singing and dancing all night long" (Chaer, 1994:243), why they do not change that activities with reading Al-qur'an and tadarus all night long.

Considering UU Sisdiknas No.20 year 2013 that education aimed to improve the students potency to be a believer and devoted human to the only god, to be noble,....." And to be synchronous with the goal of the 2013 Curriculum which says the 2013 curriculum prepare the Indonesian people to have a life skill as a personal and believers citizens,...the writer think that the existence of Indonesian language learning at the college based religious is in evitable, so that it can be realized not only act as a discourse.

The lecturer should be able to design a learning model because the Indonesian language learning material is not really different from learning material at the elementary school, junior high school and senior high school. The same thing, but repeated with different ways, would give a plus value. The Indonesian language learning at the college will be directed to the application of the written language, however, if the students' mastery of language is weak at school, it is a must that the lecture should find a new pattern which is able to cover all the BI learning problem.

B.   DISCUSSION
1.   Learning Based Religion

According to Muslich (2008: 71) the learning often called as Teaching and Learning Process (PBM). It is the concrete learning activity in achieving, actualizing, or increasing the competency. Trianto (2010:17)

explain that "learning is a complex aspect of human activity, that can not be explained completely". In short, learning can be defined as a product of continuous interaction between improvement and life experience. In the complex meaning, learning is a consciuos effort of a teacher to make the students learn (directed the students interaction with the other source of learning) in order to achieve the expected target. Based on the argument above, it can be concluded that learning is a systematic activity which is planned by the teacher and the students to reach the goal of the learning.

Religious is the other word to state the religious concept, this word derives from the latin language religio and rooted in the verb re-ligare which means "rebound". It means that, by having a religion, someone bound him/herself to the god. According to philologist, Max Müller, the religion word derives from the English word, which in the latin word means religio, initially it is used for only "scared to the god, ponder the heart about god, peity (Indonesian Language Wikipedia, http://id.wikipedia.org/wiki/Agama). In the dictionary of KBBI, religion means believe in the great power of supernatural power. Therefore, learning based religion means the learning which aimed to resuscitate studenst that it is impossible for human to be born and present themselves. There is another power which always accompanying human. The power itself is the god, in Islam, Allah is the god. As muslim, Allah ask human to do some obligation to worship, like what consisting in the pillars of Islam, complete with its guidance.

2.   Learning Model

Trianto (2011:141) explained that model is interpreted as an object or concept used to present one thing. Something real and converted to a more comprehensive form, for example the model of aeroplane made of plastic, wood and glue is the real model of aeroplane. Meanwhile Sugiyanto (2008:7) explain that the learning model is a conceptual framework which describes the systematic procedure in organizing a learning experience to reach the goal. Based on the two explanation above, it can be concluded that the learning model is a learning concept which designed by the educator in order to improve the achievement of learning goal.

The learning model should be designed by the educators because it is assumed that it can improve the learning result and activity. The statement is supported by Aunurrahman (2009:143) which says that if the learning model were designed appropriately by the educators, that is to improve the learning result, then it would encourage the growth of students interest to the subject, increasing their motivation in doing the task, make it easier for the students to reach the better learning result.

According to Nieveen (1999) in Trianto (2012:24) it is explained that a learning model can be consiredered good for satisfying criteria: (1) valid, the valid aspect related with two things, developed model based on the strong rational theoritical and there is an internal consistency. (2) practical aspect, which can be fulfill if the expert and practicioner state that what has been developed can be applied. (3) effective aspect, Nieveen put the parameters, as follow (a) expert and the practicioner based on their experience state that the model is effective, and (b) operationally, the model can bring the expected result.

This BI learning model which based on religion at the college, eventhough it is not yet validated by the expert since this is just a discourse, however based on the writer understanding, this is a really good model to be applied because it is ask the students indirectly to do the shari'a of the religion that he or she believe in. Below is the learning conceptual framework.

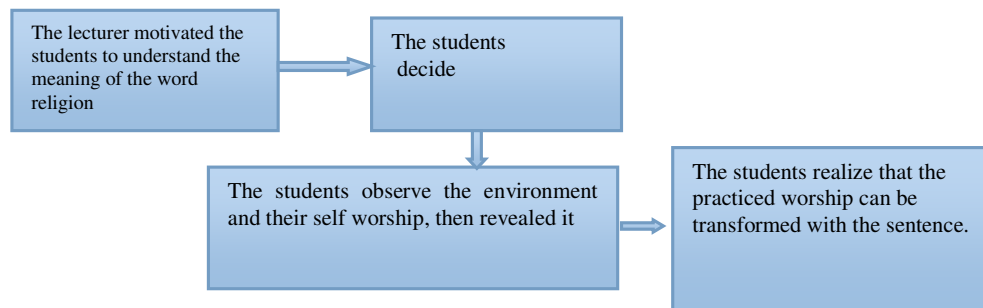The BI learning model framework based religion can be compiled as follow:

Figure 1: Indonesian Language Learning Model Based Religion

Based on the above framework, it can be described that the first thing that the lecturer can do is to motivated the students to understand the word religion. After that, students can conclude that religion is the part of worship and good deeds. Next, the lecturer ask the students to observe the environment and his/her worship, later revealed it in the form of sentence. Finally, students realize that the worship and the other religious activity can be transformed into sentences. This has never crossed in the BI learning.

3.   The Implementation of BI Learning Based Religion in The Sentence Form Material

Overall, the aim of the Indonesian Language learning at the college is to make the students improve their personality through language, that is polite in manner for both oral and written. One of the material choosen is the sentence, that is the definition of the sentence. According to Arifin (2010:66) the sentence is "the smallest unit of language in the form of oral and written which reveal the complete mind." In order to be able to understand the sentence, the lecturer guide the students to produce sentences and compare it with phrase. at least, the sentence should consist of subject and verb, meanwhile phrase is the collection of words which has no function.

Based on the learning plot consists in the 2013 curriculum, hence the   implementation of BI learning based religion in the meaning and kinds of the sentence can be seen in the RPP as follow:

LEARNING UNIT PLANNING (RPP)

Courses	:	Indonesian Language
Majority/Department	:	All
Time Alocatiom	:	100 minutes

a.   The Core Competency
KI.1   Respecting and contemplating the religion adopted by the students
KI.2 Respecting and contemplating the honesty, the discipline, the responsibility, the politeness and self confidence in interacting effectively with the social environment and the nature environment within the scope of association and the existence.
KI.3 understand the knowledge (factual, conceptual, and procedural) based on the curiosity about the science, technology, art and culture.

b.   The Basic Competency and The Indicator
1.   Respect and grateful to the existence of Indonesian Language as a gift of Allah SWT to be used as facility in presenting the information for both oral and written.
    1.1.   Identify the worship and religious activities that has been practiced.
    1.2.   Formulated the activities in the sentence function, that is statement sentence, question sentence, order sentence and request sentence.

c.   The Goal of the Learning
1.   During the learning process, students get used to use Indonesian languange both in oral and in written form.
2.   During the learning process, students show honesty in revealing the worship activity that he/she has practised.
3.   During the learning process, students show the self confidence in revealing the worship/religious activity that he/she has practised.
4.   During the learning process, students can identify that the worship/religious activity that he/she has practised for this time can be taken as the example in learning BI.

d.   The Learning Material
1.   The types of Religion Activities
    The religious activity can be in the form of prayer, dhikr, charity and pray. The activities related with human such as being honest, trusted, helpful and no slander
2.   The Types of the sentence

Arifin (2010:95) divided the function of each sentences into three negative and positive sentences. In this paper, the writer will only give the postive example.
    a.   The declarative or statement sentence, that is the sentence to deliver information to the interlocutors, below are the examples of learning based religion:
        -    The feast of Eid-alAdha year 2014, falls on the 5th of October.
        -    The story which really touch the faith of the feast of Eid Al-Adha is the sacrifation of Ibrahim to slaughter his son Ismail.
        -    The story of Ibrahim can be a model to the Muslim.
        -    *Makna kurban adalah untuk berbagi dengan sesama.*
    b.   The interogative or question sentence
        This sentence is used if the speaker want to obtain expected information or reaction (answer). Usually, it has falling intonation, and the question word used to be use such as how, where, why and when, and the example is religion based.

- Why you are not praying Maghrib together?
- Do you always read Al-qur'an right after maghrib?
- Do you give charity when you pray jum'at?
- *Mengapa Anda tidak peduli dengan orang lain?*

c. The Imperative or Request sentence

The imperative sentence used when the speaker want to ask or to forbid people do something, usually the intonation fall, and end with the punctuation point or the punctuation exclamation. Below are the example based religion.
- Immediately prayer, before the time is up!
- Do not harassing the parents.
- May I dole this food to the poor people?
- *Tutuplah tubuhmu dengan baik*!

e.   The learning Method
1. Method   : discussion
2. The learning Model   : religious based

f.   The Media, Instrument, Learning Source
1. Media   : text about religious problem and the religion environment
2. Instrument   : laptop/infocus
3. The learning Source   : the books about sentence

g.   The Steps in the Learning
a. Introductory activity,
1) The lecturer says salaam and ask the students to say basmalah before the lectures started, and also expression of gratitude to Allah SWT and sholawat to Muhammad SAW.
2) The lecturer ask the student to pray so that all students always pray so that all the purposes can be achieved and become deeds in the later time.
3) Based on the syllabus that has been distributed, the lecturer asks the students to make sure that today material is the definition of sentence and kinds of sentences.

b. The core activity, consist of five steps:
1) Observing
- The students were asked to discuss the definition of sentence and types of sentence by observing the things surrounding the learning. The lecturer give illustration that in the students themselves, there are scattered sentences, also in and outside the classroom.
- The students were guided to write down some examples of scattered sentences with honest and responsiblity.
- The students were guided to put these examples in a religious nuance, sucah as we have to be grateful to Allah because Allah has create a beautiful nature.
2) Questioning
- By using good and well arranged Indonesian language, the students can ask about what is the meant by the religious and what is in the religious value. The lecturer ask the feedback question to the other students and enhance the students' question.
3) Collecting the Information
- The students seat in group of 3 to 4 people.
- The students discuss the examples of the sentences and the types of the sentences which based on the religion honestly and self confidence.
- The students discuss whether the sentences they ahve made already consist the religious value or not with honest and self confidence.
4) Associating/Processing the Information.
- The students grouped those sentences based on worshipness, honesty, and responsibility by being honest and self confidence.
- The students were asked to write their impression and massage in the learning material based religion
5) Communicating.
- By being honest and confidence, each group present its working result in turn
- Responsively, the other group give respond to the working result.
- Each of the students grouup collect the discussion result.

c. The closing activity
- By being honest and confidence, the students together with the lecturer conclude the learning.
- By being honest and confidence, the students do the post-test given by the lecturer
- By being honest and confidence, the students identify the problems faced and the learning about sentences based religious.
- The lecturer giving learning information for the next meeting.

In 2013 curriculum, the assessment aspect is really considered. Different from the previous curriculum whichh is more focus on cognitive. The assessment of 2013 curriculum covering three domain, that is cognitive, affective and psychomotoric. However, this paper is still in being designed.

C.   CLOSING

According to the above explanation, it can be undertood that in BI learning based religious, the lecturer can ask the students to reflect the religious activities they have practiced into sentences, so that it is not merely a religious activity, but as a correction whether the students really do the worship or not.

It is suggested that: 1) For the writer herself, it is hoped that her worshipness will be much better because it will be revealed in the written form. 2) For the lecturer, teacher and the other educators, it is hoped that this paper can be a reference, so that the students' devotion can be improved. For the time being, the problem of worship and the other religious behavior seems to be just as the authority of religion teacher. In fact, it can also be implemented to the BI course or subject.

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