

# Lecturers' Perception Analysis on Learning Design of Islamic Education Based on Social Problem to Form Students Social Caring Character

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**Abstract:** This Research aims to know lecturers' perception on the application of learning design of Islamic Education based on social problem to form students' social caring character. The parameter of this research is perception and lecturers' understanding. Data collection technique is closed questionnaire to decide lecturers' perception on education character. Closed questionnaire consists of two indicators: (1) learning based on social problem; and (2) learning implementation based on social problem. Data analysis technique uses descriptive analysis. Based on the research which has been done can be concluded that Islamic Education lecturers' perspective on Islamic Education Learning based on social problem has an average value of 3.58. The lecturers' perception on the application of Islamic Education Learning based on social problem to form students' social caring character has an average value of 3.84.

**Keywords:** lecturers' perception, islamic education, social problem, social caring character

## I. INTRODUCTION

Higher education has an important role in developing students' potential so that they will have knowledge, skill, intelligence needed by themselves, society and nation in facing industry revolutionary era 4.0. The target of higher education is not just some knowledge transfers for his/her students, but it includes creation process, transfer and knowledge application (Burgon, 1996). Learning activity on higher education must be directed to actions which includes students active role to build meaning and understanding about social situation around it.

The lecturers' learning process can give encouragement to his/her students so they can explore their ability to develop meaning. The lecturers also play a role to create situation which can raise some initiatives in his/her students until it can form a meaningful learning. Lecturers' effort to dig and search some learning approaches is an important step to increase learning quality. This is due to more alive and meaningful learning. Learning based on social problem is one of learning strategy relevantly implemented for higher degree education.

Learning based on social problem is learning strategy using social problem as a context for students through critical thinking and problem solving skills. Learning based on social problem, can build students understanding about social situation around them (Kritina, 2002). Knowledge and skills that should be mastered by students in Islamic Education learning based on social problem, like knowledge and skill in solving social problem based on Islamic teaching's value. This is because, Islamic Education learning is a study material specifically making Islamic teaching's value as its philosophical foundation.

In Islamic Education courses, it is important to integrate learning process based on social problem, so that the students are ready to face and decipher social learning in real life with the basic of Islamic teaching's value. For that, Islamic Education lecturers need to apply learning for education process based on social problem. Based on those things above, this research is

focused on Lecturers' Perception on The Implementation of learning based on Social Problem integrated in Islamic Education lecture.

## II. METHODS

This research was done in the end of May until August 2018 in Public College, East Java. This research is a descriptive research. The population in this research is all lecturers practicing the lecture. The Islamic Education in Public College in East Java. Sampling technique by using Multistage Proportional Area Cluster Purposive Sampling, in four colleges, like State University of Surabaya, State University of Jember, STIKIP PGRI of Tulungagung, State Polytechnic of Madiun.

The sample of this study consists of 30 lecturers. The research parameter is lecturers' perception towards learning based on social problem integrated in Islamic Education lecture. Data collection technique in the form of questionnaire. Data analysis in the form of quantitative analysis. Quantitative which will be outlined descriptively in reference to average and category for perception for: 3.26 – 4 (very good); 2.5 – 3.25 (good); 1.76 – 2.50 (average); and 1 – 1.75 (less).

## III. RESULTS

### Islamic Education Lecturers' Perception on the Nature of Learning Islamic Education Based on Social Problem

Based on analysis on closed questionnaire findings about Islamic education lecturers perception on understanding indicator based on social problem which consists of understanding sub indicator, function, purpose also learning scope based on social problem obtained data which is grouped in Table 1-4.

Based on Table 1 we can see that perception of average on Islamic Education lecturers on sub indicator of learning understanding based on social character problem of 3.58 (very good). This is because the learning concept based on social problem has been socialized through books, internet media, or seminars

for learning quality enhancement. Socialization about learning based on social problem is welcomed by Islamic lecturers that forms good perception on learning perception based on social problem.

Based on Table 2, we can see that the average Islamic Education lecturers' perception on sub indicator of learning function based on social problem 3.53 (very good). Every aspects of observation have very good average. These findings shows that Islamic Education lecturers is very understanding and agree

that learning based on social problem will develop students' basic potential, skills in solving social problem. It will strengthen and increase our skills in solving social problem in our daily life. This is because, individual will not only need knowledge but also capable in applying it in some life situations dynamically (Adair, 2013). Problem solving skills include some information, knowledge and competition which can be applied to solve complex social problem.

**Table 1**  
**Islamic Education Lecturers' Perception on Sub Indicator of Learning Understanding Based on Social Problem**

No	Indicator	Average Lecturers' Perception on Learning Understanding Based on Social Problem	Category
1	Learning based on social problem is a learning approach that uses real world problems as a context	3.76	VG
2	Learning based on social problem accommodated students involvement in learning and solving social problem	3.76	VG
3	Learning based on social problem emphasized in constructing framework of social problem	3.5	VG
4	Learning based on social problem emphasized on construction process of problem framework	3.5	VG
5	Learning based on social problem emphasized on problem analysis process	3.5	VG
6	Learning based on social problem that emphasizes constructive process of problem solving argumentation	3.5	VG
<b>Average</b>		<b>3,58</b>	<b>VG</b>

**Table 2**  
**Lecturers' Perception on Islamic Lecture on Sub Indicator of Learning Function Based on Social Problem**

No	Indicator	Average Lecturers' Perception on Learning Understanding Based on Social Problem	Category
1	Learning based on social problem which functions to encourage self-directed problem solver for students	3.5	VG
2	Learning based on social problem works for encouraging significance	3.5	VG
3	Learning based on social problem works for encouraging learning results of significance	3.5	VG
4	Learning based on social problem works to increase student thinking skills	3.5	VG
5	Learning based on social problem works to encourage students independency	3.5	VG
6	Learning based on social problem that functions to increase the ability of problem solving	3.7	VG
<b>Average</b>		<b>3.53</b>	<b>VG</b>

**Table 3**  
**Islamic Education Lecturers' Perception on the Purpose of Sub Indicator of Learning Based on Social Problem**

No	Indicator	Average Lecturers' Perception on Learning Understanding Based on Social Problem	Category
1	Learning based on social problem which has purpose to develop the ability of students' thinking skills	3.7	VG
2	Learning based on social problem works for encouraging students' skills in solving the problem	3.5	VG
3	Learning based on social problem works for encouraging learning results of significance	3.5	VG
4	Learning based on social problem works to increase student thinking skills	3.7	VG
5	Learning based on social problem works to encourage students' skill in social problem solving	3.7	VG
6	Learning based on social problem that functions to encourage students' social caring character	4.0	VG
<b>Average</b>		<b>3.68</b>	<b>VG</b>

Based on Table 3, we can see that the average of Islamic Education Lecturers' perception on sub indicator of learning purpose in basic social problem 3.68 (very good) and every aspects of observation has a very good average. The highest average is on learning aspects based on social problem to encourage the development of social caring character in 4 (very good)

where every lecturer gave 4 perceptions for their agreement. These findings show that Islamic Education lecturers understands that learning application based on social problem can encourage the character of students' social caring formation. As explained by Verhaeghen (2016) about problem solving strategy is supposedly done to measure knowledge and skills of individuals to

face and complete the problem faced in daily life. Through social problem skills, we can develop students' skills to become a man who can appreciate others, capable of cooperating with others. It becomes the essence of social caring character.

Based on Table 4, it can be seen that the average perception of the lecturers of Islamic education on the sub indicators of the scope of learning based on social problems is 3,56 (very good) and every aspects of observation has an average which is unlikely different, in "very good" category. This shows that the lecturers of Islamic education are very understanding and very agree that the scope of social problem based on learning in internalization and real practice in everyday life. Based on the result of a closed

questionnaire analysis on the perception of lecturers of Islamic education on the indicators of the implementation of Islamic education learning consisting of sub indicator of social problem based on learning in Higher Education obtained data that can be grouped in Table 5.

Based on Table 5, it can be seen that the average Islamic education lecturers' perception is 3,57 (very good). The highest average is on social problem learning aspect which is integrated in Islamic education courses. This shows that education lecturers understands well about integration in Islamic education courses which is suitable with student's competence reached.

**Table 4**  
**Islamic Education Lecturers' Perception on Sub Indicator Scope of Learning Based on Social Problem**

No	Indicator	Average Lecturers' Perception on Learning Understanding Based on Social Problem	Category
1	Learning based on social problem is social problem in our surrounding	3.5	VG
2	Learning based on social problem works in our real life	3.5	VG
3	Scope of learning based on social problem attached with conflict issues from printed news or non-printed news, videos, and others	3.7	VG
<b>Average</b>		<b>3.56</b>	<b>VG</b>

**Table 5**  
**The Perception of the Implementation of Islamic Education Learning Consisting of Sub Indicator of Social Problem Based on Learning in Higher Education**

No	Indicator	Average Lecturers' Perception on Learning Understanding Based on Social Problem	Category
1	Learning based on social problem which needs to be applied in college	4.0	VG
2	Learning based on social problem in college is continuity of curriculum development on the previous degree	3.5	VG
3	Learning based on social problem needs to be integrated in Islamic education courses	4.0	VG
4	Learning based on social problem can activate the purpose of Islamic education purpose in PT	3.7	VG
5	The success in learning based on social problem depends on lecturers' works and students' will	3.7	VG
<b>Average</b>		<b>3.84</b>	<b>VG</b>

#### IV. DISCUSSION

The successful aspects of social problem learning depends on lecturers' role as executor of education and students' will to expand their skills of social problem solving in the score of 3.70 (very good). This shows that Islamic Education lecturers agrees that the success of social problem learning determined by lecturers' work and their students' will. The lecturers as the executor of education must involve actively in optimizing learning based on social problem. The lecturers must strive on how social problem solving skills can be implemented in students through learning proses. It makes the students realize how important to take responsibility on their own actions to solve the problem or conflict with others peacefully (Sculli, 2000). Thus, the students will be able to develop their attitude, knowledge and skills in solving social life problem.

Besides the lecturers' performance, students themselves must have will to be a better and caring people. Even though the lecturers have actively designed social problem solving skills development in their lecture, if the students don't want to be a social character person, then the character formation will not

happen in the students. This things because, learning is a process to develop and change students' cognitive structure. Affirmed by Arthur (2003), the success of character building of students influenced by students' cognitive skills and stimulated by environment.

Overall, the lecturers' understanding of Islamic education courses on social problem solving learning is good enough. This is in line with Paul (2005) who stated that perception is introduction process and interpretation on an object. By having knowledge and good understanding on social problem solving learning, it will form good perception on learning based on social problem to form social caring character.

Perception and understanding of Islamic education lecturers on learning based on good social problem will be very supportive to learning application based on social problem in Islamic education courses. This is because of the perception and understanding on social problem learning is an early stage to apply social problem learning. If the lecturers have good understanding about the nature of learning based on social problem depends in the presence of awareness, Islamic education lecturers' understanding.

Islamic education lecturers' perception on learning based on very good social problem shows lecturers' very high awareness about how important it is to learn based on social problem. This is a good first step in application of the nature of learning based on social problem and supported by good understanding towards the nature of learning based on social problem. The implementation of social problem learning by involving students' actively to study and solve social problem, is a real effort to optimize social caring activity in higher education. Consequently, learning based on social problem is better implemented through some practical activities in study process by attaching it with social issues in society. Besides, Islamic teaching value integrated in Islamic education courses is better used as philosophical foundation in developing social problem learning to form students' social caring character.

## V. CONCLUSION

Based on the research done by the researcher, it can be concluded that the lecturers' perception on Islamic education based on the research shows that Islamic education lecturers' learning based on social problem has an average value of 3.58. The lecturers' perception on Islamic education implementation based on social learning to form social caring character has an average value of 3.84.

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