Implementing Neuro-Linguistic Programming (NLP) as Teaching Innovation for Islamic Religious Education (IRE): A Study on Student's Perception

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Abstract. This study aims to measure student perceptions regarding the use of Islamic Religious Education (IRE) learning innovations through Neuro-Linguistic Programming (NLP). In simple terms, NLP is oriented to four principles of expertise, namely self-skills, systemic thinking skills, relational skills and Strategic thinking skills which are directed to shape innovation in IRE. This research is qualitative with the object student's perception from the State University of Malang (UM) as many as six classes (240 students). The process of obtaining the data uses structured and guided interviews through the checklist sheet of student responses. The classification of the student enthusiasm scale, which covers high, medium, and low scales, is done during data processing. According to the study's findings, students in the six classes had a majority of high and medium attitudes, but some students had low perceptions about the employment of NLP as an IRE innovation in higher education.

Keywords: Islamic Religious Education · Neuro-Linguistic Programming · Perception

1 Introduction

One of the research subjects that has been extensively studied by previous researchers is learning innovation in Islamic Religious Education (hereafter IRE) in Higher Education (HE) [1]. This is closely related because of the urgency of IRE as a compulsory subject at the university level, regardless of status, cluster and from any ministry, IRE courses together with Citizenship Education, and Indonesian Language [2, 3].

Learning innovation in IRE, had to be acknowledged by the academician, that observed in many discourses. From the contemporary issues in Islamic Studies in IRE, such as gender [4], politics, and human rights [5], toward the learning issues, such as the curriculum, the learning evaluation [6], and the learning contents. Especially in Higher Education, IRE has to modify into the creative learning model, in the sense of optimizing the technology and the learning media [7].

However, several previous studies revealed that there was boredom among students in studying IRE due to the lack of learning innovations carried out at HE [2, 8, 9]. In addition, another finding is that the teaching style of lecturer also determines IRE learning motivation, so that it is closely correlated with high or low learning achievement [3, 10]. This study tries to fill the gaps in the study, especially in the form of IRE learning innovations in universities through the Neuro Linguistic Programming (NLP) method, but with more focus on measuring student perceptions as recipients.

This research is oriented to look at students' perceptions of IRE learning innovations in universities using the NLP method. It is necessary to acknowledge that the study of NLP is focused on psychological research [7, 11, 12], The uniqueness provided by this research is the incorporation of NLP as a form of innovation in the execution of IRE lectures at Universitas Negeri Malang.

Focusing on the goal of the study, is the mapping and its interpretation related to students' perception of learning innovation of IRE through NLP. It will be illustrated through the table and the graphic to give the comprehensive findings. This study offers an alternative offer in looking at the use of NLP not only in psychological review but also in IRE. Moreover, it is within the scope of HE that requires students not only to master cognitively IRE learning but also affectively and psychomotor. In NLP, it is always emphasized that when receiving information, there are filters at work namely delete, distortion, and generalization [7]. Therefore, it is necessary to use a question to explore information that has been deleted, distorted, or generalized [13]. These questions are asked so that the root of the problem can be identified.

Therefore, the topic of this research seeks to answer the challenges of formulating IRE learning innovations in universities by measuring students' perceptions of the application. The results of these measurements will be the basis for further actions related to the NLP method at IRE, one of which is evaluation, modification, or reformulation.

2   Methods

The researchers use a structured interview method regarding to the concept of written and guided interviews. In general, this research takes the research setting at the State University of Malang (UM). There are at least two main considerations for choosing the location, namely 1) UM is one of the universities that has an innovative tradition of IRE learning, this can be seen in several previous studies that explored the dynamics of IRE implementation. 2). In addition, UM also proves the achievement of IRE learning through the achievement of the Nationally-MTQ (Quranic Reciting Competition) champion which they have won 4 times. Based on these two considerations, this study was conducted to strengthen the previous findings and studies of IRE at UM.

The interview instrument was arranged according to the research objective, namely mapping student responses related to learning innovations in IRE through NLP. The instrument is in the form of a checklist sheet which includes fifth-teen question items. The results of the interview were narrowed down to an enthusiasm scale including high, medium and low scales.

The respondents involved included six IRE classes at the UM in the 2021–2022 academic year. At least from a different department, namely the Department of Chemistry

Table 1. Sex Distribution for Respondent

No	Respondent's Study Program	Sex	
		Male	Female
1	Chemistry Education, C22	8	32
2	Chemistry Education, C23	11	29
3	Chemistry Education, C24	14	26
4	Management, D26	17	23
5	Management, D27	21	19
6	Management, D28	22	18
Total Respondent		93 (38,8%)	147 (61,2%)

Education (CE) and Management (M), so it is hoped that it will provide a comprehensive value for this research. Mapping of gender, number of respondents and origin of majors as shown in Table 1.

From the distribution data above, it can be concluded that the respondents were dominated by women (61.2%) and men (38.8%). The relationship of whether gender is following perceptions related to learning innovation through NLP in IRE will be one of the sub-discussions.

3   Findings and Discussion

NLP or called neurolinguistic programming is a scientific discipline that can be said to be the greatest discovery in the 20th Century in the field of self-development and ability [13, 14]. In its development, this science is very popular in the United States and Europe as psychology of excellence or people skill technology, because this science provides an effective way of studying how the brain works, so that a person will be able to master his own life [11, 15–17].

NLP is about change, judging from the root words that make it up, neuro-linguistic programming. We do this process of change by intervening (programming) the program that is in our minds (neurons) by using language [14, 18, 19]. By using NLP, one's mind will become more focused, because in NLP it is considered that both physiological and emotional processes are a unity that influences each other with the mind as the centre. Meanwhile, language is used dominantly in NLP because the intervention process is essentially a communication process between our inner parts so that it is in line with the desired direction of change [20, 21].

In relation to IRE, the implementation of NLP can be applied at the university level by adjusting each context. The reference to the four pillars of NLP implementation, namely self-skills, strategic thinking skills, systemic thinking skills and relational skills [13, 22], begins with the following illustration (Fig. 1).

A brief elaboration of the four skills is as follows: 1). Self-skills. In this stage, people will already understand what their life mission is, so they will be more disciplined and
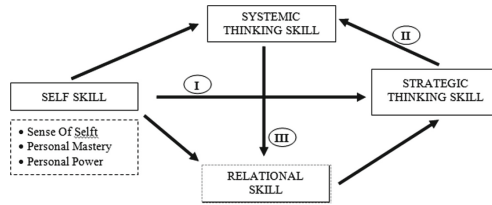
Fig. 1. Illustration Scheme

Table 2. Integrating NLP in IRE

No	Principles	Elaboration
1	Self-skill	Students are expected to have an awareness of their religious understanding and literacy and be able to explore past experiences.
2	Systemic thinking skill	Students are expected to be able to communicate their respective religious understandings effectively and systematically. This ability is conveyed to elaborate on past experiences and reveal them to others.
3	Relational skill	Students are expected to be able, not only to communicate religious experiences, but also to formulate these experiences in the context of their respective lives.
4	Strategic thinking skill	Students are expected to be able to construct this experience as a basis and foundation in building a mindset related to PAI learning or material.

aware of all the risks that will be faced, from there the power of this human emerges to be able to control the next three pillars [23]; 2). Systemic thinking skill is a skill in building systems. With this, people will be able to describe what they want using the first pillar systematically, so that this will become an effective root cause of problem solving. A person's ability to be able to think systematically is a sign of maturity in himself in achieving the desired goal [13]; 3). Relational skill is a skill in building relationships with other people. This skill is how we communicate messages to others in an effective way, so that everything that is the goal of communication that we want can be received well as desired [22]; 4). Strategic thinking skill is an individual's ability to improve his relational quality to a strategic stage so that it has implications for a more mature self-quality.

The four principles of NLP above, when integrated into IRE learning, will be described as shown in Table 2.

From the above elaboration, the researchers measured student responses regarding the use of the NLP method in IRE. The use of the student enthusiasm scale is based on an interview grid that explores data about the interest, effectiveness and understanding of students regarding the NLP method at IRE.

Table 3. The Mapping of Enthusiasm's Respondents

No	Class	Scale of enthusiasm (person)		
		High	Medium	Low
1	CE, C22	15	18	7
2	CE, C23	10	20	10
3	CE, C24	12	11	17
4	M, D26	15	15	10
5	M, D27	11	19	10
6	M, D28	19	14	7

[*] CE: Chemistry Education, M: Management
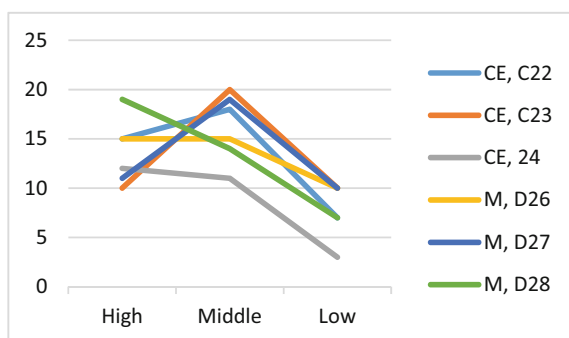
Fig. 2. The Illustration of Enthusiasm's Respondents

From observations and field data collection, there are at least three main responses related to the implementation of NLP in PAI learning, namely a). High enthusiasm; b). Medium enthusiasm; c) low enthusiasm. The six classes used as respondents have the following mapping (Table 3).

In these findings, classes CE, C22 have a varied distribution of students. In the sense there are 15 students who have a high perception of NLP learning innovation, while there are 18 students who have a medium perception, and 7 students have a low perception.

In class CE, C23, there is a quietly balanced comparison between students who have high and low perceptions regarding the use of NLP learning innovations in IRE. In fact, it is dominated by 20 students who are in a medium position in terms of perception.

It is different in class M, D26 where there are students who have high and moderate perceptions in the same number, namely 15 students. In addition, there are 10 students who have low perceptions in the implementation of NLP in IRE. This stands in stark contrast to classes CE, C24, which is predominately made up of students who have low perceptions of NLP learning innovation at IRE, and class M, D27, which is dominated by students with medium perceptions of the use of NLP (19 students).

In class M, D28 there are 19 students who have a high perception of NLP in IRE, where students have an understanding, interest, and consider its use effective in classroom learning. However, on the other hand there are 14 students who have a medium perception and 7 students have a low perception. The findings above are illustrated as shown in Fig. 2.

4   Conclusion

From the above findings, it can be concluded that there are varied perceptions from students regarding the implementation of NLP in IRE. As a learning innovation, NLP can actually be applied in IRE learning by using four principles, namely Self-skill, Systemic thinking skill, Relational skill and Strategic thinking skill. Finding students who have poor perceptions of IRE learning innovations via NLP is still difficult given that high and medium levels of perception predominate among the six classes utilized as research respondents.

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