



Internalization The Learning of Islamic History Civilization Through Research-Based At Islamic Colleges in West Sumatra

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Abstract. This article discusses internalization the learning of Islamic History Civilization at Islamic colleges (PTAI) in West Sumatra. This research aims to describe how to obtain heuristics sources for learning the History of Islamic Civilization (SPI) to SPI lecturers, to introduce the implementation of source criticism in SPI learning based on historical research for lecturers, to introduce historical research-based learning in SPI learning materials, to show the interpretation procedures in SPI courses based on historical research in Islamic Education Departments at Islamic Colleges in West Sumatera, and to introduce the SPI assignment to students to conduct research on a small scale and prepare a report on the results of the research in the form of a paper (historiography), according to the material being studied. This type of study uses a descriptive methodology and a qualitative approach at both public and private PTAI in West Sumatra. The researchers themselves are the primary instruments in this study. Both interview and observation guides are used by the authors. Primary and secondary data are the types of data used in this study. The data analysis employs an interactive qualitative methodology through reduction, display, and verification procedures. The result shows that the informants have never assigned students to conduct small-scale research and write reports on their findings.

Keywords: Learning Islamic History Civilization, Research-Based History, Islamic Colleges

1 Introduction

The History of Islamic Civilization course is one of the institutional courses included in the Scientific Subjects component at Islamic Colleges. Every student in various faculties and departments at Islamic colleges, both state and private, must enroll themselves in the History of Islamic Civilization course. As stated by Sulistiono at the History of Islamic Civilization curriculum meeting at IAIN Sunan Ampel Surabaya, the lesson of the History of Islamic Civilization has become one of the mandatory subjects in the curriculum from elementary to tertiary level in Indonesia [1]

Regarding the issue of the nature of learning materials, Sanjaya, in her book "Planning and Design of Learning Systems" explains that learning materials are everything

that is the content of the curriculum which must be mastered by students following essential competencies to achieve standards—competition for each subject/course in educational institutions[2]. Furthermore, Sanjaya quoted Umar Meril's opinion, which differentiated learning material into four elements, namely facts, concepts, procedures, and principles [3].

Based on the description above, one of the courses that cover all aspects of the material is the History of Islamic Civilization Course. This material on the History of Islamic Civilization is a study of material that students must master, starting from describing facts, events, and years of occurrence. Apart from that, they must be chronological and systematic when preparing course assignments such as papers or research reports.

In learning the History of Islamic Civilization, various methods can be used according to the situation and conditions. One method that is currently being promoted is a learning method known as Research-Based Learning (RBL).

1.1 Research-Based Learning

Research-based learning (RBL) is a learning method that uses authentic learning (there must be real examples), cooperative learning (learning together), contextual (contextual), and inquiry discovery approach (finding something), which is based on the philosophy of constructivism, namely self-development students on an ongoing and ongoing basis. In this activity, learning applies with a "learning by doing" approach (learning by doing) [4]. Research-based learning (RBL) is an essential means of improving the quality of learning. RBL is also a student-centered learning (SCL) method that integrates research into learning. PBR provides opportunities for students to search for information, formulate hypotheses, collect data, analyze data, and make conclusions based on the data that has been compiled. In this activity, learning applies with a "learning by doing" approach.

Several RBL models can be developed under scientific studies or the characteristics of scientific fields available in higher education. The RBL implementation strategy should be seriously considered so that PBR implementation is effective and RBL goals are achieved. Among the research-based learning, models are enriching teaching materials with the results of lecturers' research, using the latest research findings and tracing the history of the discovery of these latest developments, enriching learning activities with contemporary research issues, teaching research methodology material in the learning process, and enriching learning process with small-scale research activities [4];[5].

The forms and models of RBL mentioned above can be further developed by scientific disciplines adapted to the characteristics of scientific fields in higher education, including Islamic religious universities and the development of research culture that has evolved in the institutions concerned. One thing that needs to be remembered again is that PBR does not only aim to develop students' abilities as researchers but also as researchers who have universal character and values [6].

Research-based learning aims to create a learning process that leads to student activities so that it is critical, analytical, synthetic, and evaluative, as well as increasing

the ability of students and lecturers to apply knowledge, so that it can increase the meaningfulness of courses so that they are more contextual, strengthening students' thinking abilities as candidates [7]. Researchers complement learning by internalizing research values, research practices, and ethics by involving research, increasing students' understanding of the development of science through continuous research, and increasing knowledge of the role of research in innovation to encourage students to always think critically, creatively and analytically in the future and improve the quality of learning in general.

Research-based learning refers to various kinds of learning methods. RBL also provides opportunities for students to search for information, formulate hypotheses, collect data, analyze data, and make conclusions based on data that has been compiled[8]. In this activity, learning applies with a "learning by doing" approach. Among the forms of research-based education, including the renewal of learning by integrating research results, active participation of students in conducting research, learning using research instruments, and developing research contexts inclusively, students study research procedures and research results to understand the ins and outs of research synthesis (connecting one fact with another fact).

Through RBL, students can obtain various benefits in developing and achieving competencies that can be learned during the learning process. The benefits that can be taken are: Students experience better competency development, including critical thinking and analysis, evaluating information, and problem-solving, as well as competency in carrying out and assessing research, which is very useful and helps in professional development that prioritizes innovation and excellence[7]; (1) students have better competences including critical and analytical thinking (2) students have high learning motivation and have the opportunity to be active in the learning process related to future learning practices, (3) students are trained with disciplinary values and gain practical and ethical experience, (4) students more understand how critical disciplinary values are for society, (5) encourage lecturers to research or update their knowledge by reading and utilizing other research results as learning materials, (6) encourage students to play a more active role in learning, even becoming active partners and lecturers, (7) students become more competent in science and research and are skilled at identifying and solving problems well, (8) students have independence, critical, and creativity to provide opportunities for the emergence of new ideas and innovations, (9) students are trained to have professional ethics, such as avoiding bad behavior such as plagiarism [9].

To implement RBL, lecturers must master research methods, have experience carrying out research activities, and have experience carrying out real practice/work in the field. Learning materials are based on evidence or scientific evidence. Students have the motivation to develop a scientific mindset and make a connection between research and the learning process [8]

Active learning involves activities involving students doing various things and thinking about what they are doing. Active learning can occur when students are allowed to interact more with fellow students and lecturers regarding the material they are facing, develop knowledge, and not just receive information from lecturers; lecturers only act as facilitators and not as teacher centers [6].

1.2 Learning History of Islamic Civilization through Research-Based

Research-Based Learning models have described above, the one that is suitable for the History of Islamic Civilization course is enriching the learning process with small-scale research activities. In this learning process, groups of students are tasked with conducting research together. In this way, students can improve their skills and knowledge from these activities. With this activity, a research culture can be better developed than research carried out individually. Further actions can be formulated as follows [10]: (1) the lecturer explains the benefits of research skills in general, (2) lecturers provide students with an understanding of historical research methodology, (3) lecturers design learning materials for the History of Islamic Civilization, including historical research methodology, (4) lecturers give research assignments to students on a small scale, (5) the lecturer provides an overview of research procedures for the History of Islamic Civilization

The research procedure for SPI subjects consists of; (a) heuristics, where the lecturer informs students to search for historical sources or data in the form of primary or secondary sources. Primary sources, also called authorities, are all materials/data written and created during historical events, especially if they were created by actors directly involved in the historical event or by witnesses who saw it instantly. These primary sources can be manuscripts, works of art such as currency, or buildings from that era. Secondary sources, also called indirect sources, are historical sources obtained secondhand, namely related writings written by experts who do not originate from the time of the incident in the form of books, articles, theses, journals, etc. (b) source criticism. After students have collected sources related to the material being studied, the next stage is for the lecturer to inform students to criticize the start in the form of external criticism (source material) or internal criticism (content or information contained in the source). (c) Interpretation; at this stage, the lecturer conveys and explains to students how to critically analyze the information contained in existing sources. (d) historiography where the lecturer introduces students to how to prepare a research report or paper for presentation and takes responsibility for the results of the report or document to other students and the supervisor of the History of Islamic Civilization course [10]

After students gain knowledge about the research procedures for the history of Islamic civilization, the lecturer organizes students into several groups to conduct research [11]. Then, the lecturer asks several questions so that students need to carry out literature studies using research procedures on the History of Islamic Civilization. Next, lecturers act as facilitators in conducting research on predetermined research objects. In research, students refer to existing procedures for collecting data, creating a synthesis and analyzing data, as well as creating historiography in the form of research reports or papers, both field research and book research. From the description of the types of research in general that exist, if the object being researched is in the field, it is called field research, in analyzing the data literature is needed, to find the literature required research procedures on the history of Islamic civilization, to compile historiography. If the research object is library research, in analyzing the data some literature is also needed. To determine the literature, research procedures are

needed on the history of Islamic civilization, in order to compile historiography. Papers or research reports that have been prepared are then presented and accounted for in the learning process of the History of Islamic Civilization. In this way, students have knowledge about the research methodology of the history of Islamic Civilization, both field research and library research.

Evaluation procedures are an important factor in a learning planning system. Through evaluation we can see the success of learning management and student success in achieving learning goals. Evaluation of student learning outcomes will provide information about [12]: (a) weaknesses in learning planning, namely regarding learning content, learning procedures and also the learning materials used, (b) mistakes in diagnosing students regarding readiness to participate in learning experiences, (c) completeness of learning objectives, and (d) weaknesses of the instruments used to measure students' ability to achieve learning objectives.

Evaluation is often considered as the final activity of an activity process. Students are evaluated after they have completed a learning process, whether they were successful or not, after experiencing a trial period. This evaluation, as explained by [2], is always related to two functions: evaluation as a formative function and evaluation as a summative function.

Formative evaluation is carried out during the learning process to see student learning progress. Therefore, this formative evaluation can also improve the learning process and be used as feedback for lecturers or teachers to improve their performance.

While summative evaluation was conducted to assess student success after the end of learning program usually at the end of the semester. Assessment of student learning processes and outcomes is carried out systematically and continuously so that it becomes meaningful information in making decisions. This assessment is carried out through written and oral tests and can also be done through non-tests, such as conducting interviews and observations, assessing attitudes, and evaluating work results.

The two evaluation functions above, formative and summative, can be used for research-based learning in the History of Islamic Civilization course. The tools used for this assessment are written and oral tests and can also be non-tests, such as conducting interviews and observations, assessing attitudes, and evaluating work results.

In content and graduate competency standards, learning objectives are formulated as competencies that students must achieve or master. Through the formulation of objectives, lecturers can project what students must achieve after the end of a learning process. In formulating learning objectives, lecturers describe competency standards and essential competencies as indicators of learning outcomes. In designing learning, the first task of the lecturer/teacher is to formulate learning objectives and materials. The formulation of learning objectives must include three essential aspects [2]

Everything that lecturers and students do in the learning process should be directed toward achieving the goals that have been required. Objectives are the binding force for all activities of lecturers and students. Therefore, objectives are the first step to be taken in designing a learning program because clear objectives can be used to evaluate the effectiveness of the learning process.

A learning process is successful if students can optimally achieve their goals. Achievement of objectives indicates the success of lecturers/teachers in designing and implementing the learning process. Besides that, learning objectives can be used as guidelines and guidelines for student/student learning activities. Clear and precise goals can guide students in carrying out learning activities.

Besides the objectives stated above, SPI learning based on historical research can also (a) increasing the meaningfulness of courses to be more contextual, (b) strengthening the students' thinking abilities as prospective researchers, (c) complementing learning through internalizing research values, practices, and ethics by involving research, (d) increasing the understanding of the role of research in innovation to encourage students to always think critically, creatively, and analytically in the future, and (e) improving the general quality of learning.

Using research-based learning for the History of Islamic Civilization course, students will be motivated to carry out small and large-scale research by getting used to critically, analytically, systematically, and objectively assessing historical facts, not just accepting them from the lecturer [4]. However, in reality, in implementing the History of Islamic Civilization at Islamic Colleges in West Sumatra, almost all lecturers who teach SPI courses use mostly the lecture method. Hence, students are apathetic and tend to complete assignments efficiently and quickly by copying existing papers or quoting various articles on the internet.

This kind of phenomenon causes the authors to conduct further research and introduce research-based learning for SPI courses at Islamic Colleges in West Sumatra. As an embodiment, the authors conducted research titled "Internalization of Research-Based Learning of the History of Islamic Civilization at Islamic Higher Education in West Sumatra."

2 Methods

2.1 Types of Research Methods

This study is field research at both public and private Islamic Religious Universities in West Sumatra. The method used is a descriptive research method with a qualitative approach. The problem has yet to be apparent holistically (as a whole), so the data cannot be expressed using other methods.

2.2 Research Setting

This study located at eleven Islamic education departments in both public and private Islamic colleges in West Sumatera included STAI YPI al Ikhlas Painan, UIN Imam Bonjol Padang, STAI Yastis Padang, STIT Syeikh Burhanuddin Pariaman, STIT Diniyah Puteri Padang Panjang, IAIN Bukittinggi, STIT Ahlus Sunnah Bukittinggi, STAI YDI Lubuk Suhuing, STIT YPI Payakumbuh, STIT YPI al-Yaqin Muaro Sijunjung and STAI al-Hikmah Pariangan Batusangkar.

2.3 Research Instruments

The researchers are the key instrument in this research. In addition, the authors use an interview guide and observation guide.

2.4 Types and Sources of Data

The author's data sources are lecturers who teach the History of Islamic Civilization course at the PAI Departments at Islamic Religious Universities, both state and private, spread across the West Sumatra region. The types of data in this research are primary and secondary; preliminary data are obtained from lecturers who teach SPI in PAI departments at Islamic universities in West Sumatra, both public and private. Secondary data are data obtained from the head/chairman (apart from lecturers who teach SPI) at PTAI as mentioned above.

2.5 Data Collection Techniques

Data collection Techniques used were observation, interviews, and documentation; the documentation held were lecturer documents such as a curriculum vitae or RPS owned by lecturers and those observed and interviewed were lecturers who taught SPI courses in PAI Departments at Islamic Religious Universities which were the subject of the author's research. The interview techniques that researchers carry out are accompanied by interview tools, so that interview results can be obtained well. Help with devices such as notebooks, notebooks, tape recorders, and cameras are needed [13].

2.6 Triangulation

The data collection technique is carried out using triangulation. The researchers collect data using triangulation, then the researchers test the credibility of the data, namely checking the credibility of the data using various data collection techniques and various data sources, starting from data from observations, interviews, and documentation data, then use reference materials in analyzing the latest data.

2.7 Data Analysis Techniques

In descriptive research with a qualitative approach, data analysis techniques are primarily carried out simultaneously with data collection. The stage in research with a qualitative approach is the stage of entering the field with monitoring questions. Data were analyzed by using domain analysis. The second stage determines the focus of the data collection technique using monitoring questions. Analyze the data using taxonomic analysis. Next, at the selection stage, the questions used are structural. Analyze the data using componential analysis and continue with theme analysis. So, data analysis using a qualitative approach is carried out interactively through data reduction, data display, and verification processes. Data reduction means summarizing,

selecting the main things, focusing on the essentials, looking for themes and patterns, and throwing away unnecessary items. Data that has been reduced provides a clearer picture and makes it easier for researchers to carry out further data collection. This research's data display (data presentation) is in short descriptions with narrative text. From the data presented, conclusions are drawn, which are the essence of previous findings relevant to the research objectives.

3 Results and Discussion

3.1 Profile of PTAI in West Sumatra, which has an Islamic Religious Education Department:

YPI al Ikhlas Painan Islamic College (STAI). This college is managed by the Islamic Education Foundation (YPI) al Ikhlas, founded by Drs. Syamsumir Saibun Dt. Putiah and his friends in 1997 in Painan. The interview results show that SPI courses in the PAI department are only taught for one semester with two credits per semester.

UIN Imam Bonjol Padang UIN Imam Bonjol Padang is a development of IAIN Imam Bonjol Padang, founded on November 29, 1966. SPI courses in the PAI Department, Faculty of Tarbiyah, and Teacher Training are only taught for two credits in one semester. The curriculum used is KKNI, but the learning implementation still uses the old curriculum.

STAI Yastis Padang. This college was founded in 1994 by the Padang Tarbiyah Islamiyah Foundation (Yastis) under the name Tarbiyah College of Science (STIT). The SPI course at STAI Yastis is taught by a lecturer who is a Complete Bachelor from the Faculty of Adab, who then continued his Masters at IAIN Padang.

Syekh Burhanuddin Pariaman Tarbiyah Science College (STIT). This college was founded in 1978 under the auspices of the Sheikh Burhanuddin Pariaman Foundation, so it is known as STIT Sheikh Burhanuddin Pariaman. Based on the interviews and observations, two teaching staff are SPI lecturers in the PAI Department at this university.

STIT Diniyah Puteri Padang Panjang. The Diniyah Puteri Educational Institution, which is 63 years old, founded a college named Diniyah Puteri Tarbiyah Science College (STIT). In learning, the lecturer requires students to have the book History of Islamic Civilization composed by Samsul Munir Amin because, according to the informant, this book is considered to have summarized SPI material from the Classical Period to the Modern Period.

UIN Bukittinggi UIN Bukittinggi is the same as UIN Batusangkar, which originates from two faculties which are affiliated with IAIN Imam Bonjol Padang, namely the Bukittinggi Sharia Faculty and the Batusangkar Tarbiyah Faculty. SPI courses in the PAI Department of the Tarbiyah Faculty are taught for three consecutive semesters, namely History of Islamic Civilization I, History of Islamic Civilization II, and History of Islamic Civilization III, each with two credits.

STIT Ahlus Sunnah Bukittinggi This STIT was founded in 1989 and is under the management of the Ahlus Sunnah Foundation, so it is known as STIT Ahlus Sunnah Bukittinggi. The History of Islamic Civilization course at the PAI Department consists of two classes, namely SPI I and SPI II, each of two credits, taught by a lecturer who is a PAI alumnus of IAIN Imam Bonjol Padang.

STAI YDI (Islamiyah Da'wah Foundation) Lubuk Suhiung This STAI was originally the College of Da'wah Science (STID), and since 1991, this STID changed to STAI YDI Lubuk Suhiung. Based on the results of interviews and observations, the PAI Department at this university only teaches SPI courses for one semester, while another semester is for studying the History of Islamic Education.

STIT YPI Payakumbuh STIT (Tarbiyah Science College) was founded by the Payakumbuh Islamic Education Foundation (YPI) in 2003 known as STIT YPI Payakumbuh. Based on the interviews and observations, data was obtained that SPI courses were given with a weight of 2 credits for one semester.

STIT YPI al-Yaqin Muaro Sijunjung STIT was founded by the al Yaqin Muaro Sijunjung Islamic Education Foundation in 2001, so it is known as STIT YPI al Yaqin Muaro Sijunjung. Based on the results of interviews and observations, SPI courses are taught by lecturers whose educational background is from outside the SPI department. Students study only one SPI course, namely, in the fourth semester.

STAI al-Hikmah Pariangan Batusangkar STAI al-Hikmah is located on the Batuang Jorong River, Padang Panjang, Nagari Pariangan, Pariangan District, Tanah Datar Regency. Based on the results of interviews and observations, the SPI course is a mandatory course taught for one semester only, namely in the fourth semester, with a weight of 2 credits.

3.2 How Lecturers Obtain Heuristics Learning Resource for SPI (History of Islamic Civilization) Courses in PAI Departments

There were 11 SPI lecturers at PTAI who were chosen as the objects of this research. Ten lecturers gave the same answer and only one person gave a slightly different answer. The ten people are SPI Lecturers at STAI YPI al Ikhlas Painan. SPI Lecturer at UIN Imam Bonjol Padang, SPI Lecturer at STAI Yastis Padang, SPI Lecturer at STIT Syekh Burhanuddin Pariaman, SPI Lecturer at IAIN Bukittinggi, SPI Lecturer at STIT Ahlus Sunnah Bukittinggi. SPI Lecturer at STAI YDI Lubuk Suhiung. SPI Lecturer at STIT YPI Payakumbuh, SPI Lecturer at STIT YPI al-Yaqin Muaro Sijunjung, and SPI Lecturer at STAI al-Hikmah Pariangan Batusangkar answered that the sources were obtained from books which could be purchased or borrowed in the library and also from the internet. Another SPI lecturer, namely the SPI lecturer at STIT Diniyah Puteri Padang Panjang, answered that they only used one book as a source. There was no need to use other sources.

From the facts above, it is clear that the eleven SPI lecturers at PTAI who were the object of this research equated these historical sources and did not differentiate between them. As stated by Dudung Abdurrahman in his book *Historical Research Methods*, these historical sources must be divided into two groups: primary (original) sources and secondary (indirect) sources.

When related to SPI material, especially for the Classical Period, none of the sources were written directly during that period. For example, the first book of Sirah about the Prophet Muhammad SAW was the Book of Sirat Ibn Is-haq, which was compiled by Imam Abu 'Abdillah Muhammad ibn Is-haq al Madiniy, who died in 152 H / 768 AD, almost a century and a half after The Messenger of Allah died, likewise the Islamic history in general [14];[15]. The oldest book and is seen as the first book that explains the condition of the people from Qabl al Bi'tsah (before Muhammad was appointed a prophet) until the end of the Umayyad Dawlah is the Book of Tarikh al Kabir, compiled by Abu 'Abdillah Muhammad ibn 'Umar al Waqidiy who died in 208 AH / 823 AD, more than half a century after the collapse of the Umayyad Daulah. After that, Imam Abu Ja'far Muhammad ibn Jarir al Thabariy (224 – 311 H) compiled the book Tarikh al Umam wa al Muluk, which contains a history from the early times to 300 H.

3.3 Implementation of Source Criticism by Lecturers in SPI Courses in PAI Departments at PTAI in West Sumatra

Eight of ten lecturers gave the same answer regarding the implementation of source criticism by lecturers in SPI courses and three others gave different answers. The eight people are SPI Lecturers at STAI YPI al Ikhlas Painan, STAI Yastis Padang, STIT Syekh Burhanuddin Pariaman, STIT Ahlus Sunnah Bukittinggi, STAI YDI Lubuk Suhuing, STIT YPI Payakumbuh, STIT YPI al-Yaqin Muaro Sijunjung, and STAI al-Hikmah Pariangan Batusangkar. They mentioned that they only criticize the sources if the source is obtained from the internet. Three more SPI lecturers at UIN Padang, IAIN Bukittinggi, and STIT Diniyah Puteri Padang Panjang, gave very different answers. SPI lecturers at UIN Padang and IAIN Bukittinggi stated that they always carry out source criticism by tracing the books used and comparing them with accurate sources. On the other hand, the SPI lecturer at STIT, Diniyah Puteri Padang Panjang, never criticizes authorities and only uses one book as a source. He even uses the list of contents of the sourcebook as a benchmark for his syllabus.

In the study of history, carrying out source criticism is very important and is an inseparable part of the study of history itself. Dudung Abdurrahman, in his book Historical Research Methods, explains that source criticism can be grouped into two forms [10]: external and internal. External criticism is a test of the authenticity of the source, which can be seen from the time the citation was created, the place where the original was made, and the author/compiler of the source. Internal criticism is a validity test regarding the validity of the source (credibility) traced through internal criticism.

3.4 Learning Resources/Materials and Methods used by lecturers in SPI Courses in Islamic Education Majors/Products

From the observation of the informant's syllabus in several West Sumatra universities, it was found that the informant's statement in the Course Identity that this SPI course was grouped into the MKK Component, which he interpreted to be a Scientific and

Skills Course. Interpreting MKK into Scientific and Skills Subjects for SPI courses is clearly incorrect and wrong, because the meaning of MKK in SPI courses is Scientific Subjects, there are no other additions at all. This is because the History of Islamic Civilization course is included in the knowledge / scientific group, which must be memorized and mastered by students / students, which when needed can be re-expressed.

The history of the development of Islamic civilization, as explained by Harun Nasion in his book *Renewal in Islam* (1975: 12 - 14), is divided into three periods, namely the Classical Period (650 - 1250 AD), the Middle Period (1250 - 1800 AD), and the Modern Period (1800 AD to present). Before the Classical Period, it was called the Period of Rasulullah SAW (611 - 632 AD), which consisted of the Mecca Phase (611 - 622 AD) and the Medina Phase (622 - 632 AD / 1 - 11 AH) as well as the Islamic Growth Phase, namely during the early Khulafa period. al-Rasyidin (632 - 650 AD / 11 - 28 AH) [16].

The Classic Period includes the Period of Islamic Progress I (650 - 1000 AD / 28 - 390 AH) and the Period of Disintegration (1000 - 1250 AD / 390 - 648 AH). The Period of Islamic Progress which consists of the Middle and Late Period of the reign of Khulafa al-Rasyidin (650 - 661 AD / 28 - 40 H), Dawlah Bani Umayyah (661 - 750 AD / 40 - 132 H) and Dawlah 'Abbasiyah (750 - 1000 M / 132 - 390 H).

Disintegration occurred during the Dawlah 'Abbasiyah era and the emergence of minor Islamic dynasties in the West and East. In the West emerged the Bani Idris Dynasty, the Aghlabiyah Dynasty, the Bani Thulun Dynasty, the Fatimid Dynasty, and others. Meanwhile, in the East, various dynasties also emerged, such as the Thahiriyyah Dynasty, Shaffariyyah Dynasty, Sammaniyah Dynasty, Buwaihiyyah Dynasty, Seljuq Dynasty, and others until the destruction of the Dawlah 'Abbasiyah in 1258 AD / 656 AH [17].

The Middle Period includes the First Islamic Decline Period (1250 - 1500 AD / 648 - 905 H) and the Three Great Kingdoms Period (1500 - 1800 AD / 905 - 1215 H). During the Islamic Decline, it was marked by attacks by the Mongols against Islamic dynasties, such as those carried out by Genghis Khan, Hulagu Khan, and Timur Lank. The Three Great Kingdoms period was the reign of the three great Islamic empires: the Ottoman Empire, the Safavid Empire in Persia, and the Mughal Empire in India. This period consists of the Period of Progress II (1500 - 1700 AD / 905 - 1111 AH) and the Period of Decline II .

The Modern Period is the Age of Islamic Revival, marked by the end of Napoleon's expansion in Egypt in 1801 AD. The current contact of Muslims with the West is very different from Islam's contact with the West in the Classical Period. In the Classical Period, Muslims rose, and the Western world was in darkness. On the contrary, Muslims are in the evening, and the Western world is growing, so Muslims want to learn from the West [18]. The determination of sources is adjusted to the grouping of the material, and methods can be used whose approaches have been proposed by educational experts.

3.5 Interpretation by the lecturer of the sources and material being studied

The results of the author's observations of the documents/syllabus/RPS owned by the informants, it can be described that the informants carried out interpretations of reading sources with the material studied, but did not mention the Sources/Materials. Learning and Methods used by lecturers in SPI Courses in PAI Departments from the results of observations of informants' syllabi at several universities in West Sumatra, statements from informants in the Course Identity were found that SPI courses were grouped into the MKK Component, which was interpreted as Science and Skills Courses [5]. Solving MKK as Scientific and Skills Subjects for SPI courses needs to be corrected because the meaning of MKK in SPI Scientific Subjects courses is that there are no other additions. This is because the History of Islamic Civilization course is included in the knowledge/scientific knowledge group, which must be memorized and mastered by students/students and can be expressed again if necessary.

3.6 Assignment given to students to conduct research on a small scale and prepare reports on research results.

Based on the results of the authors' research in the form of interviews with informants who teach SPI in the PAI Department at PTAI West Sumatra, it is clear that the informants answered that they did not give assignments to students to conduct research on a small scale and prepare reports on research results.

4 Conclusion

Based on the results of interviews, observations, and documentation, which were carried out on informants who taught SPI in PAI Departments at 11 PTAI in West Sumatra, the following conclusions can be drawn: (1) in obtaining Heuristics learning sources for the SPI (History of Islamic Civilization) course, ten informants gave the same answer. Only one person gave a slightly different answer. From the facts above, it is clear that the eleven SPI lecturers at PTAI who were the object of this research equated these historical sources and did not differentiate between them, whether the sources used include primary, secondary, or tertiary sources. (2) In conducting source criticism by the lecturer in the SPI course, it turned out that eight informants gave the same answer, and three more people gave different answers. From the facts above, it is clear that the two SPI lecturers at PTAI, who were the objects of this research, constantly criticized all sources. Eight SPI lecturers at PTAI never criticized sources if they were history books because they only criticized sources if they were from the internet. Another SPI lecturer said he had never criticized sources. (3) Regarding the learning resources/materials and methods used by lecturers in SPI courses, SPI courses are grouped into MKK Components, which are which means Scientific and Skills Courses. Interpreting MKK as Scientific and Skills Subjects for SPI courses is incorrect because the meaning of MKK in SPI courses is Scientific Subjects. There are no other additions at all. The informants also presented this SPI material globally without

grouping it into specific periods. (4) Regarding the interpretation made by the lecturer of the sources and material being studied, the author's analysis of the documents/syllabus/RPS owned by the informant described that the informant carried out an interpretation of the reading source with the material being studied, but did not mention on what page the material is found in the source that has been determined. (5) Dealing with the assignment of lecturers to students to conduct research on a small scale and prepare reports on research results, author's interviews with informants who teach SPI at PAI Departments / Study Programs at 11 PTAI in West Sumatra, shows that they never gave assignments for students to conduct small-scale research and prepare research results reports.

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