Strengthening The Power of The Essence of Contemporary Learning Theory in Responding to The Problems of Islamic Education

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ABSTRACT

Learning is a process that happens to everyone and lasts a lifetime (from infancy until death). One of the signs of learning is a change in behaviour in life (cognitive, psychomotor, and affective). Behaviourism is a philosophy in psychology based on the proposition that everything an organism does, including actions, thoughts, or feelings, can and should be considered behavioural. For learning to develop children's intellectual skills in learning something knowledge (for example, a mathematical concept), the subject matter needs to be presented by taking into account the child's stage of cognitive development/knowledge so that the knowledge can be internalized in the mind (cognitive structure) of the person. In meaningful learning, there needs to be development and collaboration of concepts. The way inclusive elements are introduced first and then in more detail.

Keyword: Learning, Theory of Behaviorism, Learning steps

A. INTRODUCTION

Learning can understand what is done to know the way of learning itself. Knowledge is intentionally managing the learning event itself to obtain a goal realized. (Abd Qodir, 2017) . In the world of education, not only (the transfer of knowledge) to the object of learning but the transfer of value. However, education also emphasizes the development of their culture on how they can develop their potential and creativity to survive (Uci Sanusi, 2013).

In this case, educational and learning activities are not as well developed as expected. Problems still arise in the community while the education process is not good. The challenge for the future of education must prioritize a democratic and humanist process in education itself, namely recognizing the right of students to do good education. There is also a need for a learning environment for students because socio-emotional development often changes where children have strengths in addition to weaknesses, courage, anxiety, anger and even joy. (Ashiefatul Anany, 2010)

Currently, in education, many learning theories are developed and used. Learning theory is used to assist educators and students in designing learning to provide convenience to educators and students in achieving predetermined learning goals. Learning theory combines interconnected principles and explanations of several facts and discoveries related to learning events. (Nahar & Novi Irwan, 2016)

According to Edward Lee Thorndike, the theory that learning behaviourism is a process of interaction between stimulus and response. Then, according to John Broadus Watson, the trigger must be in the form of observable behaviour. Thus, a learner must be able to create stimuli and responses that can be observed and can help students in mastering a lesson. For this reason, learning requires trial and error, classical conditioning, and stimulus-response. (Ratnawati &; Etty, 2016).

Learning in behaviourism can be done by training reflexes to become a habit mastered by the individual. According to behaviourism, learning results from the interaction between stimulus (S) and response (R). According to this theory, what is essential in learning is the input in the form of inspiration and the output in the response format. (Andriyani &; Fera, 2015)

Learning in behaviourism has a basic concept: learning is a process of interaction between stimuli or stimuli in the form of a series of activities that aim to get a learning response from the object of research. The answer is a reaction students raise when learning, which can be in the form of thoughts, feelings, or actions.

B. METHOD

This research is library research, conducted using books, articles, and other documents as a source of data in research. This research is focused on studying the relevance of behaviourism learning theory to Islamic education in terms of the behaviourism of Edward Lee Thorndike and John Broadus Watson. In this study, the author collects data using tracing, which is a way where the author searches for data sources (books, articles, magazines, and other related documents). Data analysis is carried out using content analysis. Content analysis is a technique used to conclude the characteristics of the message that is carried out objectively and systematically. (Moelong &; Lexy J, 2015) In other words, the data obtained (from literature sources) are analyzed to find a valid and relevant conclusion to the research conducted. Small parts (2) Mechanical (3) Emphasize the role of the environment (4) Attach importance to the formation of responses (5) Attach importance to practice. (Suyono &; Hariyanto, 2011).

C. RESULTS AND DISCUSSION

1. Contemporary Theories About Learning

Understanding Learning Theory

In learning and teaching activities at school, interaction occurs between teachers and students and students with students if group learning activities occur. In this interaction, there will be a learning process. Learning is generally defined as a process that combines cognitive, emotional, and environmental influences and experiences to acquire, improve, or change knowledge, skills, values, and worldviews (Mulyati, 2005).

Clark L. Hull put forward the main concepts of his theory, which were heavily influenced by Charles Darwin's theory of evolution. For Hull, a person's behaviour serves to maintain survival. Therefore, in Hull's theory, biological needs occupy a central position. According to Hull, needs are conceptualized as drives, such as hunger, thirst, sleep, loss of pain, etc. Stimuli are almost always associated with these biological needs, although responses may take many forms. (C. L. Hull, 1950) .

Learning is the process of changing a person's behaviour towards a particular situation caused by his repeated experiences in that situation, where the behaviour change is unexplained or the basis of a tendency to adopt a response, coercion, or temporary condition (such as fatigue, drunkenness, stimulation and so on). (Lisnawati Simanjutak, 1993).

Based on the understanding of learning stated above, several essential elements that characterize the knowledge of learning can be identified: Learning is a behaviour change, where the difference can lead to good conduct, but there is also the possibility of leading to bad

behaviour. The change does not have to be immediately visible after the learning process but can be seen in future opportunities.

2. Various Learning Theories

Learning theory of behaviourism (B.F. Skinner, John W. Satrock and others)

B.F. Skinner is known as a behaviourist with a direct instruction model approach and believed that behaviour is controlled through operant conditioning. Operant conditioning is a process of operant behaviour (positive or negative reinforcement) that can cause the behaviour to recur or disappear as desired. Skinner said that the most crucial element in learning is reinforcement. The point is that knowledge formed through stimulus-response bonds will be more robust when given support. Skinner divided this reinforcement into two, namely, positive reinforcement and negative reinforcement. Forms of positive reinforcement include rewards, behaviours, or rewards. Records of negative reinforcement include delaying or not rewarding, assigning additional tasks or exhibiting unhappy behaviour.

John Boardus Watson once conducted experiments that Pavlov had applied to classical conditioning by using a mouse and a child named Albert. From these experiments, Watson believed humans are born with several reflexes and emotional reactions, such as love, hatred, and anger. (Andriyani, Fera, 2015).

Carbon (stimulus and response bond theory) is a theory that views that learning as the process of occurring reflexes or conditional responses through stimulation. According to Watson, humans are born with several reflexes and emotional reactions, such as fear, love, and anger. These behaviours are shaped by the relationship between stimuli and new responses through conditioning, so learning can be viewed as a way of instilling several bonds between motivations and reactions in the nervous system. (Rusuli, Izzatur, 2014).

Exercises must be carefully distributed so that obstacles do not arise. The teacher must divide the topics he teaches so that students will not be exhausted, which can interfere with the learning process. The cases are also arranged so that different issues will be in order. For example, an exemplary sequence of lessons is Akidah Akhlak, Qur'an, Hadith, Fiqh, and Islamic Cultural History. With Hull's theory, students learn about the things they do contextually. Regarding Islamic education, Islam is not only a concept and doctrine about Islam itself but must be contextualized, applied and familiarized in everyday life. (Zaini Tamin AR and Nia Indah Purnamasari, 2020).

The main principles of Hull's theory are: 1) reinforcement is an essential factor in learning that must be present. But the function of reinforcement for Hull is more as a drive reduction than a satisfied factor. 2) The S-R relationship that needs to be studied is the role of the

intervening variable, or the O element (Organism). The O factor is an internal condition and something that is inferred, and the effect can be seen in the R factor, which is output. This view of Hull was criticized for not true behaviourism. 3) The learning process only occurs after biological equilibrium has occurred. Here, the influence of Darwin's theory is concerned with organisms' biological adaptation. (Clark L. Hull, Everett F. Patten &; St. Clair A. Switzer, 1993).

Pavlov's experiments did not initially aim to find a theory of learning, although the psychology of behaviourism strongly influenced them. Per his position as a physiologist, Pavlov's experiments aimed more at understanding brain function. The results of Pavlov's experiments turned out to be very useful for the development of learning theory. Therefore, it is not an exaggeration that many educational experts adopt the results of Pavlov's experiments to develop learning theory. However, what Pavlov obtained is not final, so we should be flexible in using it. (Y. Stussi Ferrero, et., al, 2019) . As for the current view in the form of Behaviorism. Behaviourism is a philosophy in psychology based on the proposition that everything an organism does, including actions, thoughts, or feelings, can and should be considered behavioural. Behaviourism assumes that all theories must have an observable basis. (Teguh Wangsa Gandhi, 2013).

Behavioristic principles: (George R. Knight, 2007)

a. Man is a highly developed animal, and he learns as other animals learn

b. Education is a process of behaviour engineering

c. The role of the teacher is to create an influential learning circle

d. Efficiency, economy, accuracy, and objectivity are core value considerations in education

Humanistic Theory

The humanistic learning theory in his book Freedom to Learn, namely: 1) humans can learn. Naturally, learning occurs when students feel the subject matter to be relevant to their things, 2) there are knowing changes in terms of themselves that threaten and are rejected, 3) students meaningfully obtain learning by doing it, 4) students are involved in the learning process and participate in the learning process (Zagoto., M. M., & Nevy, Y., 2018).

Roger stated the characteristics of educators who facilitate students, namely: 1) responding to student feelings, 2) developing student ideas in designed interactions, 3) dialogue and discussion with students, 4) respecting students, 5) appropriate behaviour and actions, 6) the content of the student's frame of mind is adjusted (explanation meets student needs, 7) giving smiles to students (Zagoto, 2019; Sarumaha, 2018).

In this study, the existence of a teacher, which functions as a facilitator, can increase student learning motivation. No more students skip school, student actualization is increasing, academic ability in mathematics and language can be said to be successful, and students are more disciplined in critical thinking spirit (Zagoto., M. M., & Dakhi, O., 2018). Learning theory of humanism, learners learn to want to know their world. Individuals determine what is learned, seek to see the world around them and learn through their processes.

Learning Theory Learning Hierarchy (Robert M. Gagne) (Al Rasyidin and Wahyudin Nur Nasution, 2011)

Gagne divides the learning process into main phases and non-major phases, namely:

1. Receiving the stimulus situation (apprehending) phase is the phase of someone paying attention to a certain stimulus then grasping its meaning and understanding the stimulus to interpret it in various ways.

2. Stage of the Acquisition phase, in this phase, a person can obtain a capability that has not been brought before by relating the information received with previous knowledge.

3. The storage/retention phase is the information storage phase. Information is stored in the short term for a long time by repeating information in short-term memory, which can be transferred to long-term memory.

4. The retrieval / Recall phase is recalling or recalling information in memory. Then other steps are considered not central, namely:

a. In the motivation phase, before the lesson begins, the teacher gives motivation to students to learn,

b. The generalization phase is the phase of information transfer in new situations. To further improve memory, students can be asked to apply something with the latest information.

c. The appearance phase is the phase where students must show something visible appearance after learning something, such as learning sentence structure in their language can make correct sentences, and

d. In the feedback phase, students must be given feedback on what has been displayed (reinforcement).

Learning Theory of Discovery Learning (Jerome S. Bruner) (Baharuddin and Esa Nur Wahyuni, 2007)

Bruner states learning is an active process that allows humans to discover new things beyond the information given to them. For learning to develop children's intellectual skills in learning something knowledge (for example, a mathematical concept), the subject matter needs

to be presented by taking into account the child's stage of cognitive development/knowledge so that the knowledge can be internalized in the mind (cognitive structure) of the person. The internalization process will occur in earnest (which means the learning process occurs optimally) if the knowledge learned is learned in three stage models: the enactive stage model, the iconic model and the symbolic stage model.

1. Enactive Stage Model. In this stage, the presentation carried out through the child's actions is directly involved in manipulating (tinkering) objects. At this stage, the child learns knowledge actively studied using concrete objects or real situations.

2. Iconic Stage Model. The iconic stage is a stage of learning knowledge in which knowledge is represented (embodied) in the form of visual imagery, images, or diagrams, which describe concrete activities or concrete situations contained in the enactive stage.

3. Symbolic stage model. In this stage, language is a symbolic archetype. The child manipulates the symbols or symbols of particular objects. In this extended stage, learning is represented in abstract symbols, which are arbitrary symbols used based on the agreement of people in the field concerned, verbal characters (e.g. letters, words, sentences), mathematical symbols, and other abstract symbols.

Cognitive learning theory (Jean Piaget) (Dahar, Ratna Willis, Learning Theories, 1988:60)

In Piaget's view, there are two processes underlying the development of the individual world: organization and adjustment. To make our world acceptable to the mind, we organize the experiences that have already occurred. Piaget believed that we adapt ourselves in two ways: assimilation and accommodation. Assimilation occurs when individuals incorporate new information into their existing knowledge. Compromise occurs when individuals adjust to further details.

Piaget said that we go beyond development through four stages of understanding the world:

1. The sensorimotor stage, which occurs from birth to 2 years of age, is Piaget's first stage. At this stage, mental development is characterized by a significant advance in the baby's ability to organize and coordinate sensations (such as seeing and hearing) through physical movements and actions.

2. The concrete operational stage lasts from 7 to 11 years, is the third stage, Piaget. At this stage, the child can do logical reasoning instead of intuitive thinking because the review can be applied to specific or concrete examples.

3. The formal operational stage, seen between the ages of 11 and 15, is Piaget's fourth and final stage. At this stage, the individual transcends real-world, concrete experiences and thinks abstractly and more logically.

Remember that each stage can not move to the next step if the previous phase has not been completed. Each age cannot be the primary benchmark for a person at a particular stage because it depends on the characteristics of each developed individual concerned.

Theories of Meaningful Learning (David P. Ausubel) (Dahar, Ratna Willis, Learning Theories, 1988)

Ausubel suggests that learning is meaningful if the information to be learned by students is arranged following students' cognitive structure so that students can associate new knowledge with their cognitive structure.

According to Ausubel, Novak, and Hanesian, there are two types of learning: 1). Meaningful learning. Meaningful learning is a learning process in which new information is linked to the understanding structure that someone learning already has. Meaningful learning occurs when learners try to relate new phenomena to pre-existing concepts. 2). Learn to memorize (rote learning). If the idea that matches the recent phenomenon does not yet exist, then the new information must be learned by rote. Learning to memorize is necessary when a person acquires further information in the world of knowledge entirely unrelated to what he knew.

According to Ausubel, learning can be classified into two dimensions. The first dimension relates to how information or subject matter is presented to students through acceptance or discovery. Furthermore, the second dimension concerns how students can tell that information to existing cognitive structures. If the student tries to memorize the new information without connecting it with his cognitive system, then rote learning occurs. Conversely, if students relate or associate that further information with their mental structure, then meaningful learning happens.

Ausubel's meaningful learning steps are 1). Advance organizer. Early organizers can be used to help associate old concepts with new, higher-meaning images. 2). Progressive differentiation. In meaningful learning, there needs to be development and collaboration of ideas. The way inclusive elements are introduced first and then in more detail.

Reconstructionism

In philosophy, reconstructionism is a school that seeks to overhaul the old order and build a modern cultural life order. (Teguh, 2013) . Principles of Reconstructionism: (George R. Knight, 2007)

1. The world community is in a state of crisis. If the current practices are not reversed (fundamentally changed), then this civilization as we know it will be destroyed

2. The only practical solution to the problems of our world is the creation of a universal social order

3. Formal education can be a significant agent in the reconstruction of social order

4. Teaching methods must be based on democratic principles that rely on the original intelligence of the majority to contemplate and offer the most valid solutions to the problems of humanity

5. If formal education is part and parcel of the social solution in the present world crisis, then it must actively teach social change

3. The Relevance of Edward Lee Thorndike and John Broadus Watson's Behaviorism Learning Theory to Islamic Education

Islamic education, in general, has the following objectives: (1) Realizing humans with Islamic personality, (2) Training and guiding so that students master taqiyah, (3) Training and guiding students to master life sciences (IPTEK), (4) Train and guide students to have adequate skills. (Muchith, M. Saekhan, 2009). Islamic education is generally given by teachers in the form of teaching and learning processes. Learning is a relatively positive and sedentary stage of student behaviour change due to interaction with the environment involving cognitive processes. Such cognitive processes include perception or observation, responses or shadows, association and reproduction, fantasy, memory or memory and intelligence. (Zulhammi, 2015)
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Learning from an Islamic perspective is an obligation for every Muslim to improve degrees, increase knowledge, and increase faith. Learning results are expected to form people with confidence, character, and knowledge manifested in behaviour and daily activities. Reinforcement or reinforcement in the theory of behaviourism can be applied in the learning process to children, but if the support is not given, the habits that have been formed will be destroyed. (Rufaedah, Evi Aeni, 2017). In other words, reinforcement must always be provided so that the behaviour of students who have been created does not disappear.

3.1 Problems of Islamic Education

Problematic is derived from the English root word "problem", meaning, problem, problem or riddle. It also means problematic, i.e. uncertainty (S. Wojowasito-W.J.S. Poerwadarminta, t.th). In the Big Dictionary Indonesian, the word problem means problem, problem. Inappropriate means still causing problems, things that still cannot be solved,

problems. So, the meaning of a problem or problem is everything that needs to be found, the root of the problem to find a solution so that it can not cause problems in the future.

Muzayyin Arifin raised the challenges of Islamic education that must be addressed immediately as follows: (Djauhari, Mohammad Tidjani, 2008)

3.1.1 Value crisis

Almost every day, we get news about the phenomenon in this country, where sometimes something wrong is turned right, and something right becomes wrong. In fact, an entirely wrong person is still defended, and a righteous person is imprisoned for fighting for the right, while the wrong can act and walk freely like a person with no problems. It seems that virtue values are no longer valuable. There is even the slogan "forward fearlessly defending the paid". Those who have nothing even perish.

3.1.2 The crisis of the concept of a good view of the meaning of life

The glamorous life is everywhere. It seems that the current way of life is out of what life should be. Students seem to be proud of something that looks tacky, different from others, and worthy of sight.

3.1.3 The credibility gap crisis

The inhabitants of this country seem to have revered and applauded other than what they had to follow. Kiyai, ustadz, lecturers/teachers, religious leaders, and even parents no longer have authority over them. So that some parents have to deal with the rules (police) who, for reprimanding their biological children for inappropriate behaviour, are instead reported to the police on human rights (Human Rights) grounds. What they admire and even boast of is like those artists whose credibility is already not good in terms of morals, who should be morally sanctioned and even defended desperately.

3.1.4 The Crisis of Idealism

The most worrying present time is when students are more concerned with worldly elements than knowledge. Everything is measured, all money. "There is my brother's money, dear. No brother's money is kicked".

D. CONCLUSION

Learning activity is a positive and fun activity. It can help the learner build himself so that the learner can gain so much knowledge for the provision of the future. Learning can also transform the teacher so that he wakes up to become a better person in his behaviour and way of thinking. About the meaning of education, there are many definitions and various kinds, but in general, there are those who define; Education as a result of a nation's civilization developed

based on a nation's view of life as an experience that provides understanding, outlook, and adjustment for someone that causes them to grow.

The definition of education, expressly as stated by Ali Saifullah, is that education is a process of growth in which an individual is helped to develop his abilities, talents, skills and interests (KBBI, Language Center, 2008). So it can be concluded here that education is a conscious effort to instil abilities, both related to cognitive experience (knowledge power), affective (attitude aspect) and psychomotor (skill aspect) possessed by an individual. Suggestions from the results of the discussion above show that the existence of contemporary learning theory is expected to bring innovation to students, especially to get new things in their lives during class.

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