

The Internalization of Islamic Values in Social Sciences Learning

Helmi Aziz

Department of Education of Islamic Religion, Faculty of
Tarbiya and Teaching
Universitas Islam Bandung
Bandung, Indonesia
helmiaiz87@gmail.com

Asep Nursobah, Mahmud Mahmud, Agus Salim
Mansyur

Department of Islamic Education, Post Graduate
UIN Sunan Gunung Djati Bandung
Bandung, Indonesia

Abstract—Learning of social science in schools is an effort to encourage students to have attitudes, knowledge and skills competencies about human interaction with the environment and society, as well as committed to humanitarian and social values. In this case Islamic values learned by students can be the core foundation integrated in social studies. This research is aimed to enhance learning model based on integrated Islamic values to be internalized in students' cognitive on social science. The method used is qualitative approach using descriptive method. Research subjects are teachers and high school students in social sciences learning. This research is conducted in two Integrated Islamic Junior High School in West Bandung Regency in the semester of 2017. The result is able to develop students' thinking skills. So that all learning activities are more meaningful for students and learning outcomes can last longer. The conclusions of the study show that Islamic values can be effectively integrated into social studies subjects in junior high school.

Keywords—*integrated learning; Islamic values; social science*

I. INTRODUCTION

Learning of Social Sciences has long been developed and implemented in curricula in Indonesia, especially at the primary education level. This education cannot be denied has brought some results, although not yet optimal. In general, the mastery of social knowledge of basic education graduates is relatively sufficient, but the mastery of values in the sense of the application of values, social skills and social participation is not yet encouraging. These weaknesses are of course motivated by many things, especially the education or learning process, curriculum, managers and their implementation and other influential factors [1].

Based on these problems, there needs to be an effort to integrate subjects of Islamic Religion with social studies learning as an effort to internalize the values of students. This is based on a view that educational activities are a process of educating and developing a set of implicit values and norms in each field of study as well as the teacher [2].

On that basis, the development of a curriculum that seeks to integrate general knowledge and religious knowledge is needed [3]. The Development must be done through good planning, appropriate approaches, effective learning methods,

material that is integrated with appropriate Islamic values and evaluation of appropriate learning.

The development in question is the development of a curriculum that integrates Islamic values in social studies learning that has the opportunity to pursue the unity of the soul of the people who are all directed to worship and obey God. In addition, it can unite the meaning of the life of the world and the hereafter as a complete picture of the human concept as *abdullah* and *khalifatullah* [4]. Integration of Islamic values in students, can shape students into integrated personalities that are personal who are appropriate or in harmony with the purpose of human creation.

Previous research related to the internalization of Islamic values through curriculum integration has been carried out by many other researchers, as well as research conducted by Maimun Aqsha Lubis, et al. The main focus of the research is to examine the extend of the implementation of the integrated Islamic education system in Brunei Darussalam and to evaluate whether there is an evident needed to revise the current system [5]. Other research conducted by Anwar Mujahidin about Integrative Education Paradigm Based on Local Culture focused pada to find the essence of human being as the subject of education and how its relevance to the aims of integrative education [6]. Other research deals with Islamic values, J. Mark Halstead who mentions that: The remainder of the Editorial is concerned with the two main aspects of moral education in Islam: disseminating knowledge of what people should and should not do, and motivating them to act in accordance with that knowledge [7]. Based on previous research, there are differences with what researchers do. This research is focused on *to enhance learning model based on integrated Islamic values to be internalized in students' cognitive on social science*.

After the researchers conducted a preliminary study relating to the internalization of Islamic values in social studies learning that was applied in the Integrated Islamic Middle School of West Bandung Regency, researchers found several problems that needed to be developed, namely: (1) the absence of written guidelines that are used as a reference for integrating social studies subjects with Islamic values in the Integrated Islamic Middle School of West Bandung Regency, thus making the curriculum implementation process not well