INDONESIAN ISLAMIC EDUCATION ISSUES: LEARNING MODEL DEVELOPMENT

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This article aims to provide a comprehensive analysis of learning models and their evolution in addressing challenges within the context of Islamic education. This study employs a literature review methodology, wherein researchers engage in a sequence of activities, first with the collection of pertinent literature pertaining to learning models, followed by the reading of said material, compilation, analysis, and presentation of the findings within this article. The present study effectively revealed several optimal learning models that can be selected by practitioners in the field of Islamic education. While Islamic educational institutions employ several teaching methodologies, the integration of these models can effectively foster a dynamic and engaged learning environment within the classroom. Individual students has distinct qualities, and the efficacy of the instructional approach is contingent upon the unique attributes of each learner. The implementation of diverse learning models by educators within Islamic educational settings is a strategic approach that has the potential to enhance the effectiveness of students' learning modalities within the classroom setting. This approach facilitates the implementation of diverse strategies that possess the capacity to efficiently address the distinct requirements and inclinations of individual students.

Keywords: Learning models, Islamic education,

The process of education and learning in the scope of Islamic education can choose and adopt various learning models, both learning models based on Islamic

intellectual traditions and learning models derived from modern educational theories. The choice of the right learning model in the scope of Islamic education depends on a number of educational and learning variables, ranging from the characteristics of students, the competence of educators, the educational environment, the level or stage of education, the competence to be achieved, the psychological condition of the learners, and others. To choose the most appropriate learning model, educational practitioners need to understand more precisely what the true definition of the concept of learning is? What strategies can be applied to successfully integrate efficient learning models into the classroom environment? For certain individuals, initiation into new experiences serves as a means of acquiring previously unknown knowledge. Learning can be defined by some as the cognitive process of retaining and recalling knowledge given to individuals (Manichander et al., 2005: 5). There is an alternative perspective adopted by certain organizations that argue that the learning process includes the capacity to effectively apply acquired knowledge in a practical context (Hinson, 2000: 9). In reality, the description of the right learning has no significance, if the characteristics and paradigms of education used do not refer to the right theory. Based on empirical evidence, the learning process covers a wider scope than is often known (Syah, 2010: 25). Recent research has produced insights that can improve the efficacy and success of the learning process. The learning model is a key aspect of this study that can be utilized by educators to improve the quality of learning in educational institutions.

Learning models and theories include a collection of fundamental ideas that explain the optimal methods used by individuals to acquire, assimilate, and store information during their educational journey (Huda, 2013: 34). Gaining a comprehensive understanding of this process can facilitate the development of effective learning experiences. In addition, some educational models offer practical frameworks that can

serve as blueprints for achieving optimal performance. If someone has a tendency to acquire knowledge and skills related to the learning model, then he can choose the right and relevant learning model for students. There are many models that can be explored. However, determining the right starting point can sometimes be a challenge for educators. Considering the above, the study in this scientific article identifies several selected learning models that are considered important and relevant to addressing Islamic education issues. The models described in this article have the capacity to change and improve the learning process and methodology in the scope of Islamic education.

Method

The researchers doing this study employ a methodology known as literature study, which entails carrying out a number of tasks, beginning with the collection of literature that is pertinent to the learning model, followed by reading the literature, compiling it, analyzing it, and finally incorporating it into this article. The material that was chosen is as pertinent to the learning model in the field of Islamic education as is humanly conceivable.

Results and Discussion

Learning Model Concept

A learning model is a framework that describes the learning mechanism (Yamin, 2014: 8). In essence, a learning model refers to any approach or methodology used for the purpose of acquiring new skills or knowledge (Huda, 2013: 21). These models will then be implemented into different learning styles and activities. There is a uniform learning model that can be found in the educational and learning literature. Sometimes, these models can show a high level of effectiveness but their reliability is not always seen consistently. Responsibility for this situation cannot be placed on educators and students. Variations in learning styles and activities

between individuals can be attributed to the underlying scientific principles associated with each style (Sutiani, 2021: 136). Therefore, gaining an understanding of the process is the most effective approach to implementing various educational strategies and models. There are many main learning models that can be implemented in the learning process. Each learning model explains the procedural aspects and related learning styles that are intended to be achieved from each learning model.

Kolb's Learning Style Model

The Kolb's Learning Style Model, also known as the Experiential Learning Model, is a theoretical framework that seeks to understand how individuals learn through their experiences (Herrington et al., 2014: 23). This learning model emphasizes the topic of experiential learning theory and its relationship to learning styles. According to the model proposed by David A. Kolb, the learning process can be conceptualized as consisting of four distinct stages (Pietzonka & Kolb, 2021: 102). First, the concept of concrete learning refers to the process of acquiring knowledge and understanding through direct and immediate experience with real-world objects or situations. Second, the concept discussed is reflective observation. Third, the process of abstract conceptualization refers to the cognitive ability to understand and manipulate ideas and concepts that are detached from real and tangible objects. Fourth, active experimentation refers to the process of actively engaging in hands-on activities or experiments to gain knowledge, test hypotheses, and acquire knowledge (Sudria, 2018: 74–75).

In the initial stage, learners are presented with new information or modified versions of previous encounters. This then gives rise to the next phase, where the learner introspects on the above events. The understanding of this experience depends on the learner's interpretation. Based on this understanding, individuals engage in an abstract conceptualization process, where they generate new concepts or adapt existing

concepts (Hsiao, 2017: 13–14). Based on this understanding, individuals engage in an abstract conceptualization process, where they generate new concepts or adapt existing concepts. The final stage includes all the understandings gained in the previous three stages. Next, the individual proceeds to apply these acquired competencies in practical situations, thus triggering further iterative processes. Based on this particular framework, it is suggested that there are four different categories of learners:

First, convergent learners tend to focus their attention on the third and fourth stages of the learning cycle. They derive pleasure from engaging in experimental activities. These individuals are required to use their expertise in practical situations. This is why individuals derive satisfaction from engaging in technical work. Second, individuals classified as divergers exhibit a learning style characterized by a tendency toward increased creativity. They derive pleasure from engaging in extensive imaginative processes, which facilitate the generation of innovative concepts. Divergent individuals place significant emphasis on the first two stages of the cycle. Third, assimilators are learners who effectively integrate new information into their existing knowledge base. To enhance their knowledge absorption abilities, individuals exhibit a preference for engaging in conceptualization and reflection. Fourth, accommodators are those who embrace new activities with a receptive attitude, exhibiting a learning style characterized by a willingness to adapt and accommodate new information. The individuals' preferred learning style is characterized by a practical style, resulting in a tendency to allocate most of their time to the later stages of the learning cycle.

VARK Learning Model

The VARK learning model [Visual (V), Aural (A), Read/Write (R), and Kinesthetic (K)] is a framework that categorizes an individual's preferred learning styles based on four main modalities: visual, auditory, reading/writing, and kinesthetic (Mozaffari et al., 2020: 15–19). This model aims to

provide educators and learners with a better understanding of how things work. The acronym VARK is used to represent the learning model. The acronym refers to four different learning styles, namely visual, auditory, reading/writing, and kinesthetic (Drago & Wagner, 2004: 11). Based on this theoretical framework, each individual involved in the learning process experiences one of three different processes.

According to research, individuals who show a preference for visual learning tend to have a higher likelihood of remembering information presented visually, compared to auditory stimuli. Similarly, individuals with an auditory learning style show optimal information absorption when exposed to aural stimuli, while individuals with a preference for reading and writing may gravitate toward either modality. On the other hand, kinesthetic learners acquire knowledge most effectively through active engagement and hands-on experience (Drago & Wagner, 2004: 12). This model classifies learners into two distinct categories. Individuals classified as Type One learners have the ability to adapt and transition between the four different learning styles as needed. Meanwhile, type two learners are generally categorized as slow learners due to their exclusive preferences (Liftig, 2021: 18).

Gregorc Learning Model

The Gregorc Learning Model is a theoretical framework that attempts to explain and understand individual differences in learning styles (Huda, 2013: 13). Developed by Anthony F. Gregorc, this model argues that there are four different learning styles: concrete sequential, abstract sequential, abstract random. The Gregorc learning model examines in depth the cognitive processes of the human mind (Rahal, 2010: 39). Based on the concept proposed, it is stated that the mind shows a dominant quadrant. The dominance of this quadrant in mental activity results in the determination of an individual's learning style.

The initial learning mode discussed is concrete sequential learning. These students acquire knowledge and skills

through practical and experiential learning methods. In this type of learning, the utilization of all sensory modalities is observed. In addition, an additional concept that needs to be considered is the concept of concrete randomness. Individuals with this cognitive ability have the capacity to efficiently enter information into memory, then use pre-existing knowledge to analyze and understand the information obtained (Yamin, 2014: 167). In order to gain proficiency in playing the ukulele, one needs to establish a connection between the strumming pattern and the instrument they are already familiar with. In the future, there are individuals who have a preference for abstract sequential learning. In order to provide a productive learning experience, individuals who exhibit this particular learning style require a structured educational environment that incorporates a variety of teaching resources, with a particular emphasis on visual aids. It can be observed that abstract random learners show a tendency to operate in a disorganized manner. The individual mentally organizes knowledge based on his or her own subjective interpretation.

Hermann's Brain Learning Model

The Hermann Brain Learning Model refers to a theory that categorizes individuals into four different thinking styles based on their dominant brain hemisphere. The Hermann Brain Dominance Instrument (HBDI) is a theoretical framework developed to provide a systematic approach to distinguishing an individual's preferred learning style. Based on research findings, individuals can be categorized as thinkers, organizers, humanitarians, or innovators (Meneely & Portillo, 2005: 156). Theorists point to a tendency toward sequential learning, which allows them to effectively remember and recall material. The organizer's ability to assimilate new information depends on its systematic organization. Humanists prioritize interpersonal cognition, and their educational efforts therefore encompass the realms of emotion, sentiment, and articulation of thought (Meneely & Portillo, 2005: 157). Students pursuing humanities studies often engage in

collaborative group work. Innovators use existing information to generate new knowledge. These students demonstrate exceptional proficiency in problem solving and critical thinking skills.

Felder-Silverman Learning Model

The Felder-Silverman learning model is a theoretical framework that aims to categorize individual learning preferences based on various dimensions. Developed by Richard Felder and Linda Silverman, this model proposes that learners have different strengths and preferences in four keys (Graf et al., 2007: 80). This pedagogical framework is based on the idea that individuals have different tendencies in their approach to acquiring new knowledge. Some individuals may have a variety of preferences, while others may experience transitions between different preferences. Active and reflective learners show a strong tendency to engage in practical and experiential activities. The ideal learning approach for them is active learning. In contrast, those with sensory and intuitive learning preferences tend to focus their attention on textual information, facts, and abstract ideas. Individuals may be exposed to previously established concepts and show ease in retaining them (Graf et al., 2007: 81).

Honey Mumford Learning Model

The Honey Mumford Model is a theoretical framework that is widely used in the field of learning and development. It was developed by Peter Honey and Alan Mumford, and provides a structured approach to understanding and defining the concept of learning (Mumford & Honey, 1986: 5). The Honey and Mumford model and Kolb's model show striking similarities. Both models describe many well-known and well-studied learning styles. There are several learning models, ranging from activists, theorists, pragmatists, and reflective individuals. Activists are individuals who actively participate in practical activities as a means of gaining knowledge. Theorists are those who show a preference for gaining knowledge through the examination and analysis of facts and numerical

data (Mumford & Honey, 1986: 5). Pragmatists are individuals who engage in the process of conceptualizing and experimenting with concepts, with the aim of later gaining knowledge from those experiences. Reflective individuals: These students engage in the process of observing and gaining knowledge from their observations (Mumford & Honey, 1986: 6).

4MAT Learning Model

The 4MAT Learning Model is a theoretical framework that aims to enhance the learning experience by incorporating four different learning styles: concrete experience, reflective observation, abstract conceptualization, and active experimentation. This model provides a structured approach to teaching that accommodates many people (Nicoll-Senft & Seider, 2009: 21). The 4MAT learning model can be considered an extension of Kolb's model. However, it presents four different learning styles: imaginative, analytical, dynamic, and common sense. According to the theoretical framework proposed by this paradigm, people who prioritize experiential learning are classified as common sense learners. The experiences mentioned above are perceived and interpreted by those who have a tendency towards imaginative learning, while those who show analytical learning tendencies actively use and improve conceptual ideas. Dynamic learners apply all the processes involved in the learning process, with the main emphasis on their own interpretation.

Cognitive Learning Model

The cognitive learning model examines how individuals reason. Mental processes are essential to understanding how we learn. Cognitive theory recognizes that internal and external factors can influence students (Suparno, 2008: 14). Plato and Descartes were two of the earliest philosophers to study human cognition and how we think. Many other researchers have delved deeper into the concept of how we think, requiring further investigation. Jean Piaget is a leading figure in the field of cognitive psychology, and his research

concentrated on the impact of the environment and internal structures on learning (Carey, 2015: 13). Cognitive theory has evolved over time, splitting into subtheories that focus on different aspects of learning and understanding. Cognitive theory states, at its most basic level, that internal thoughts and external forces play a significant role in the cognitive process. And when students gain an understanding of how their thoughts influence their learning and behavior, they gain greater control over them. Cognitive learning theory influences students because understanding their thinking processes can facilitate their learning. Teachers can provide opportunities for students to ask questions, fail, and think out loud. These strategies can help students understand how their thinking processes function and use this understanding to create better learning opportunities.

Behaviorism Learning Model

The behaviorism learning model argues that a student's behavior is determined by their interactions with their environment. This suggests that external forces rather than internal forces influence and teach behavior (Waruwu, 2004: 17–18). Since the 19th century, psychologists have refined the concept of behaviorism. Behavioral learning theory is the foundation of psychology that can be observed and measured. Positive reinforcement is a major component of behaviorism; classical conditioning as observed in Pavlov's dog experiments suggests that behavior is directly motivated by the possibility of reward. Teachers can use positive reinforcement to help students learn a concept more effectively. As a direct consequence of behaviorism, students who receive positive reinforcement are more likely to retain information in the future.

Constructivism Learning Model

The constructivism learning model is based on the idea that students create their own learning based on previous experiences. Students combine what they are taught with their previous knowledge and experiences to create their own reality. This learning theory emphasizes learning as an active,

personal, and unique process for each student (Sarnoto, 2015: 48). Each student will bring their own history to class every day, and teachers can use constructivism to help students understand this. In a constructivist classroom, teachers act more as guides to help students construct their own learning and understanding. They help them create their own processes and realities based on their past experiences. This is important to help students of all types incorporate their own experiences into their learning.

Humanist Learning Model

Humanism is closely related to constructivism. Humanism focuses explicitly on the concept of self-actualization. Each person operates according to a hierarchy of needs. Self-actualization is at the top of Maslow's hierarchy of needs; it refers to the brief moments when a person feels that all of his or her needs have been met and that he or she is at his or her best potential. This is the goal of each person, and the learning environment can progress or otherwise in meeting these needs (Farida, 2015: 136). Teachers can foster a classroom environment that facilitates students' self-actualization. Educators can help students meet their emotional and physical needs by providing a safe and comfortable learning environment, adequate food, and the necessary support. This environment is most conducive to learning for students.

Connectivism Learning Model

Connectivism is one of the newest learning theories in education. It emphasizes the idea that individuals learn and develop through social relationships. This may include relationships with each other or with their tasks and responsibilities in life. Hobbies, goals, and people can all serve as connections that influence learning (Huda, 2013: 139). Connectivism can be used in the classroom to help students make connections to things that stimulate them, thereby enhancing their learning. Educators can use digital media to create meaningful learning connections. They can facilitate the formation of

connections and relationships between their students and their peers to motivate students to learn.

Transformative Learning Model

The transformative learning model is an excellent strategy for adult education and young adult education. Transformative learning theory, also known as transformational learning, focuses on the concept that learners can modify their thinking based on new information (Dale & Hyslop-Margison, 2010). Jack Mezirow developed this learning theory after conducting research on adult women returning to school. His preliminary research revealed that adults did not apply their previous understandings to new situations and that gaining new perspectives helped them gain new understandings about things as they changed. Mezirow also believed that students have significant learning and teaching opportunities related to their previous experiences, and that reflection and critical review can lead to transformations in their understanding.

This approach is effective for adult learners, because children's learning and life experiences do not undergo the same transformations. Adult learners can learn what they need to believe and understand as adults by taking their childhood experiences and transforming their beliefs and understandings through critical reflection. This theory asserts that the more we learn, the more our worldview changes, allowing us to understand new concepts and ideas. By taking in new information that helps us evaluate previous ideas, students can make significant educational changes beyond the norm. Teachers can apply this learning theory by encouraging students to gain new perspectives while interrogating their preconceived notions and opening up discussions to strengthen their new lines of thinking.

Social Learning Model

The application of social learning theory can be a useful strategy for dealing with disruptive and troublesome students. This theory focuses on the idea that children learn by observing others by either imitating or not imitating the behavior of

their classmates. For example, they may observe a classmate politely asking for a treat and receiving it, or they may hear classmates discussing something they have just learned, which teaches them something new even though it is not something they would try themselves (Bandura, 1999). Albert Bandura founded this learning theory. In the early 1960s, he conducted an experiment known as the Bobo doll experiment, in which he studied children's behavior after observing adults acting aggressively with a doll-like object. After attacking the doll, he observed the children's reactions when the adults were rewarded, punished, or given no consequences. Bandura published his findings in 1977, explaining how social learning theory influences the development of student behavior (Bandura, 1986).

Four elements make up social learning theory: (1) Attention, which requires unique or special lessons or activities to help children concentrate. (2) Retention, emphasizing how students will internalize information and remember it later. (3) Reproduction, utilizing previously learned behavior and determining when to apply it. (4) Motivation, which can be obtained from observing peers receive rewards or punishments for their actions (Ramdani, 2018). By utilizing social modeling based on these elements, teachers have a very powerful tool that can be used to effectively guide students to be more engaged in learning, pay more attention, and channel their energy into schoolwork.

Experiential Learning Model

The experiential learning model emphasizes experiential learning. Using this theory, students are encouraged to gain knowledge through experiences that aid in the storage and recall of information (Green, 2005: 12). In 1984, David Kolb identified experiential learning theory, or ELT. Kolb was able to identify four phases of ELT although he was influenced by other theorists including John Dewey, Kurt Lewin, and Jean Piaget. The first two phases, concrete learning and reflective observation, center on gaining understanding of an

experience. The goal of the latter two, abstract conceptualization and active experimentation, is to transform an experience. According to Kolb, effective learning occurs when learners complete the experiential learning cycle. Students can enter this cycle at any time and through any means. Some examples of this form of learning include taking students to the zoo to learn about animals rather than just reading about them or planting a garden to learn about photosynthesis rather than watching a video about animals. By creating an environment where students can learn and experience simultaneously, teachers provide students with an opportunity to immediately apply their knowledge and gain practical experience. This strategy also encourages collaboration and has been shown to increase motivation.

In order to include these learning models inside Islamic educational environments, instructors have the authority to create and employ targeted strategies and procedures. It is imperative to prioritize the acquisition of a comprehensive education in order to develop a diverse range of teaching and classroom management techniques. In order to effectively implement learning theories and models in Islamic educational environments, it is imperative for educators to possess a comprehensive understanding of these concepts. A comprehensive grasp of learning theories enables educators to effectively engage with students from diverse backgrounds. Educators have the ability to prioritize different learning styles in order to effectively engage a wide range of students, hence facilitating instruction that is specifically customized to meet the unique needs and abilities of students within Islamic educational environments.

Conclusion

While there exist multiple pedagogical approaches within Islamic educational contexts, the integration of different models can effectively foster a dynamic and engaged

learning environment within the classroom. Individual students have distinct qualities, and the efficacy of the instructional approach is contingent upon the unique attributes of each learner. The implementation of diverse learning models by educators within Islamic educational environments is a strategic approach that has the potential to enhance the effectiveness of students' learning experiences within the classroom. This approach facilitates the implementation of diverse strategies that possess the capacity to efficiently address the distinct requirements and inclinations of individual students. There are a multitude of models that propose active student engagement within Islamic educational environments. One of the most intriguing ideas is to the utilization of modern learning methodologies, including online learning platforms, digital whiteboards, and complementary tools.

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