

Based on the explanation above, so this study aims to determine which principles that were implementing in the teaching and learning activities and how the implementation of these principles in an Islamic modern boarding school Darussalam Gontor IX.

2. Research Method

This study used the descriptive-qualitative method, that is a study which attempts to describe an effort of principles implementation in the religious education. The approach used in this study was a naturalistic approach. Through this approach, researchers have a role as a human instrument, and thoroughly adjusting to a reasonable situation with the natural setting, based on the state of the entered environment. (Yuonna S. Lincoln and Egon G. Guba: 1985). Naturalistic approach is viewed suitable with the issue of this study, because the getting data about a symptom from the field, was more concerned with the deeds and the respondent's statement.

The Data collection techniques used in this research, through a deep observation, that was a direct observation and in the midst of the object to be studied. Besides that, it also conducted a deep interview regarding to the implementation of the principles about religious education in this Islamic modern boarding school Darussalam Gontor. The data were also collected through the documentation, namely to obtain other relevant data to the research object.

After the data are collected in a holistic manner, neither the data observation, nor the interviews and documentation, then it analyzed qualitatively, that used a descriptive and comparative analysis, by explaining and interpreting the objective rationally and consistently with the purposes and problem of the research. The validity of the obtained information that carried out by the triangulation techniques, with steps of analysis of the data that is recommended by Miles and Huberman (1984), namely through data reduction, display and verification.

Parameters that are held in taking the conclusion about the measures of the information value, that obtained from the field, either in the form of observation, nor in any interviews and documentation form were, if all the behavior observed in accordance with the general framework of observation and interviews that have been done by well, so it can be considered very good. If the observed behavior apparently was largely in accordance with the framework of observation and interviews, it can be considered good. When it was appropriate partly, it can be considered less or not good. The good size of a behavior displayed or information presented assessed on the basis of parameters that has been determined, and the fulfillment of the goal. This rule is used to assess the learning principles of Islamic education and its implementation are realized by the teachers of Islamic Modern Boarding School Darussalam Gontor IX Kalianda South Lampung in the learning process of Islamic education is, either in or outside of the classroom.

3. Result and Discussion

3.1 Result of Study

The results obtained during the study can be seen in following Table 1 below:

No	Principles of Learning	Description of Implementation
1	Activity	Activity of learners who performed daily routinely, began from waking up until back to sleep, which started at 4:00 in the early morning, until 22:00 PM
2	Modeling	Is exemplary teachers to learners in various sectors, especially in relating to the religious and worship of amaliyah and karimah.
3	Habituation	Is a habituation for all students and even the entire people in this school to realize the karimah-amaliyah worship and good morals, either in the classroom or outside the classroom

During the study, seen that the three principles taught above simultaneously realized in the reality of learners' daily life, both in and out of the classroom. It was appropriated with the educational character of this Islamic modern boarding school Gontor IX that contained any elements such as, ta'dib (ethics), tarbiyah (education), 'amaliyah (practice) and eventually lead to the character of takwin (formation) of the independent learners that educational.

3.2 Discussion

Based on Table 1 above, seen that have not all learning principles yet applied in the teaching and learning process at this Islamic modern boarding school. However, from those three principles of learning that have been applied, have already seen the positive influence toward the students' character or morality. The third principles of learning that have implemented above, will discussed detailly in below:

a. Principle of Activity

Activity is the important principle in the teaching-learning interaction. In the learning activity, there are some principles that oriented on the psychology viewed, those are accordance to the view of old and modern psychology. In the view of the old psychology, activity is dominated by the teacher, meanwhile it according to view of modern psychology, activity is dominated by students. Learning activity is a very important thing for students, because it provides an opportunity for students to interacted with the object being studied as widely as possible, because by that, the process of knowledge construction that happened will be better. The learning activities needed, because in the principle, the study is an activity to change the behavior, so do the activities. There is no learning if there is no activity. Thus, it can be understood that the learning activity is a student engagement in the form of attitudes, thoughts, attention in learning activities to support the success of the teaching-learning process and to get benefit from these activities.

Teaching is the guidance of the learning experience (Risk: 1998). The learning experience may only be obtained, if the learner with the activity itself reacts to its environment. This matter means, that the success of the learning process is

determined by the intensity of the learners' active. That is why, the activity is a very important principle in the learning process. Furthermore Montessori asserted that children have the powers to develop by themselves, formed their own (Sardirman; 2000). From this, it can be understood that the learners in the learning process should be more active, because the substance of learning are act, react and do by self. The next was the application of the activity principle in religious education can be held through the congregation prayer activity, teachers instruct students to demonstrate the correct way intake wudhu, memorized the prayer and short letters and etc.

By the implementation of the principle of activity, it means that the this Islamic boarding school have provided an ample scope for the student involvement actively. The student involvement actively in the form of activity including to attitude, thought and attention in the teaching-learning process. With this pattern, it can be ascertained that the students may have high spirit of learning and achieved the optimal learning. In other words, that the implementation of this activity principle will encourage the growth of student's independence character.

b. Principle of Exemplary

As an educational institution based on Islamic values, then the modern boarding school gontor also applied the principle of exemplary. Education with exemplary means the education by giving the sample, either in a direct, by hope it will be imitated by the learners. In the perspective of psychology, impersonation or identification to something were a tendency or instinct (gharizah) that inherent in every human being, including figure imitating to an admired figure. Associated with this term, Abdurrahman Al-Nahlawi asserted that "In fact the need for exemplary figures sourced from imitating trend that has become a human character" (al-Nahlawi: 1983).

In addition, further Abdullah Nashih Truly exemplary Ulwan explained that, the exemplary was a great influence in determining the morals of children. If the educators were honest, trustworthy, noble, brave and abstain from the contrary acts with the religion, then the children will grow in honesty, noble, brave and abstain from contrary acts to the religion. Conversely, if educators were liar, treacherous, greedy, timid, and contempt, then the child will grow up in a lie, treasonous, seditious, miserly, timid, and despised (Nashih: 1996). This context confirmed that the exemplary education was the most appropriate to be a role model of learners, this matter certainly the moral values to be held by the educators may should be harmonized with the words in accordance of the Quran Surah Al-Baqarah, verse 44, as well as the conception which has realized by the Prophet Muhammad SAW with the success of the Islamic mission until to the corners of the world. This success cannot be separated from the ideals that he had. In accordance with the Word of Allah Surah al-Ahzab, verse 21. Thus the Prophet provided a good exemplary to his people, so it can be used as a mirror and guidance in real life. Therefore, it was proper that the deals made to be one principles for Islamic education teachers, because the exemplary have a very large effect on the continuity of the learning process and the formation of PAI personal, moral and religious students.

Looking at the urgency of this principle, this Islamic boarding school has a level of seriousness and the attention that high to implementation it. All teachers in the Islamic modern boarding school gontor's environment, have an obligation to provide a good example for students. By this exemplary, expected that all students will also have an exemplary soul, that can be a guide of the environment which they live. In the other words, an exemplary implementation of this principle will make the students as an example for those people around him/her.

c. Principle of habituation

Habituation is the one of a very vital educational tool for educators and learners. Because, by this good habituation, will also implication to the good things, within the scope of family education, school and community. The habituation or habit is a certain behaviors that are automatic, without premeditation, and apply without thinking (Suardi: 1996). A similar definition stated by Hamzah Jacob, that habit is the act that always repeating, so it becomes easier to do (Jacob: 1983). Good habituation will certainly have an implications for the formation to the learners' character. The habituation in religious education should start early, either it doing at school or out of school, and in the family scope, of course by giving a religious exercises, both associated with worship, such familiarize of five daily prayers, fasting Ramadan, read al- Qur'an and memorize short verses, greeting when getting in and out of the house or when met someone on the road, read basmalah and hamdalah when to start and finish a work, and so on. Such habituation was in introducing by the hadith of the Prophet, which asserted that "From 'Amr Ibn Shu'ayb from his father from his grandfather said, that the Prophet SAW said: Bring your children to perform Salaah when he/her has seven years old, and beat them if reluctant to implement it. When he/she was ten years old, then separate his/her bed. (HR. Abu Daud). This habituations in this religious education, must be adjusted to the level of growth and learners' mental development. The format of related habituation with the Islamic character were a well-spoken, neatly dressed, respect for parents, loving younger. Furthermore, the character that associated with social worship were helping each comrades who suffered, giving shodaqoh to the poor people, participate in a mutual cooperation at school and in the community and so on. To realize the habituation in a religious education, the religious teachers should have a personality that can reflected the teachings of religion, because without a good personality, it is difficult for the teachers to inculcate the religious habituation on the learner.

Furthermore, the implementation of the learning principles of Islamic education in the learning process is a setting of the functional relationship between the principle of PAI learning with the variety of activities in the framework of the its implementation of the learning process in the classroom (Azhar: 1993). Further emphasized, that the principle of PAI learning is a things or a learning behavior that fundamental and it will always appear, which describes the level of the subject engagement activities that have mentally character, psychologically and physically in the implementation of the learning process (Azhar: 1993). The PAI learning principles referred to, it can be reviewed through the four dimensions as following below:

1. Dimensions of subjects (students), are:

- A courage to realize the interest, the desire and urge inside him/her, when the learning being processed.
- The desire and courage to seek an opportunity to participate in the learning process.
- The Various efforts and creativity in solving the learning process.
- The encouragement of curiosity that is greater from the learners to know and to do something new in the context of the learning process.
- A freedom and spacious sense of doing something, without a pressure from anyone in the implementation of the learning process.

2. Dimensions of Educators (Teacher), are:

- An effort to foster and encourage the learners in improving their enthusiasm and participation in the learning process.
- The ability to serve the function and role of the teacher as an innovator and motivator who always desire to discover a new thing in the learning process.
- An attitude that is not dominated in the learning process.
- Provide an opportunity for learners to learn in a way, rhythm and ability level of each learner in the learning process.
- The ability to use a learning strategy as well as multi-media approach in the learning process.

3. Dimensions of the program, are:

- Instructional objectives, concepts and content that can fulfilled the needs, interests and the abilities of learners in the learning process.
- Programs that allow the development of the concept and activities of learners in the learning process.
- Programs that are not rigid in defining a method and media, in order can be understood by all learners in the learning process.

4. Dimensions of Learning Conditions, are:

- The Learning conditions that embody to the teacher-student communication, student-teacher communication, and student-student communication that are intimate, in order to implement the learning process.
- The existence of excitement and joy of learning among of students at the time of the learning being processed (Azhar: 1993)

Based on the statement above, it can be concluded that all four dimensions of the implementation of this principle PAI learning can realize maximally, if its offset with the approaches, methods and appropriate learning strategies. Although the none of the approaches, methods and learning strategies those were ideal, because each thing has its weaknesses and strengths. Precisely, this matter is what the teachers required to determine and choose the components carefully and cooperative, so that it will produce a maximum results in a cooperative and interactive learning process. Referring to the implementation of the three principles of learning above, the three relations to the change of behavior principles as a result of learning, can be seen from the Figure 1 below:

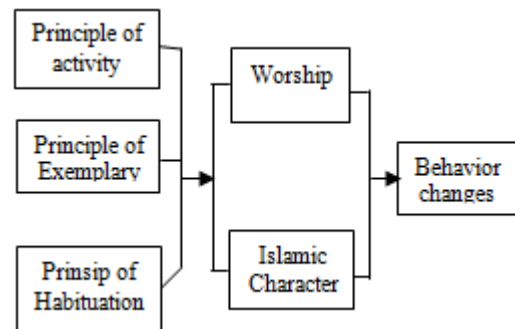


Figure 1: The relationship between implementation of Learning Principle and Change of Students' Behavior

As it has described above, can be confirmed that the three principles taught, have each parameters, that if each implemented, it may expected to produce a changes in behavior, in cognitive, affective and psychomotor aspects. The Parameters of the *aspects of activity* in religious education is the **worship**, which is implementing through a variety of ways, such as the implementation of the prayers, to dramatize how the right and true in ablution, memorize the verses or short prayers, the exercise of bathing the corpse and pray it, the exercise in Islamic speech, the student activities during holidays or great Islamic celebration days and Ramadan, those are poured in the form of a report. The **Social activities**, such as to visit and help friends who are sick, or the family member's who death and misfortune, fundraising or donations for friends or the people around him who got disaster or calamity.

The Parameters of an *exemplary aspect* of a teacher that is **worship**, either in mahdhah or ghairu mahdhah. **Islamic character**, such as patient, sincere, honest, good speech. The parameters of the *habitation aspects*, includes amaliah **worship** that related to regard to religious education, such as mahdhah and ghairu mahdhah worship. **Islamic Character**, such as familiarizing to speak a good word, dressed neatly, especially when facing Allah, respect for parents, love to younger and so on.

4. Conclusion and Suggestion**4.1 Conclusion**

Based on the description in the discussion above, it can be concluded that there are three principles in teaching of religious education that implemented by the teacher in Islamic Modern Boarding School Darussalam gontor IX, Kubu Panglima Village, Kalianda District of South Lampung. The three principles of learning are: the principle of activity, exemplary and habituation. The **first principle**, an activity of learners who performed in a daily, began from waking up until back to sleeping, which started at 4:00 of the early morning, until 22:00 P.M. Furthermore, the **second principle** is an exemplary of teachers to the learners in various sectors, especially in a relation to amaliah-karimah worship. Meanwhile the **third principle** is the habituation to all students, even all citizens in this Islamic boarding school around to realize a worship of amaliah and good attitude, either in or outside of the classroom.

The principles Implementation of religious education in Islamic Modern Boarding School Darussalam Gontor IX, Kubu Panglima Village, Kalianda District of South Lampung regency, associated to the three principles of teaching, namely (principle activity, exemplary and the habituation) realizing simultaneously in the reality of the students daily live, either in or outside of the classroom, because the educational process of this Islamic boarding school were contained an element of ta'dib (ethics), tarbiyah (education), 'amaliyah (practice) and finally, it estuaried on the takwin (formation) of independent learners who educative.

4.2 Suggestion

Referring to the description above, it is necessary to be carried out the deeper research that related to the application effectiveness of the learning principles and its influence to the success of the education program (achievement of learners), the characteristics or students' morals, students' success in community of live. It may should also to be carried out the related research with the constraints or problems that faced by the teachers in the application of the learning principles, in order to these principles can also be applied in other Islamic boarding school or educational institution.

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