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Dissemination of *Kaffah* Model of Learning through In House Training (IHT)

Syahrial A.[1,2*], Joni Rokhmat[1,2] , Agus Ramdani[1,3] , Aliefman Hakim[1,4] , AA Sukarso[1,3], Endang P. Handayani[5]
[1]Science Education Doctoral Study Program, University of Mataram, Mataram, NTB, Indonesia.
[2]Physics Education Study Program, University of Mataram, Mataram, NTB, Indonesia.
[3]Biology Education Study Program, University of Mataram, Mataram, NTB, Indonesia.
[4]Chemistry Education Study Program, University of Mataram, Mataram, NTB, Indonesia.
[5)] 23 Cakranegara State Elementary School, Mataram, NTB, Indonesia
*Corresponding Author: syahrial_ayub@unram.ac.id

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Abstract—This study describes the responses of prospective teacher students to learning the Bernoulli principle. The research design used descriptive research with a sample of 38 prospective teacher students from PGMI State Islamic University of Mataram. Data was obtained from response questionnaires with 3 indicators, namely happy, easy to understand and useful. As a result, the response of prospective teacher students to *Kaffah* learning is very good and has a positive impact on them. *Kaffah* learning integrates religion, science, application and meaningfulness from a single concept. This learning is expected to contribute to the development of the ability of prospective teacher students in planning, implementing and evaluating learning.

Keywords— Student responses to prospective teachers, *Kaffah* learning, Bernoulli's principle

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1. Introduction

Dissemination is the process of disseminating innovation products that are planned, purposeful and well managed, including ideas, ideas and others. Dissemination is carried out with careful planning through discussions and other forums. The dissemination steps include: 1) determining and understanding the objectives, 2) identifying the message or core product to be disseminated, 3) understanding the dissemination target, 4) determining effective methods and media in conveying, 5) evaluating teachers' understanding of messages and products and analyzing strategies that are in accordance with the problems faced. Learning dissemination is an increase in public understanding of renewable energy in the form of wind energy and wind turbine conversion tools which are part of the application of renewable energy-based technology for island communities [1]. [2], MIKIR-based learning applied is one of the creative and innovative learning methods. So that the realization of maximum learning for students. Studies show that dissemination can improve the quality of research products according to their purpose.

One of the methods used for learning dissemination is In House Training (IHT). In House Training (IHT) is education conducted by internal schools to improve the competence of educators and educators. Educational activities at IHT are designed and developed by the school together with teachers, principals, supervisors and researchers. The dissemination of research products because it is carried out by researchers, IHT education in schools is developed by researchers themselves. The point in these activities is modeling, explanation and practice [3]. Guidance on IHT is carried out in the setting of each school, a place where teachers carry out learning programs [4]. One of the advantages of IHT is that its activities are carried out not during learning hours at school because it can interfere with the learning process but is carried out when the teacher is not teaching or during extracurricular activities. Another advantage that we can take, practice can be directly done to the learners themselves so that they are more targeted, have high validity.

Kaffah learning is learning that integrates religion, science, application and meaning in its learning [5]. One concept found from the process is discussed in the perspective of religion, science, applications that include technology, environment, art and mathematics, and is meaningful in the lives of learners. Meaningful means that the concept has something to do with the life around students, the relationship of the concept with the religion they profess and the relationship of the formula with social life, so that for one concept in kafa learning provides actual competence. This is what *Kaffah* learning or comprehensive learning says [6].

The problem of learning today is that the learning carried out by many teachers is monotonous and conventional. The teacher is satisfied if he has received a concept in accordance with the learning objectives without paying attention to the relationship of the concept with the universe and others. Especially science subjects that are filled with formulas and calculations, sometimes teachers focus more on this. Consequently

Prospective teacher students as the younger generation and successors of teachers to educate and educate the nation's children must be enlightening and inspiring figures [7]. They must have qualified abilities in the field of education. The main ability as a prospective teacher is process ability, which is the ability to carry out the learning process in the classroom. Process ability is the

ability to plan, implement and evaluate learning [8]. The learning process is a system consisting of several components that interact, relate and depend on each other [9]. The learning process is all learning experiences lived by prospective teacher students. The more intensive the experience lived by prospective teacher students, the higher the quality of the teaching-learning process [10]. The intensity of learning experiences can be seen from the high involvement of prospective teacher students in teaching-learning relationships with teachers and learning objects/teaching materials [11].

Kaffah learning is a thorough learning. The word *Kaffah* is taken from the word of Allah in the Qur'an Surah Al-Baqarah verse 208 which means "*O believers, enter you into Islam Kaffah, and do not follow the steps of Satan. Truly he is a real enemy to you*".

This word *Kaffah* comes from Arabic, which in the dictionary [12] means (group), or (all of them). Similarly, in A Dictionary of Modern Written Arabic [13], the word is defined as totality, entirety. [14] interprets *Kaffah*: enter Islam with all external and mental states. This is also in line with al-Wajiz's interpretation, enter Islam as a whole, not in parts, and practice all its laws, and not be hypocritical. Al-Maraghi explained that the verse means the command to take Islam as a whole, understand its intentions, and put it into practice, and not to take it to argue with each other which will result in the division of the Ummah, but instead to be united. The verse states that the believer is asked to incorporate his totality into Islam or peace as a whole [15].

From this explanation, and related to the reasons for the descent of the verse, it can be concluded that the command to convert to Islam *Kaffah* confirms the necessity of believers to carry out the teachings of Islam with all their birth (physical) and inner (spiritual), not half-hearted, united, and covering all aspects of their teachings, both those related to outward-physical elements and spiritual elements, both related to world affairs and affairs Hereafter [16]. Based on the understanding of *Kaffah*, this means one concept obtained in kafah learning, prospective teacher students get actual abilities including religion, science, application and meaningfulness [5].

Science is the science of God that studies the universe of both living and non-living things [17]. The knowledge associated with the word of Allah and hadith is a wisdom [5]. One of the most amazing concepts of science is the fluid with respect to Bernoulli's principle. This principle is actually very simple, which describes the relationship between the speed of fluid flow and the pressure in that area. Changes in pressure will give rise to extraordinary scientific phenomena. These phenomena when associated with religion, science, application and their meaningfulness provide true competence to prospective teacher students [18]. This study illustrates how prospective teacher students respond to *Kaffah* learning with Bernoulli's principle material.

2 Method

The responses of prospective teacher students to *Kaffah* learning on Bernoulli's concept were obtained by descriptive research. Descriptive research is research that seeks to describe a symptom, event and occurrence that occurs at the present moment where the researcher tries to photograph events and events that are the center of attention to then be described as [19]. Data on learning responses to Bernoulli's principle were collected using response questionnaires. The response questionnaire has 3 indicators, namely: 1) happy, 2) easy to understand, and 3) useful. The assessment uses a Likert scale with answer choices SA (strongly agree) score 4, S (agree) score 3, D (disagree) score 2, and SD (strongly disagree) score 1 for positive statements and vice versa for negative statements. Negative statements are made to see the seriousness and test the concentration of respondents (prospective teacher students). The percentage of each indicator is obtained by the equation:

$$P_I = \frac{skor\ Ni}{skor\ maksimun\ Ni} \quad (1)$$

*P*i is the percentage of the i-indicator, Ni is the i-indicator. The percentage is obtained by multiplying Pi by 100%. Furthermore, the data will be presented in the form of diagrams to make it easier to see and communicative.

The instruments used in the study were first validated and limited trials were carried out, which aimed to determine the validity and reliability of the questionnaire for the 3 aspects of the *Kaffah* learning response on Bernoulli's principle. Validity is a measure that shows the level of validity of a test, which measures what will be measured [20].

3. Results and Discussion

The results of the research on the responses of prospective teacher students to *Kaffah* learning on the Bernoulli principle were carried out very well, the indicators were directly the prospective teacher students looked excited, full of enthusiasm, and very happy in the interaction process that occurred during learning. Prospective teacher students respond positively to the *Kaffah* learning carried out. The student response questionnaire for prospective teachers that was distributed had statements according to response indicators. From the questionnaire given, the statements given are processed and then can be categorized into 3 indicators. These indicators include indicators of feeling happy about *Kaffah* learning, easy to understand the concepts taught, and useful for prospective teacher students. The statements given are processed and then can be categorized into 3 indicators to find out the responses given by prospective teacher students.

3.1 Happy Indicator

The statement on this happy indicator consists of *Kaffah* learning in my opinion boring (1a-), learning with *Kaffah* learning makes me happy (1b+), learning with *Kaffah* learning makes me sleepy (1c-), *Kaffah* learning makes lessons more interesting to

learn (1d+), learning with kafah learning, I feel more motivated (1e+). Figure.1. shows the responses of prospective teacher students to indicator 1, namely:

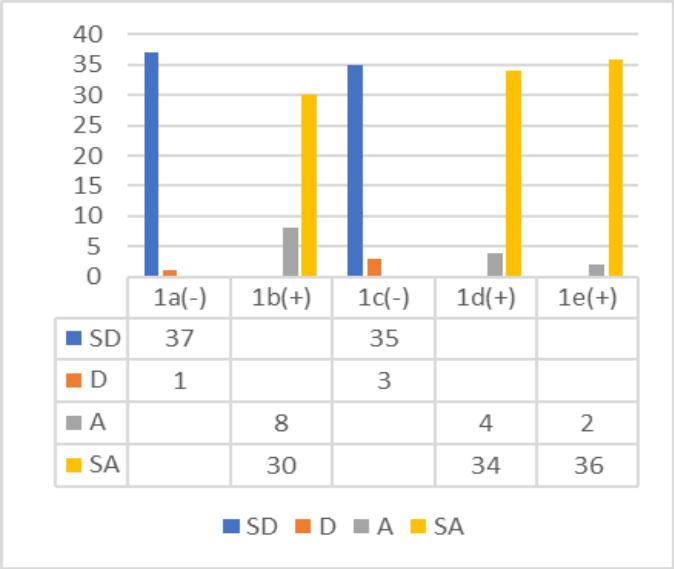

Fig. 1. Student Responses to Teacher Candidates to Happy Indicators

Fig. 1. Describing 97% of *Kaffah* learning is not boring, 79% are happy, 92% do not make sleepy, 89% make science learning interesting and 95% make prospective teacher students motivated in learning. Their average response to the happy indicator was 90.40%, which is 36 people out of 38 prospective teacher students.

3.2. Easy to Understand Indicators

The statement on this indicator is that learning with *Kaffah* learning makes me aware of myself to learn (2a+), learning with *Kaffah* learning makes me depressed (2b-), I want my behavior to face problems more calmly when something happens to me (2c+), I want me to be less familiar with religious science material, when learning with *Kaffah* learning (2d-), learning with *Kaffah* learning makes the material easy to remember (2e+). Figure 2 shows the responses of prospective teacher students to indicator 2, namely:

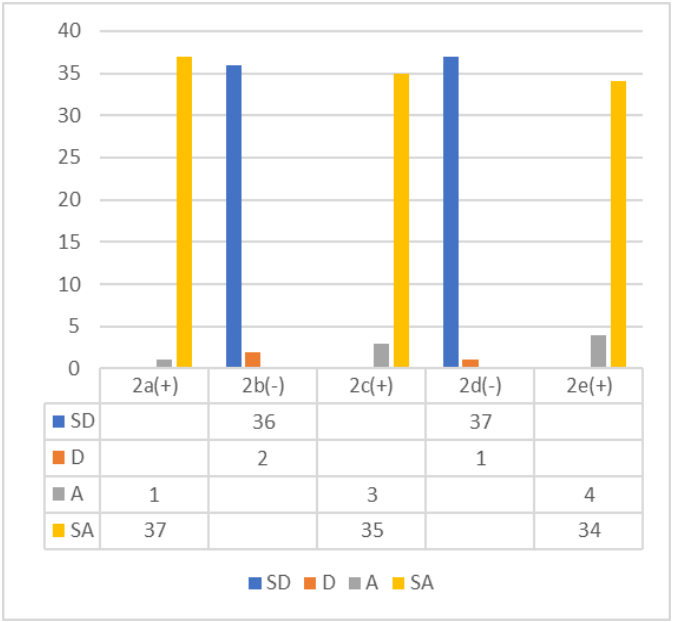

Fig. 2. Student Responses to Easy to Understand Indicators

Fig. 2. Describing 97% of *Kaffah* learning makes prospective teacher students aware of themselves to learn, 95% of *Kaffah* learning makes prospective teacher students relaxed in learning and not depressed, 92% of prospective teacher students are calmer in facing problems, 97% make them more familiar with religion, and 89% make the material easier to remember. The average response of prospective teacher students to the easy to understand indicator was 94.60%, which is 35 people out of 38 prospective teacher students.

3.3. Useful Indicators

The statement on this indicator is that kafah learning is useful for learning about religious science (3a+), *Kaffah* learning makes prospective teacher students better prepared to face life problems (3b+), *Kaffah* learning wastes their time (3c-), *Kaffah* learning trains themselves to express opinions (3d+), kafah learning makes prospective teacher students actively learn (3e+). Figure 3 shows the responses of prospective teacher students to indicator 3:

	3a(+)	3b(+)	3c(-)	3d(+)	3e(+)
SD			36		
D			2		
A	1	2		2	4
SA	37	36		36	34

Fig. 3. Student Responses to Teacher Candidates to Indicator 3

Fig. 3. Showing the responses of prospective teacher students, 97% of *Kaffah* learning is useful for learning about religious science, 94% of *Kaffah* learning makes them better prepared to face life problems, 94% of *Kaffah* learning does not waste time, 94% of *Kaffah* learning trains them to express opinions, and 89% makes them more active in learning. The average response of prospective teacher students to indicator 3 is 93.60%, which is 35 people out of 38 prospective teacher students.

The results of the study found that 92.86% of prospective teacher students in the third semester of class E PGMI UIN Mataram gave very agreeable responses to *Kaffah* learning on Bernoulli's principle material.

Kaffah learning is built from innovative, creative and fun learning models so that this learning becomes interesting and meaningful. The models and approaches that build this model are the problem-based learning model (PBL), the Project learning model (PjBL) and the Holistic approach [5]. The problem-based learning model inspires the syntax, the project learning model inspires applications to the kafah aspect and the holistic approach inspires the meaningfulness of *Kaffah* science learning [5]. A holistic approach is a holistic approach, where all parties are involved and also how to present it using various ways that can support each other. In general it means that all spheres of people in the scope of education are involved and responsible in character education in schools [16]. This is what makes the response of prospective teacher students to this model very agreeable reaching 92.86%. The dissemination model of *Kaffah* learning in SD Negeri 23 Cakranegara with IHT has the following stages: 1) *Kaffah* Learning modeling, 2) learning structure and *Kaffah* learning syntax, 3) introduction of *Kaffah* Science Kit, and 4) *Kaffah* Learning practice by teachers in the classroom.

4. Conclusion

The responses of class E third semester prospective teacher students to learning *Kaffah* were very good with indicators of being happy, easy to understand and useful and learning *Kaffah* had a positive impact on them.

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