

Model Debate for the Yellow Book Learning in Islamic Boarding School

Apdoludin^{1*} Abdul Rahim Saidek² Raisul Islami³

1.The Islamic Institute Ma'arif, Jambi, Jambi Province, Indonesia, Postal Code: 36135

2.The Islamic Institute An-nadwah Kuala Tungkal - Jambi, Indonesia

3.Junior High School eight Muara Jambi, Indonesia

Abstract

This study aimed to determine the effect model of debate in the yellow book learning in schools to improve students' critical thinking skills so they can find a new science. This study was an experimental study with a control group. The study was conducted in classes XI Islamic Boarding School Al-Hidayah Jambi. This study uses two parallel classes, two classes as the control group and three other classes as the experimental class. In a grade control applied to conventional learning models and models applied experimental class debate. Results are expected in this study is a model debate can enhance students' critical thinking abilities of conventional learning models. It can be concluded that the model of the debate in the yellow book learning can increase the effective, critical thinking skills so that students can discover new knowledge for each study. Through the model is expected to debate helped teachers in the classroom so that learning takes place more systematically implemented and significantly improved comprehension and critical thinking skills of students.

Keywords: Model debates, schools, and the yellow book

1. Introduction

Islamic Boarding School is one source of information and twoway communication as well as in-depth educational institutions in the field of Islam in Indonesia. Islamic boarding school as an educational institution that provides instruction in Islam, the goal is not merely enrich the mind of students with texts and explanations Islami, but to boost morale, appreciate spiritual values and kema-nusiaan, teaches attitudes behavior honest and moral and prepare students to live a simple and clean hearts. In addition to preparing its students to be pious in the science of religion and to practice it in the community (Arifin, 1993: 248).

Education Orientation Islamic boarding school is *amalus-solikhah* establishment, which includes not only Islamology but also affective aspects should be more dominant than the cognitive in an attempt to establish individual and social piety. The process of formation of piety is faith and devotion to God are embedded. Therefore, the boarding school education is not only focused on tafakuhfiddin, but also guide students to appreciate the creation of God the almighty that faith and devotion they continue to rise. The process of formation of faith and devotion, including meditation and tadahbur, about the power and the creation of Almighty God.

Education is conducted at the school covers many things, including through the assessment yellow book. Yellow Book is the work of Islamic scholars prior written using Arabic without a vowel (bald). Assessment yellow book is necessary, because through these yellow books of the scholars and students (Muslims who study in boarding schools) advancing scientific assessment, especially those related to religious teachings, such as the Qur'an, hadith, fiqh, usulfiqh, faith, morals / sufism and Arabic grammar.

The phenomenon that occurs in schools that the learning process is only controlled by the teacher from the beginning until the end of learning, learning is only focused on a text book, students are rarely given the opportunity to solve problems independently, students are less trained in speaking a language well, students poorly trained to discuss and analyze the learning material

Learning problems like that deserve immediate solution for the learning process as this will dry with meaning and social interaction should be the things that are more important to be understood by the student in the learning process. In addition, it will also be very serious impact on the power of analysis and social attitudes of students is very low so the negative phenomena that occur in schools will always happen and realize the Human Resources (HR) intelligent according what is stated in the preamble of the 1945 Constitution would be very difficult to achieve, so that educators should have multiple strategies to tackle inefficiency in learning. Therefore, teachers must be overcome by applying a method and appropriate learning models.

Alternative in the yellow book learning to do is to use a model debate. Learning with this model is expected to increase the activity and student learning outcomes, as well as being able to analyze the material in depth by the ability of reasoning or analysis using logic and liver. Excess medel this is practice the skills and

social attitudes of students such as working together group, sharring, the responsibility of leadership, ability to distribute tasks, courage and communication skills orally in presentations, solving the conflict of interest of members of the group, courage and ability, learn to communicate intensively, ability to maintain an opinion, its ability to influence the thoughts and beliefs of others orally, develop the ability to discuss and debate with a group of friends or classmates, able to analyze in depth as well as understand and discover implicit knowledge of any studies in the yellow book learning.

2. Theories of Learning

The educational psychology learning theory coined the term after they suffered when will explain the learning process as a whole. Starting from these difficulties there arose some different perceptions of psychologists, resulting in arguments have a core that learning theory is a systematic tool in the process belajar (Mahmud, 2010).

There are three main categories or philosophical framework of the theories of learning, namely: behaviorism learning theory, learning theory cognitivism, and constructivism learning theory. Behaviorism learning theory focuses only on observable aspects of learning objective. Cognitive theories look beyond behavior to explain brain-based learning. And constructivism views learning as a process in which learners actively build or construct new ideas or concepts.

2.1 Behaviorism learning theory

Behaviorist believes that every human child born without legacy of intelligence, a legacy of talent, heritage feeling and heritage of abstract others (Shah, 2004: 104) and considers man mechanistic, that responds to the environment with limited control and has a role slightly against him sendiri. Dalam this concept behavioristik view that individual behavior is the result of learning that can be changed by manipulating and create conditions to learn and be supported by a variety of reinforcement (reinforcement) to defend the behavior or the desired learning outcomes (Sanyata, 2012: 3). Everything that arises after humans in contact with nature and the social and cultural environment in the educational process. Then the individual will be smart, skilled, and have a more abstract nature depends on whether and how he learned to its environment.

Based on the above opinion can be known that learning is a change in behavior can be observed directly, which occurs through the associated stimuli and responses according to the principles of mechanistic. Individuals will learn if he was doing that brings satisfaction, if that do not bring satisfaction, then such actions will not be done, even the removal.

In behaviorism debate issues occupy the main position. So, through debate yellow bible study everything can be explained. By providing a stimulus (stimulus) then students will respond. The relationship between the stimulus of this response will cause automatic habits of learners. With practice, the relationships it will increasingly become stronger.

2.2 Learning Theory Cognitivism

According to Piaget (1964) building knowledge is a mental process through the process of assimilation and accommodation. The imbalance in the cognitive structure (schema) for their new knowledge to be accommodated then assimilated by interacting with the learning resources to form a new cognitive structures that balance (equilibrium). The process is different for each child, as influenced five things: mental maturity (maturation), the experience of physical interaction (physical experience), experience mathematical (logical-mathematics experience), social interaction (social transmittion) and equilibrium through the process of assimilation and accommodation.

From the above description it became clear that the flow looking at cognitive learning process as a result of our efforts to better understand the world, using all the mental equipment for learning purposes. This way of thinking about situations, by leveraging knowledge, hope, and feeling, will affect how and what we learn. Further striking differences between the flow of behaviorism to cognitive flow can be explained as follows: For the flow of behaviorism, the behaviors that are intentionally studied, resulting in a change in the constellation of behavior. As for the flow Cognitivism, pengetahuanlah studied, so the change in terms of knowledge as well as change the behavior, this theory can support the learning model of debate in the yellow book that equally emphasize on intellectual progress, intelligence and critical thinking. The implementation process in the model of the debate is the situation and context that allows the application of concepts already mastered a person, a process of conceptualization and implementation can be grouped in a contentious process.

2.3 Constructivism Learning Theory

Constructivism in the broad sense, is concerned with the theory of learning, the most important in this context is the idea of a constructivist epistemology. Epistemology is a consideration and a detailed study of knowledge. Epistemologists trying to investigate and understand the origin, nature, methods and limits of human knowledge. Constructivist epistemology is a philosophical approach to investigate the scope, structure and nature of knowledge that follows a constructivist approach. Constructivist epistemology is a philosophical perspective taken by some philosophers of the nature of scientific knowledge. Constructivist epistemologists assume that scientific knowledge is built by scientists and are not found on the world. The idea is rather complicated it will become clearer as the book is revealed and explored the nature of constructivist learning (Alan P. and J. Woollard, 2010).

From the foregoing it can be noted that according to the theory of constructivism, students acquire knowledge is because student activity itself. The concept of learning according to the theory of constructivism is a learning process has conditioned the student to make the process of actively building new concepts, new understandings, and new knowledge based on the data. By karenaitu, the learning process should be designed and managed in such a way so as to encourage students to organize his own experiences into meaningful knowledge

3. Model Yellow Book of Debate For Learning

At this knowledge age, the issue of education paradigm shift has been heavily touted, both concerning content and pedagogy. These changes include curriculum, learning and a comprehensive assessment (Krulik& Rudnick, 1996). The changes become contemplative materials for researchers to propose an alternative model of the debate as a constructive learning. The rationale, that the ability to argue, is a major skills students need to have.

3.1 Objective Model Debate

The purpose is to train the model debate learners in order to seek a strong argument in solving a problem is controversial, has a democratic attitude, respect differences of opinion, as well as being able to analyze in depth the learning materials so that students were able to discover new knowledge of each study. The learning process with a model debate yellow book filled with meaningful experience both in terms of cognitive, affective, and psychomotor student. In the yellow book learning in schools can make students have a learning experience that is creative, innovative, and challenging for the students, so that students can continue to be active and focused in the learning process that occurs. Meaningful process that makes analytic thinking ability of students is increasing to be good.

The stages in the learning process through a model of the debate are as follows:

3.1.1 Guidance Independent

Tutoring, namely guidance aimed at helping learners to face and resolve academic issues, including the introduction of the curriculum, the selection of majors, or concentration, learning, planning further education and others (Juntika Nurikhasan, 2005)

According to Prayitno and Erman A., (2004) Guidance is the process of assistance carried out by a person skilled person or several individuals, both children, adolescents, and adults, so that people are guided to develop the ability of itself and independently, by harnessing the power of individuals and facilities that exist and can be developed based on the norms in force.

Guidance independently performance learning yellow book begins with an analysis of needs including the analysis of the characteristics of learners as users or subjects studied, which dilanjudkan on giving the concept of material that will be debated at a meeting of the class the next, this step also consider learning plans that will be implemented in class, then supervise learning activities at the stage of independent guidance to determine whether students have actually been prepared to argue, already know how to analyze in depth to find explicit and implicit knowledge, as goals or objectives to be achieved. Onwards teachers monitor student self-learning activities. Nex step is to develop a good strategy, right on target in accordance with the charge of material to be learned by the learners. The development of learning materials as a strategy designed denagan perfect then be evaluated to identify the weaknesses and shortcomings that must be rectified. If all is well, so educators can implemment the learning in class

3.2.3 Activities in the Classroom

Learning activity is very important for students, because it provides an opportunity for students to contact with the object being studied as widely as possible, because then the knowledge construction process that occurs will be better. Learning Activities required activity, because in principle the study is done to change behavior, so do

the activities. There is no learning if there is no activity. In the context of the debate in the classroom model development, the development activities carried out with the following steps.

3.2.3.1 Communication of information learning readiness

Information communication preparedness education of students as consumers or subjects studied. Effective communication in teaching and learning is the process of transforming a message in the form of science and technology from educators to students, which the participants were able to understand the intent of the message in accordance with its intended purpose, thus adding insights of science and technology and lead to a change in behavior for the better. Teachers who were most responsible for the ongoing effective communication in learning, so the teacher as a teacher should have good communication skills in order to produce an effective learning process. Membimbing

Teachers sought to educate students to be able to find a variety of potential, guiding students in order to achieve and carry out the duties of their development, so that with the achievement of students will grow and develop into a person in accordance with the interests and talents.

3.2.3.2 Developing Learning Strategies

Based on the information collected previously, the learning program designer can determine strategies to be used in learning. Dick and Carey (2001) classifies activities in developing a learning strategy consists of five components, namely: 1) pre-learning activities, 2) presentation of the material or the content, 3) participation of learners, 4) assessment and 5) follow-up activities. Activities carried out by the pre-learning to motivate students, inform the learning objectives and inform the prerequisite skills in learners. Furthermore, the presentation of the material. This activity is not only to explain the concept of a new concept, but also describes the relationships between concepts.

One of the most powerful strategies in the model of the debate is how to articulate and defend the opinions of the debate, teachers provide activities relevant to the learning objectives along with information about their performance. As for the follow-up activities, teachers again review the overall strategy to determine the advantages and disadvantages of learning process Implementasi model

During the implementation process, tested the effectiveness of the model and the model developed. Testing the effectiveness can be done with the experiment. How to test through experimental study was done by comparing results in the user group model of dabate in the yellow book learning and the group not using the model. If the results of the study group model users better than the group that did not use the model it can be stated that model effective.

3.2.3.3 Monitoring

Monitor and observe during the ongoing process of learning to ensure harmony and control the implementation of the program with a predetermined plan.

3.2.3.4 Designing and developing formative evaluation

The purpose of the formative evaluation is to collect data related to the strengths and weaknesses of learning. The results of formative evaluation process can be used as an input or inputs to improve the draft learning package. Although the primary purpose is to receive data from the learners but reviews from others who are also experts is essential (Dick and Carey, 2001: 285)

Evaluation is done by a small group trying out the program on a small group of potential users. The evaluation was conducted to determine the effectiveness of the changes that have been made after individual evaluation and identify problems that may still exist. In this step, learners can use teaching materials without direct interaction with the developer.

Evaluation is a field trial program for a large group of potential users of the program before the program is used in real learning situations.

3.2.3.5 Revise the learning program

The final step of the design process is the development of revised draft of the learning program. Data obtained from the formative evaluation procedures are summarized and interpreted to determine the weaknesses that are owned by the learning program. Formative evaluation is not only done on the draft program of learning, but also on aspects of the design of the learning system used in the program, such as learning analysis, entry behavior and characteristics of students. Formative evaluation procedures, in other words, needs to be done on all aspects of the learning program with the aim to improve and enhance the quality of the program.

3.2.3.6 Designing and developing a summative evaluation

Summative evaluation is a kind of a different evaluation with formative evaluation. This type of evaluation is considered as the peak in activity instructional design model proposed by Dick and Carey. Summative evaluation conducted after the program is completed formative evaluated and revised in accordance with the standards used

by the designer. Summative evaluation does not involve program planners, but involves an independent appraiser. This is one reason to assert that the summative evaluation does not belong to the learning system design process.

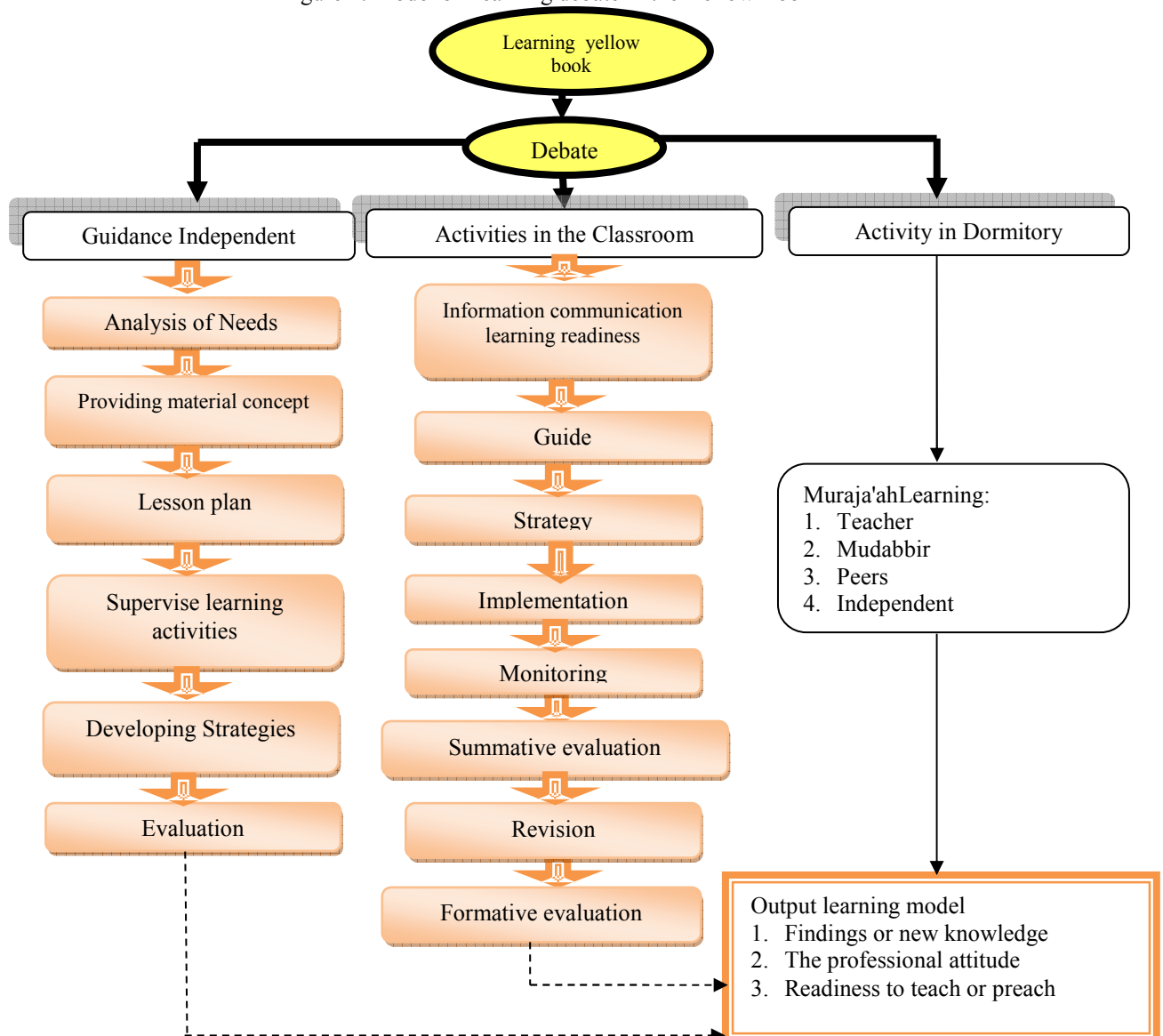
3.2.4 Activity in Dormitory

Dorm activities can also be said of independent learning, in the sense of self-regulated learning by Bell and Akroyd (2006) is part of cognitive learning theory which states that behavior, motivation, and other aspects of the learning environment affect a student's performance. Chamot (1999) states that, self-regulated learning is a learning situation in which students have control over the learning process through the knowledge and application of appropriate strategies, understanding of the duties, strengthening decision-making and motivation to learn.

Based on some of the above opinion can be understood that the independent study conducted at the hostel was developed to increase the responsibility of the student in the learning process. The responsibility of the student in the learning process will increase the motivation that was built with the understanding that everything is done now, is in order to prepare the future, so that students have the confidence and strong impetus to develop itself as: 1) confidence in taking decisions and acting, 2) appreciate the value in reflecting on learning, 3) decide whether learning has been effective or whether to try another approach.

Model debate in strategy implementation and the depiction of the model implementation can be seen in the following figure:

Figure 1: Model of Learning debate in the Yellow Book



4. Aspects Model Debate

4.1 Theme

The theme is a matter of the problems or issues to be discussed and developed in the debate. The theme becomes a moot point and is almost always attached and animates the entire process of debate, analysis of the material to meet new science. So that the theme should be chosen with various adjustments, so that the debate seemed alive. The theme of the debate should be determined and published before the debate itself was staged.

The theme of the debate would be better if it's an interesting problem, and actual or actualized in order to invite critical opinion and a sense of curious listeners. To that end, a theme in the debate should be able to generate intentions existing procedures in the soul of the thing or the theme is meant, first must be able to attract attention. Debate themes that interest will bring interest and desire will appear to know the content of the theme further.

If the content of the theme has been or is already known as a whole, it would have taken a decision, then moved to do real action as a form of decision-making results.

4.2 Moderator

Moderators are people who lead the debate. As a leader, moderator acting guide, mediate, a sort of referee talks during the debate. Being a moderator in a debate is actually a formidable task, which is to lead and direct the course of the entire process of debate. Moderator must truly master the material being debated. In a process of debate, the moderator should be neutral and resolute in upholding the order, decorum and discipline in the use of time. But in certain cases moderator also demanded to be persuasive, even if it is necessary to be able to create a fresh atmosphere for example through good humor. In addition, a moderator must have a solid personality in order to face the difficulties that often arise in the process of debate.

Given a task that must be borne, then to appoint a moderator in a debate should have someone with the criteria can be met, at least closer to the criteria that have been outlined above.

4.3 Participant

Participants are people who take on the role and to contribute ideas directly involved in a debate. Participants of the debate may consist of individuals or groups. Participants were divided into two or more opposing parties, namely the party supporters and deniers. The proponent must propose a negative or refutation of the content of the theme presented in the debate.

4.4 Listener

Debate can only be attended by listeners from all walks of life, listeners are required to observe the course of the debate actively, because at the end of the debate the audience is usually asked to submit opinions or voting on the results of the debate. Therefore, the listener should be able to develop himself to be a good listener. Time.

Organizers had to design a time allocation debate in accordance with the needs, the participants should be given the opportunity to present their proposal sufficiently clear. Should the translation of the time allocated to the debate participants elaborated before the debate started.

Research Methodology

The method used in this research is the development model or a Research and Development (R & D) (Borg & Gall, 1983) and continued with the experiment. Model development in this study through the stages of conceptual models, theoretical models, hypothetical model, and the final model. The conceptual model is a model that is analytical, mentioning the components of the product, analyzing the components in detail, and shows the relationship between the components that will be developed. Theoretical model is a model that describes the conceptual framework that is based on relevant theories and supported by empirical data. Hypothetical model is a model that has received the input of experts and practitioners through debate and analysis approach to search for new discoveries. The final model is a model that has been tested empirically.

The development of the model in this study is referred to as Model debate in Learning yellow book with experimental techniques. Method development in this study refers to the R & D stage model recommended Borg & Gall (1989) and Plomp (1997). Development according to Plomp include: (1) the phase of preliminary studies (preliminary investigation), (2) phase of design creation (design), (3) phases to realize the design (realization / construction), (4) phase of test, evaluation and and revision (test, evaluation and revision), and (5) the implementation phase (implementation).

The trial in this study conducted on a group of quasi experimental and as a standard measure to improve the quality of learning outcomes is the control group. Experimental design used is a post-test only control group design (Dantes, 2012: 96). This design was chosen because the researchers only wanted to know the difference between the yellow book learning outcomes experimental group using debate models and the control group using conventional models. The design is described as follows:

Table 1: Design Research Control Group pretest and posttest

Group	Pretest	Treatment	Posttest
E	01	X	02
K	03	-	04

Information:

E: The experimental Group

K: The Control Group

O1: experimental group pretest

O2: Postes experimental group

O3: control group pretest

O4: Postes control group

X: Learning discussions with methods of active debate

References

- Alan P., John W., 2010. Psychology for the classroom : constructivism and social learning , *Library of Congress Cataloging-in-Publication Data*
- Arifin, 1993. *KapitaSelektaPendidikan Islam danUmum*, Jakarta: BumiAksara,
- Bell, P. D., & Akroyd, D., 2006. Can factors related to self-regulated learning predict learning achievement in undergraduate asynchronous web-based courses? (Electronic Version). *International Journal of Instructional Technology and Distance Learning*, 3(10), p. 5-16.
- Borg, W. R. & Gall, M. D., 1983. *Educational research*. New York & London: Longman.
- Chamot, A.U., & El-Dinary, P.B., 1999. Children's learning strategies in immersion classrooms. *The Modern Language Journal*, 83 (3), p. 319-341.
- Dantes dan Nyoman, 2012. *Metode Penelitian*. Yogyakarta: ANDI.
- Dick, Walter. and Carey, Lou., 2001. *The Systematic design of Instructional*, USA : ScottForesman and Company.
- Juntika A., Nurihsan, 2005. *StrategiLayananBimbingan danKonseling*, Bandung:PT RefikaAditama
- Krulik, S., & Rudnick, J. A., 1996. *The new sourcebook for teacing reasoning and problemsolving in Junior and Senior High School*. Boston: Allyn and Bacon.
- Mahmud, 2006. *Model-Model Pembelajaran di Pondok Pesantren*, Mitra Fajar Indonesia, Media Nusantara
- Mahmud, 2010. *Psikologi Pendidikan*, Bandung: Pustaka Setia
- Piaget, J., 1964. "Development and Learning". *Journal of Research in Science Teaching*, 2, p. 176-186.
- Plomp, T., 1997. *Educational and training system design*. Enschede, The Netherlands: University of Twente.
- Prayitno, dan Erman A., 2004. *Dasar-daras Bimbingan dan Konseling*, Jakarta: Rineka Cipta
- Sanyata, Sigit., 2012. Teori dan aplikasi pendekatan behavioristik dalam konseling. *Jurnal Paradigma*, 14 (7), p. 1-11.
- Syah, Muhibbin.(2004). *Psikologi Belajar*. Jakarta: PT. RajaGrafindo Persada. Cet.3.