

Integrated Islamic Learning Model for Children in Conflict with the *by Fadila Fadila*

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Integrated Islamic Learning Model for Children in Conflict with the Law

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Abstract: This study aimed to see the effect of an integrated Islamic learning model that combines general education, religious education, and skills into one Islamic learning model for children in Class II Correctional Institutions. This research employed the qualitative-descriptive approach. The subjects of this study were 21 children in conflict with the law in Class IIA Curup Correctional Institution. The data were collected using a questionnaire, interviews, and documentation with data triangulation analysis techniques. The integrated Islamic learning model combines five activities tailored to the needs of the children in conflict with the law in class IIA Curup Correctional Institution. The five activities were carried out with the help of correctional institution's stakeholders, religious figures who taught fiqh of worship, teachers of general subjects, police officers who taught civic education, teachers who taught soft skills to make pots, and counselors who conducted individual and group counseling. As a result, All activities provided positive influence. This finding proves that the integrated Islamic learning model can support the children in conflict with the law's development program.

INTRODUCTION

Islam believes that everyone is born pure, innocent, and religious (Shook, 2017). Children are a gift and a mandate given by Allah to every parent. A child is a successor who has a strategic function and role in realizing his and his family's ideals and as a determinant of the will of a nation (Juliana & Arifin, 2019; Kurmiati et al., 2020; Rodliyah, 2019). However, many children have not reached the proper conditions due to improper education, inappropriate parenting styles, and lack of family supervision. Therefore, the children take inappropriate actions such as criminal acts (Anggraini et al., 2018; Suparno, 2018).

Criminal acts committed by children are generally related to

pornography (Kurnia & Astuti, 2017; Ly et al., 2018; Quadra et al., 2017), digital misuse, behavior deviation, and so on (Ismail, 2016). This is influenced by many factors besides the lack of attention from parents, the environment, and the school (Santoso, 2017; Zakariyah & Hamid, 2020).

Children in conflict with the law are generally placed in correctional institutions (Pribadi, 2018; Rodliyah, 2019). The correctional institution serves as a place for inmates based on the judge's sentences that have been approved and have permanent legal force. There, parents and families can no longer function properly. However, in correctional institutions, children in conflict with the law are not left alone.

They also have the right to get assistance (Ferdianwan et al., 2020; Wajdi, 2017) as ratified by Law Number 11 of 2012 concerning the Criminal Justice System for Children in Article 32 paragraph 4 (Wicaksono & Pujiyono, 2015).

The coaching for children in conflict with the law in correctional institutions has several degrading factors (Rozi & Widbowo, 2021). Therefore, in the coaching activities, appropriate and efficient steps are needed, such as needing a suitable model or integrating the right coaching program as an educational right (Ferdianwan et al., 2020; Lumowa, 2017). In previous research, education or coaching for children in conflict with the law has been discussed. Some of them are the use of interactive media (Amidah & Febriati, 2018), coaching by prioritizing moral development (Taklimudin & Saputra, 2017), and education with a mindfulness approach to improve self-control (Agustin & Kusnadi, 2019).

The integrated learning model can be a description or solution for the children in conflict with the law coaching program (Hernawan & Resmini, 2009; Setiawan & Sunusi, 2015). The integrated learning model starts with one theme or certain subjects related to other themes and subjects. Certain concepts are associated with other concepts, which are carried out in a planned manner. Therefore, learning becomes meaningful (Trianto, 2010). By combining several concepts, the integrated learning model is proven to successfully achieve learning goals (Hernawan & Resmini, 2009).

Based on the preliminary observations at the Class IIA Curup Correctional Institution, Rejang Lebong Regency, various problems were found. The coaching process had not been programmed regularly, especially intellectual abilities and other coaching such as religious and skills development. Children in conflict with the law have insufficient knowledge and motivation to participate in the coaching because of the

monotonous learning methods and minimal learning facilities. This research proposed an integrated learning model that combines religious education, general education, and skills education into one integrated Islamic learning model based on the stated problems. This research will add a reference to the appropriate coaching model for children in conflict with the law.

METHOD

This research employed the qualitative approach (Sugiyono, 2016). The subjects were 21 children in conflict with the law consisting of Class IIA Curup Correctional Institution, Rajang Lebong Regency. The main content of the integrated Islamic learning model in this study is described in Figure 1.

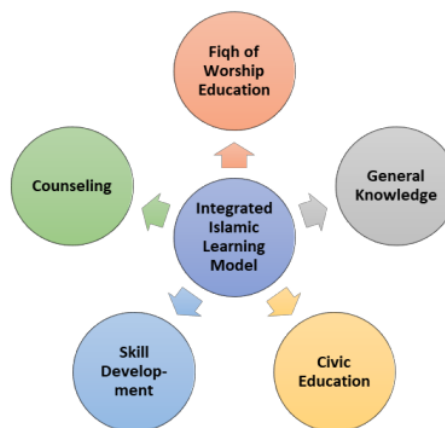


Figure 1. The Main Content of the Integrated Islamic Learning Model for children in conflict with the law.

The data analysis techniques were in line with Miles and Huberman's theory, namely, data reduction, data presentation, concluding, or verification. Triangulation is a data validity checking technique that utilizes something other than the data for examination purposes or compares the data (Moleong, 2007).

RESULT AND DISCUSSION

Before carrying out various research activities, the researchers discussed and designed the activities with the community forum for the children in conflict with the law. This meeting was attended by the Head of Class IIA Curup Correctional Institution and other agencies and stakeholders.

This training aimed to increase the insight, knowledge, skills, values, and attitudes of children in conflict with the law. After they improve themselves, they can participate in the parole program issued by the Class IIA Curup Correctional Institutions.

Table 1. The Storyboard of Integrated Islamic Learning Model.

Activities	Syntax	The Role of Teachers	The Role of Students	Outcome
First	Apperception	Delivering the objectives of the fiqh of worship learning and providing motivation.	Listening to and observing the teachers.	Fiqh of Worship
	Demonstration	Delivering Islamic religious education material about the fiqh of worship and interacting with the children in conflict with the law.	Paying attention, observing, and responding to the material presented by the teachers.	
	Collaboration	Directing the children in conflict with the law to discuss the procedures of burial rituals.	Dividing tasks based on the procedures for handling the dead bodies.	
	Evaluation	Guiding the children in conflict with the law to practice the procedures of taking care of dead bodies in turn within each group.	Practicing the procedures of taking care of dead bodies in turn.	
Second	Apperception	Delivering learning objectives and providing learning motivation.	Listening and observing the teachers.	General Knowledge
	Demonstration	Conveying Indonesian language, mathematics, and science learning materials.	Paying attention, observing, and responding to the material presented by the teachers.	
	Collaboration	Directing each group to learn and discuss.	Discussing and exchanging opinions.	
	Evaluation	Providing quizzes on general knowledge material.	Answering the quizzes given by the teacher.	
Third	Apperception	Deliver today's learning objectives and learning motivation.	Listening and observing the speakers.	Civic Education
	Demonstration	Delivering nationalism and legal insights by the local police officers.	Paying attention, observing, and responding to the material presented by the speakers.	
	Collaboration	Directing each group to learn and discuss.	Discussing and exchanging opinions.	
	Evaluation	Providing quizzes on civic education material.	Answering the quizzes given by the speakers.	

Activities	Syntax	The Role of Teachers	The Role of Students	Outcome
Fourth	Apperception	Delivering today's learning objectives and learning motivation.	Listening and observing the speakers.	Soft Skills
	Demonstration	delivering making flower pots material.	Observing and listening to the material presented.	
	Collaboration	Dividing assignments to each group to work together to practice making flower pots.	Making flower pots project.	
	Evaluation	Distributing soft skills questionnaires.	Completing the soft skill questionnaires.	
Fifth	Apperception	Delivering today's learning objectives and learning motivation.	Listening and observing what the speaker said.	Self-management Counseling
	Demonstration	Delivering the counseling material by the counselors.	Observing and listening to the material presented carefully.	
	Collaboration	Conducting the counseling.	Having counseling sessions with presenters (group and individual counseling).	
	Evaluation	Distributing counseling questionnaires.	Completing the questionnaires given by the speakers.	

Fiqh of Worship Learning Materials

The material provided in the religious development aimed to produce Muslims to recognize their religion and God, have the morals of the Quran and become better human beings (Yusuf & Sterkens, 2015). The Islamic material presented was fiqh material where the children in conflict with the law learn the correct ablution procedures, prayer procedures and also practices the burial rituals.



Figure 2. Delivering Islamic Material and Preaching Activity.



Islamic material to children in conflict with the law at Class IIA Curup Correctional Institution was delivered in collaboration with IAIN Curup’s Islamic Student Activity Unit (UKM). The students provided enlightenment and direction about attitudes and values in the form of good morals. They then motivated the children in conflict with the law not to fall back into prohibited actions that can harm themselves and their families.

General Knowledge Learning Materials

General knowledge material contains basic general knowledge such as Indonesian, mathematics, and natural sciences subjects. Each material was aimed at increasing the knowledge of the children in conflict with the law. The general knowledge materials have been adjusted to the age groups and school grades they left behind upon entering the correctional institution.

The general knowledge learning activities were carried out by researchers in collaboration with the Bina Sejahtera Teaching and Learning Center (PKBM) Rejang Lebong district. The following are images of the implementation of these activities.



Figure 3. Providing General Knowledge Materials.

Civic Education Materials

The civic education materials were carried out by researchers in collaboration with the Rejang Lebong police officers. These activities were carried out by explaining the importance of the Law and Pancasila as the basis of the state, explaining the importance of the unity of the Republic of Indonesia, and preventing conflicts and problems that arise in society. The following is the image of the activity.



Figure 4. Civic Education Materials.

Soft Skill Training

Soft skill training provided flower pots-making skills for children in conflict with the law to prepare them after leaving the correctional institution. It is hoped for them not to repeat their harmful actions in the past.

The trainer was a lecturer of the PGMI study program of IAIN Curup. The first week was the initial stage of making the flower pots until they become printed flower pots. After the printed flower pot had been bolted from cement and then formed, it took one week to dry. In the second week, flower pots dried in the sun began to be beautified with colorful paints. The following is documentation of the flower pot-making training for children in conflict with the law.



Figure 5. Softskill Training of Making Flower Pots.

Providing Counseling Services

The counseling services were carried out to address the problems faced by the children in conflict with the law and find a solution to the problems. This activity was carried out in collaboration with the Study Program Student Association of IAIN Curup (HMPS). Counseling service activities were carried out in groups and individuals. The following is a picture of the implementation of counseling services for children in conflict with the law.



Figure 6. Group and Individual Counseling Activities.

Coaching using the integrated Islamic learning model had been carried out based on five main contents. Several previous research only focused on one content in coaching. However, this integrated Islamic learning model combined several contents, such as religious knowledge, general knowledge, civic education, skills, and counseling.

Religious education is an essential basis for children in conflict with the law to realize their mistakes and remember themselves as innocent beings (Isnail, 2016; Taklimudin & Saputra, 2017). The children in conflict with the law still have human rights. The children in conflict with the law in correctional institutions are forced to drop out of school, so they need to get general knowledge too (Sofyan & Gunardi, 2020). These activities prevent them from being lazy and not accustomed to studying again after leaving the correctional institution. Civic education is helpful for the children in conflict with the law to understand the law and criminal acts so that they can understand things that should not be done or against the law so that they would not repeat their (Ningtyas et al., 2013). The skills or soft skills of making flower pots are training as provisions. After being released from a correctional institution, they have the expertise and are accepted back by the community (Zhao et al., 2019). Counseling activities are also carried out to help them find essential

mental health solutions (Wajdi, 2017; Yi et al., 2017).

Based on this research, applying an integrated Islamic learning model with five main contents has a positive effect. Besides the coaching program, the children in conflict with the law also require attention from the family. The role of parents in returning positive behavior to the children in conflict with the law is also significant and influential (Benning & Lahm, 2016). Correctional institution stakeholders and social workers are also very helpful in restoring the confidence of the children (Syahlan, 2018).

CONCLUSION

The integrated Islamic learning model combines five main contents as the final result or outcome: religious knowledge, general knowledge, civic education, skills knowledge, and counseling. It has positive influences on each of its activities because this model can guide the children in conflict with the law. This research can be used to illustrate that every child in conflict with the law also needs an appropriate coaching program to support them in socializing and get a positive response from the community in life after they are released.

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