

## DEVELOPING A FITRAH-BASED LEARNING MODEL IN ELEMENTARY SCHOOL

Husyein Bayir<sup>1\*</sup>, Yucel Dilek<sup>2</sup>, Ahmet Bugra<sup>3</sup>  
<sup>123</sup>Necmetin Erbakan University, Turkey

\*Husyeinbayirneu.tr@gmail.com

### ARTICLE INFO

#### Article history

Received January 16, 2023

Revised April 30, 2023

Accepted April 30, 2023

**Keywords:** *Developing, fitrah based learning model, elementary school*

#### ABSTRACT

Human nature must always be developed through various learning activities so that a better person can be formed in accordance with his nature as a religious human being. Therefore, a comfortable and pleasant learning environment for students should always be created. Thus it will be easier for children to instill religious values based on their nature so that it will be easy for them to follow the learning process at school. The purpose of this research is to describe the fitrah-based learning model at Elementary School, so the focus in this research are: (1) nature-based learning planning; (2) implementation of nature-based learning. Researchers, using a type of field research based on a qualitative approach. Data was collected using interviews, observation and documentation. The results of the research show that nature-based learning planning is carried out through extracurricular activities and fostering students' talents which are formulated in 6 models, namely: a) development of religious values and moral ethics, b) physical and motor development of students c) m development of knowledge, d) grammar development programs, e) development of the soul socially and emotionally, and f) development of works of art. In practice, learning is done through grouping of students referring to the interests and talents of each student. This is important to do because the self-potential in children is growing rapidly due to the influence of demand and talent.

### 1. INTRODUCTION

As educators should not be of the view that all children must be able to master all the learning materials taught in school. So educators not only assess children's abilities based on their cognitive abilities, but more than that they must try to develop a nature-based learning model. Nature in education is a necessity that must always be developed. Because every child is different with all the advantages and disadvantages. So it's only natural that each other has different potential. This must be understood by every educator so that children get education according to their nature. Fitrah is not just a natural tendency but a tendency towards good and right actions and obedience to Allah. It also means that there is a hidden ability in every person that he was born with, which is the impulse of his personality (Muhammad Faiz Al Afify, 2018).

Apart from that, educators are predicted to be at the forefront of developing the potential that exists in all students. So that the imparting of knowledge in schools is maximally encouraged to realize the learning process that is relevant to the talents and potential of the learners (Mualimin,

2017. Thus, another way is used by teachers in developing and maximizing children's abilities, namely through organizing learning activities based on nature. Based learning fitrah can be defined as a learning pattern that is bridged by educators for children who are adjusted through the stages of student development and development of their potential (Bahri, 2021).

Among the several studies that have been written and which have relevance to this research, is that by Nurul Khasanah who describes "Design of Curriculum Development for Arabic Language Learning Based on the Potential/Fitrah Approach". His research shows that there are conceptual ideas that provide an understanding of the flow that is carried out in the development of the Arabic material curriculum based on the potential/fitrah approach (Khasanah, 2018). His research is almost the same as what researchers are currently doing, namely discussing natural learning. However, the difference lies in conceptual thinking, while this research is based on data collected in the field. So of course a new description will appear that departs from a more factual analysis.

There is also Musfiatul Muniroh's research which raises the issue of "Fitrah Based Education: Implementation of Fitrah-Based Education Management in Kindergarten Adzkia Banjarnegara". This research is more focused on nature-based education governance in Kindergarten Adzkia Banjarnegara. Thus, from the results of the research, it can be seen that most of the studies examine the reflection of nature-based educational values which focus on curriculum and learning as well as patterns of communication and support between Kindergartens and policy makers in the application of nature-based education (Musfiatul Muniroh, 2019).

Third, Muhammad Miftah who analyzed "Quantum Learning and Human Nature in the Perspective of Islamic Education". His research is in the nature of literature which explains in detail the link between quantum learning and human nature studied from a conceptual perspective of Islamic education (Muhammad Miftah, 2020). The difference with this research is the focus of the study, which examines factually about developing a nature-based learning model at the elementary school level. In the end, the results of research conducted by researchers will be more real and the benefits will be felt because they are based on existing facts.

In addition, there are also several studies that have discussed the "Concept of Human Nature and Its Implications in Islamic Education" (Lampung, 2017), "Implications of the Concept of Fitrah in Islam and National Education Goals" (Agus Samsulbassar et al., 2020), and "The Concept of Nature In Islamic Education from the Perspective of the Qur'an and Hadith" (Nursalim & Iskandar, 2021).

To the best of the knowledge of the researchers, they have not yet found any discussion about Developing a Nature-Based Learning Model in Elementary Schools. So, this research will

discuss how to develop a Fitrah-Based Learning Model in Elementary Schools. It is hoped that the results of this research can enrich the scope of knowledge in the realm of education, especially at the elementary school level.

This research will formulate a nature-based learning model in elementary schools. The urgency of nature learning is so that children are able to bring out their own creativity in accordance with all their talents so that it will be beneficial for the role of civilization in the future. So this research will offer a formulation that nature-based learning must be done early in school so that children grow and develop according to their own nature. The results of this research can later be used as guidelines by policy makers in schools in formulating patterns of learning activities based on nature.

## 2. METHODS

The type of research carried out is a field study using a qualitative descriptive approach, in which the researcher makes every effort to make in-depth observations of the natural surroundings so that it is certainly in harmony with the theory used by Moleong. In this study, an in-depth analysis was carried out through a research procedure in the field that utilized descriptive material containing written sentences or words from sources of information (informants) regarding an emerging situation and emphasized meaning, reasoning power, explanation of certain situations related to everyday life. day (Lexy J. Moleong, 2010).

The method in this research are:

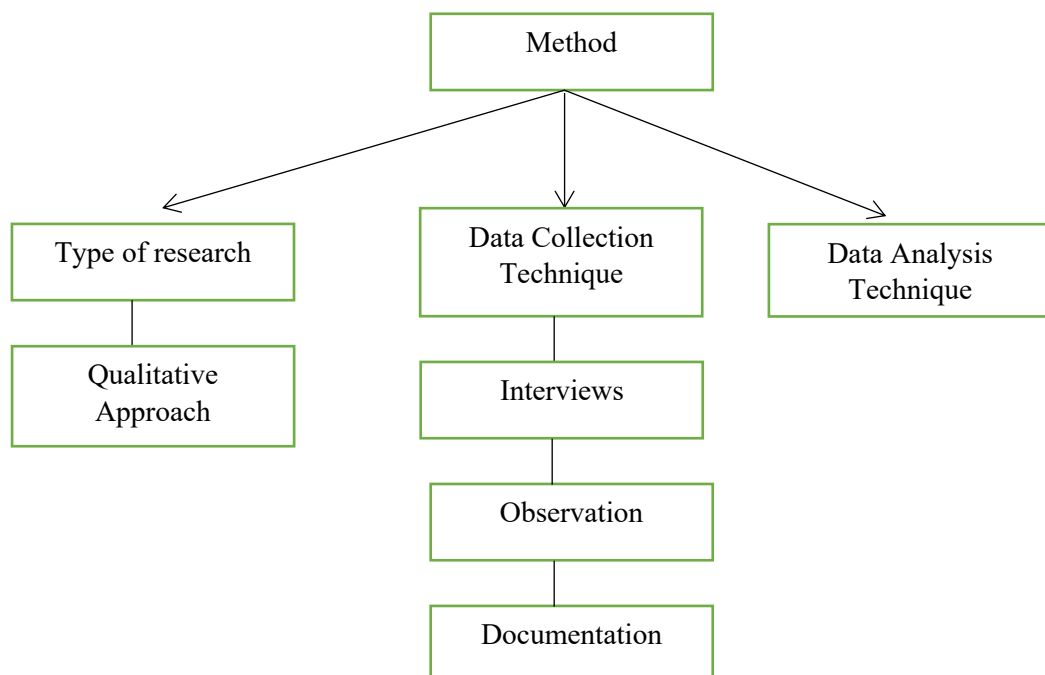


Figure 1. Method

### 3. RESULTS AND DISCUSSION

#### 3.1 Learning Model

Based on Winataputra's opinion, the learning model can be interpreted as a conceptual framework that formulates systemic procedures in organizing agricultural learning practices to achieve certain learning objectives, and is useful as a reference for educators' creative ideas to plan and realize learning process activities (Winataputra, 2005). Learning is essentially part of the communication process between educators and students, whether directly verbal (face to face), or indirectly, for example learning using the media around (Rusman, 2011).

The teaching model is the same as the style in delivering lessons. This model is used by the teacher in accompanying students to get information, creative ideas, ideas, psychomotor skills, thinking power, and actualize their ideas in themselves. Besides that, they also present learning strategies (Djalal, 2017). Thus the function of the learning model is one of them as signs for learning formulators and educators in carrying out everyday learning. The model that has been chosen greatly influences teaching and learning practice because it must be in line with the substance, achievement of learning targets, and the competence of the students being taught.

Based on the results of observations, interviews and documentation, the researchers found that the nature-based learning model developed and applied at Elementary School through extracurricular activities and student talent development. For extracurricular activities, students choose according to their interests at the start of the new school year. The student coordinator distributes questionnaires at the beginning of the semester which contain extracurricular activities and the amount of fees that students can choose from. It is hoped that students will be assisted by their parents by giving various considerations before choosing the desired extracurricular. If the child is steady with his choice, he will always be motivated to follow the learning process well until the end of the semester.

However, specifically for talent development activities, not all children can participate because only certain children are selected and meet the requirements to be selected by the student coordinator because they have dominant talents in their fields. The coaching activities are free. Supervision teachers are mostly taken from outside the school according to their competence.

Referring to observational data, interviews and documentation, it was found that learning planning is based on nature through extracurricular activities and student talent development. In planning, a learning model was developed through 6 programs, namely:

| No | Learning Program             | Choice according to nature/potential |                    |
|----|------------------------------|--------------------------------------|--------------------|
|    |                              | Extracurricular                      | Talent Development |
| 1. | Development of religious and |                                      | Adhan              |

|    |                              |                              |                               |
|----|------------------------------|------------------------------|-------------------------------|
|    | moral values                 |                              | Salat                         |
| 2. | Development                  | Football                     |                               |
|    | physical motor development   | Badminton                    |                               |
|    |                              | Swimming                     |                               |
| 3. | Cognitive development        |                              | RQ (Religious Quiz)           |
|    |                              | Robotics                     | Olympics                      |
|    |                              | <i>Sains club</i>            |                               |
| 4. | Language development         | <i>Englisgh Conversation</i> | Poeticization of the Qur'anic |
| 5. | Social emotional development |                              | SSP (School Safety Patrol)    |
| 6. | Art development              | QRA (Qur'an Recitation Art)  |                               |

Based on these existing programs, talent development activities and asking students in educational units have the goal of developing abilities, social values, creativity, and work preparation when they are adults (Dadang JSN, 2014). So it can be clearly understood from some of these functions, namely: 1. To develop student creativity according to their potential, talents and interests. 2. To develop socially responsible students' abilities and souls. 3. To develop a relaxed, happy and enjoyable environment for students to support their self-development process. 4. To prepare students' career paths after graduation (Muahaimin, 2010).

Meanwhile, according to a quote from the Minister of Education and Culture, holding extracurricular activities has the aim of being able to improve cognitive, affective, and psychomotor abilities, to develop students' interests and talents in order to foster them into beings who are fully human (Permendikbud, 2013).

All students who have abilities in certain fields, are periodically given guidance so that they are always ready to face competitions and other creative events both held by the Education Office and from other schools. So the process of coaching students is not just ahead of the competition. Students are fostered and directed to their potential by coaches who are qualified in their respective fields. Regular schedules are made both on the sidelines of breaks and on holidays. Even more intense coaching is carried out if there is a competition that students will participate in. Every day

the supervisor comes to school or the child comes to the supervisor's house to get sufficient provisions and directions so that they are ready to face the competition calmly and optimally.

Every time a child wins a competition, the school will give an award during the flag ceremony on Monday. This is done not only by giving rewards to the champions but more than that so that their friends understand that appreciation is very important so that they can indirectly motivate their friends to study hard and always be enthusiastic about developing their potential.

Schools in this case, teachers must always give appreciation to students' talents, because only people who are truly talented and even then with active and skilled work will get maximum results and become champions. Because talent is part of the innate potential that must always be honed and nurtured and directed properly so that it is in accordance with the nature of the child (Gollwitzer, 1986). Even so, in fact the view of talent as innate is not entirely correct, because everything in this world can be done if it is based on a strong and diligent desire and determination and focuses on the field he is in (Arikunto & Supardi, 2006).

### 3.2 Child Nature

The overall perspective of Islamic education experts concludes that fitrah is a natural seed that is inherent in humans from birth. The creation of something exists for the first time and the natural structure of humans since the beginning of their birth has had a natural innate religion, namely the religion of monotheism. This makes its existence perfectly bound as a whole (Nursalim & Iskandar, 2021).

The word fitrah and all its roots are mentioned in the Qur'an no less than 20 times (Muhammad Fuad 'Abd al-Baqi, 1942). In the form tsulâtsi mujarrad mâdhî (fathara) eight words, mudhârî' mazîd two words (yanfathirna), fi'il mâdhî mazîd (infatharat) one word, fâ'il (fâthir) seven words, form mashdar fi'lah (fithrah) one word, the plural form of 'mashdar (futhûr) is one word, and fâ'il from tsulâtsi mazîd (mufâthir) is one word. Each verse contains the term fitrah which has its own form, category, subject, object, aspect and meaning (Abdul Mujib, 1999). While fitrah in the scope of religion and humans there are 2 phases, namely before birth and when born. Before the birth of humans into the world, it is explained clearly in Surah Al A'raf 172 where every fetus has testified that Allah is the only God of the universe.

If examined further, human nature can be classified into 2 ways of knowing God, namely a) nature as an instinct, human nature and original nature to know God, and b) nature as God's revelation sent through his prophets. The potential of human nature and religion are two sides of a coin that cannot be separated from one another (Jalaluddin Ramayulis, 1998). Because nature manifests itself in the human soul and the word monotheism means acknowledging God as the Creator (Wahidin, 2015).

So then every human being needs assistance and direction to recognize that his personality is walking on the rails of his nature so that it will grow more and more. Therefore educational

facilities are expected to have a big contribution so that self-resources jump in a more positive direction. Meaningful education raises potential that has not been seen before. To strengthen the journey of his life, humans always work hard to develop the brain with all the potential that is embedded in him (Hasan Langgulang, 2003). In addition, it turns out that humans are endowed with many other potentials, which have the opportunity to continue to trigger themselves towards actions, attitudes, and behaviors that are not good and not profitable (Jalaludin, 2008). Being important in the nature-based learning process at Elementary School, researchers see that there is freedom for children to take extracurricular types according to their interests and talents at the beginning of the new school year. In the learning process they enter classes according to the chosen extracurriculars without any coercion. They can move to other extracurriculars after completing 2 semesters of learning.

Appreciation is always made to students who have certain talents and ask for them. So as a venue for student creativity, learning models are encouraged outside the classroom through action stages. All students can show their best abilities when there are activities organized by the PPDB committee and the school anniversary committee. Usually, action performances and art performances are held in October and January. So it is clear that Elementary School in developing a nature-based learning model still prioritizes fostering talents and asking children so that their potential can develop properly according to their identity.

Among the creativity events that were displayed were extra drum bands which included majorette, gitapati and childguard. Apart from that, there is dancing, the PKS (School Security Patrol) team, jemparingan, singing, science club, jarimatics, football, badminton, the art of reading the Qur'an and pantomime, and poetry which is beautifully and attractively packaged so that all spectators feel amazed.

#### 4. CONCLUSION

The nature-based learning model developed at Elementary School is carried out through extracurricular activities as well as talent development designed in 6 development programs, namely the principles of religious and ethical values, in the form of physical-motor, knowledge and reasoning, language improvement, social self and emotional as well as the arts. Empowerment of nature-based learning models is carried out by creating groups according to the talents and interests of students. This must be done because the child's nature will develop optimally depending on the interests and talents of each.

#### REFERENCES

- Abdul Mujib. (1999). *Fitrah dan Kepribadian Islam: Sebuah Pendekatan Psikologis*, (Jakarta: Darul Falah).
- Arikunto, S. S. dan, & Supardi. (2006). *Penelitian Tindakan Kelas*. Jakarta: Bumi Aksara.



- Bahri, S. (2021). (2021). *Komparasi Perkembangan Potensi Anak Usia Dini menurut Islam dengan Teori Kohlberg. Jurnal Pendidikan Islam: Ta'allum*, 9(1), 207–226.  
<https://doi.org/10.21274/Taalum.2021.9.1.207-226>.
- Dadang JSN. (2014). "Pedoman Kegiatan Ekstrakurikuler Kurikulum 2013- Pramuka Sebagai Kegiatan Ekstrakurikuler Wajib Bagi SD/MI, SMP/MTs, SMA/SMK, dalam <http://www.salamedukasi.com/2014/06/pedoman-kegiatan-ekstrakurikuler.html?m=1>.
- Djalal, F. (2017). Optimalisasi Pembelajaran Melalui Pendekatan, Strategi, dan Model Pembelajaran. *Jurnal Dharmawangsa*, 2(1), 31–52.  
<https://jurnal.dharmawangsa.ac.id/index.php/sabilarrasyad/article/view/115/110>
- Gollwitzer, G. (1986). *Menggambar Bagi Pengembangan Bakat, Terjemahan Adjat Sakri. Zeichenschule Fur Begabte Leute. Bandung: ITB.*
- Hasan Langgung. (2003). *Asas-Asas Pendidikan Islam (Jakarta: Pustaka Al Husna Baru, 2003).*
- Jalaluddin Ramayulis. (1998). *Pengantar Ilmu Jiwa Agama, (Jakarta: Kalam Mulia).*
- Jalaludin. (2008). *Psikologi Agama Memahami Perilaku Keagamaan dengan Mengaplikasikan Prinsip-prinsip Psikologi, (Jakarta: PT Remaja Grafindo Persada).*
- Khasanah, N. (2018). Desain Pengembangan Kurikulum Pembelajaran Bahasa Arab Berbasis Pendekatan Potensi/ Fitrah. *Al Mahāra: Jurnal Pendidikan Bahasa Arab*, 4(2), 159–180.  
<https://doi.org/10.14421/almahara.2018.042-01>
- Lampung, U. N. (2017). *Manusia merupakan makhluk yang sangat istimewa . karena manusia dikaruniai akal sebagai keistimewaannya dibandingkan dengan dengan makhluk-makhluk yang lain . Manusia merupakan makhluk yang mulia dari semua makhluk yang ada di alam bumi ini . . 8(Ii), 249–266.*
- Lexy J. Moleong. (2010). *Metodologi Penelitian Kualitatif, (Bandung: PT Remaja Rosdakarya, 2010).*
- Muahaimin. (2010). *Pengembangan Model Kurikulum Tingkat Satuan Pendidikan Pada Sekolah dan Madrasah, (Jakarta: Raja Grafindo Persada, 2010).*
- Muhammad Faiz Al Afify. (2018). Konsep Fitrah dalam Psikologi Islam. *Tsaqafah Jurnal Pendidikan Islam Unida Gontor*, 14.
- Muhammad Fuad 'Abd al-Baqi. (1942). *Mu'jam Mufahras li Alfāzh al-Qur'ân, (Beirut: Dâr al-Kutub al-Islâmiyyah).*
- Muhammad Miftah. (2020). Quantum learnig,<https://medium.com/>, 14–22.



---

<https://medium.com/@arifwicaksanaa/pengertian-use-case-a7e576e1b6bf>

- Musfiatul Muniroh. (2019). Fitrah Based Education: Implementasi Manajemen Pendidikan Berbasis Fitrah di TK Adzkia Banjarnegara. *Https://Doi.Org/10.14421/Manageria.2019.42-04*.
- Nursalim, E., & Iskandar, I. (2021). Konsep Fitrah Dalam Pendidikan Islam Perspektif Al-Qur'an Dan Hadist. *MUSHAF JOURNAL: Jurnal Ilmu Al Quran Dan Hadis*, 1(1), 31–40. <https://doi.org/10.54443/mushaf.v1i1.8>
- Permendikbud. (2013). *Peraturan Menteri Pendidikan dan Kebudayaan RI tentang Implementasi Kurikulum, lampiran III :Pedoman kegiatan ekstra kurikuler*, (Jakarta, 2013). 3–4.
- Rusman, 2011. (2011). *Model-Model Pembelajaran: Mengembangkan Profesionalisme Guru*, Cet.ke 3, Jakarta: Raja Grafindo Persada.
- Wahidin. (2015). *Sains dan Agama*, (Yogyakarta: Penerbit Ombak).
- Winataputra, U. S. (2005). (2005). *Mengajar di Perguruan Tinggi: Model-Model Pembelajaran Inovatif*. Jakarta: PAU-PPAI Universitas Terbuka. Auladuna