Islamic Education Management Innovation in Forming Youth Characteristics for State Defense in Jakarta

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Abstract: A good education is education that frees his students. The key word of freedom here means that every student has a great sense of creativity to maximize his potential and contribute to his environment and family. In this paper the authors do research on educational innovation associated with Islamic religious education, because a priori majority of the Indonesian population is Muslim, as well as in the millennial era as today, Islamic religious education needs to be rethought into a liberation learning to guide children teenagers to love Indonesia more and more. This study uses the definition of education based on Law No. 20 of 2003, Holton's concept of innovation, Coyce & Well teaching model, and Dick & Carey's learning design model. This research uses research and development method that aims to find innovation of Islamic religious education which is one of the learning value that go hand in hand or sync with the spirit of state defending. Therefore, the emphasis of innovation here is very important, because the target of research is adolescents in the capital. Analysis of Islamic learning based on educational innovations developed in this study is a model of instructional innovation that is based on current conditions in the field and the needs or needs of students and teachers. Therefore, this study recommends the need for Islamic education innovations that have certain characteristics to support the smooth application of it to adolescents in the capital.

1 INTRODUCTION

Education in Indonesia is now busy discussing the character of defending the country as this becomes a bright spot for education that has more character in each individual. The emergence of the education curriculum character of the State defenses are always integrated into each subject of course cannot be separated from various problems. The government's concern about the character of the young generation which has indicated that mental decline is a major factor in the development of this curriculum.

The growing sense of the nationalism of the younger generation is becoming the main focus. With the innovation of Islamic education is expected to restore a sense of nationalism in each individual learners (Hariwibowo, 1999).

In other way, a sense of nationalism that has recently faded became one of the impact of declining education of the nation's nation defending characters (Cahyadi, 2008). Cultivating a sense of nationalism defending the State in the frame of character education will restore the love of young people to their homeland. Various efforts can be made to instill a sense of nationalism defending the State, especially in the young generation who still have the status of students. This is a difficulty in reestablishing the nationalism defensive spirit of the State in the minds of the young generation in the current era of globalization.

The degradation of character in the younger generation resulted in the declining sense of nationalism defending the State. The current tendency is not to understand the younger generation about the difficulty of seizing independence from the invaders. They seem to be indifferent to the hero's struggle by not understanding the nature of his own people. One of the essence of human beings as a nation and a nation is a loving nation and its own country, because as a good citizen should not have any reason not to love his people, proud to be part of the Indonesian nation is one mild example in the struggle of the State (Sukoco, 2001).

Today, Indonesian Muslims seem to be placed face-to-face with nationalism, for example students who love their religion (Islam), then express the symbols of Islam, are immediately considered radical and run contrary to the sense of nationalism and

defending the state. Moreover, acts of terrorism in the name of religion appear, so that the religious students are getting cornered.

Yet historically, Islamic figures have proven that living Islam and running the duty of the state can go hand in hand without sacrificing any aspect. In the colonial period, the spirit of Islam became the state defending spirit, because the kyai and ulama were able to unite the people to fight the invaders who happen to have different beliefs.

It certainly does not happen by chance. According to Muhammadiyah (an islamic mass organization), the Pancasila State is "Darul ahdi" meaning the state is a place where we conduct national consensus. The state of Indonesia itself can stand because of the existence of togetherness in pluralism, or like advices of Sinta Nuriyah, wife of the late president, Abdurrachman Wahid, that "the country of Indonesia is like a house with many flowers of various colors and types, yet beautiful, and beautiful, serene"

The Indonesian state is also a "*darul syahadah*", meaning the country where we fill and contribute. The meaning of independence certainly did not stop in 1945, but the hardest thing happened after 1945 until now, where many challenges and struggles that must be done by young people to fulfill independence, one of them is to find innovation of Islamic learning method, in order to support the spirit of state defenses and nationalism.

2 LITERATURE REVIEW

2.1 State Defense

State Defense is an attitude, determination, and comprehensive action, integrated and sustainable based on the love of the homeland, the awareness of the nation and state of Indonesia and the belief in the willingness to sacrifice to eliminate any threats, obstacles and challenges both emerging from within and coming from outside which endanger the independence and sovereignty of the State, the unity and unity of the nation, territorial integrity and national jurisdiction and the values of Pancasila (the foundational philosophical theory and national principal of Republic of Indonesia) and the 1945 Constitution, provided for in article 30, paragraph 1 and article 27, paragraph 3 "Every citizen shall have the right and obligation to participate in the defense of the State"(Ministry of Defense, 2014).

Definition of education according to Law no. 20/2003 on the national education system is a conscious effort to prepare learners through counseling, teaching and or training for their future role "(Ambary, 1998).

2.2 Innovation

The word "innovation" is often translated into new things or renewal. The term Innovation has several meanings, the model can be interpreted as a simple representation of a more complex form of functional processes and phenomena or ideas to describe the overly complex reality. The model can be interpreted also as a pattern of something to be created or produced. The model can also be interpreted as a small imitation of the form as imitated. Holton (2010) defines the following: "a model is a representation of a physical or conceptual system" model is a representation of a physical or conceptual system.

The learning model, which is a plan or a pattern is used as a guide in planning the learning in the classroom or learning in the tutorial and to determine the learning tools including books, computer movies, curriculum and others. In line with that opinion (Seels and Glasgow, 1998). It is may also be pointed out as "Models are visual or verbal representations of the instructional design process that are used to guide and complete design in many training and educational settings."

The learning model is the concept of helping students to obtain information, ideas, skills, values, ways of thinking and how to express themselves about how to learn. Long-term outcomes are increased student abilities and more effective student learning (Dick and Carey, 2001). Learning design model has long been used to create effective, efficient and engaging learning programs. This model was developed based on the system approach to the basic components of the design of the learning system (Seels and Glasgow, 1998).

The system approach is a procedure used by the designer of learning to create an effective and efficient learning. In using the system approach, every step taken should get input from the previous step. With this concept we can perform a step or process systematic and systemic (Dick and Carey, 2001). The designer system approach has three advantages:

- The designer focuses on the goal to be achieved
- Able to see the inter-subsystem or component relationships within a system,
- The empirical process can be repeated over and over caused by learning, its use as much as possible with the opportunity and the number of learners.

3 METHODOLOGY

3.1 Research Methodology

The method used in this research is to use research and development or R & D. The definition of research and development according to Borg and Gall "applications used to develop and validate educational products". The quote states that innovation development research is a process for developing and validating educational products. The intended educational products are syllabi, teaching materials, textbooks, learning methods and so on, which are carried out in a cycle of research and development.

Gay said that this material was not to test theory, but to develop products that were effective for use in schools to meet specific needs that had been set. For example training materials, teaching materials, media and management systems. Based on this opinion, it can be stated that the method of research and development of innovation is the choice of researchers because the process is easy, clear in stages and accommodates various interests.

To produce a product that suits the needs of students in school, it is necessary to have data about student needs and the data analyzed and then analyzed analytically to obtain a more in-depth view of aspects or factors related to students' needs in (PAI) learning innovation.

Innovation research must be based on reality in the field, therefore in this study the author applied to the learning of Islamic education management in Junior High School Lab School DKI. Giving questionnaires to students and teachers, interviews to students, teachers, principals and literature review. Data analysis is done at the school in Jakarta. The exercise selection of schools is done by considering that the school implements discipline by training students in mountainous area of Bogor by the Army troops, as an initial step for educators to defend the State.

3.2 Steps for developing innovation

According to Roger, the process of innovation steps has five stages, namely (1) the knowledge stage (2) the persuasion stage (3) the decision stage (4) the implementation phase (5) the confirmation phase.

1. Knowledge Phase (Knowledge)

The process of innovation decisions begins with the stage of knowledge that is the stage of a person or organization aware of an innovation and its function, understanding that in this case is not just

understanding, but opening up to know the innovation, then activeness to meet the curiosity needs about innovation is not going on knowledge

only, but also in the next stage even until the confirmation stage there is still a desire to know certain aspects of the innovation.

2. Persuasion Stage

At the persuasion stage of the innovation decision process, a person forms a happy or unhappy attitude towards innovation. If at the knowledge stage the mental activity process is the main cognitive field, then the stage of persuasion that plays an affective or feeling field. A person cannot experience innovation before he knows in advance about innovation.

In this stage of persuasion, more mental activity plays a role. Someone will try to find out more about innovation and interpret the information it receives. At this stage information selection takes place in accordance with the conditions and personal characteristics. Here is the role of the characteristics of innovation in influencing the innovation decision process.

The result of the main stage of persuasion is the determination of likes or dislikes of innovation. It is hoped that the results of the persuasion stage will direct the innovation decision process and realize it.

3. Decision Phase

The decision stage of the innovation process, takes place if someone does an activity that leads to establish accepting or rejecting innovation, usually someone will accept innovation if they try first, or maybe try a new small part and then proceed as a whole, if it has proven to be as expected. Though not all innovations can be tried by being broken down into several parts. Innovations that can be tried part by part will be more quickly accepted.

It should be noted that in fact at each stage in the innovation decision process there can be rejection, for example rejection at the beginning of the knowledge stage, or the stage of persuasion, may also occur rejection at the stage after confirmation and so on. There are two kinds of rejection of innovation, namely: (a) active rejection means refusal of innovation after going through the process of considering accepting innovation or maybe already trying it first, but the final messenger rejects innovation. (b) passive rejection means rejection of innovation with no consideration at all. In the implementation of defeating innovation between: knowledge, persuasion and innovation decisions often go together. One with the other is interrelated. Even for certain types of innovation and under certain conditions can be a sequence: knowledge-new innovation decisions persuasion.

4. Implementation phase

The implementation phase of the innovation decision process occurs when someone applies

innovation. In this implementation phase, both mental and physical activities take place. The decision to accept new ideas or ideas is proven in practice. In general, implementation certainly follows the results of the innovation decision, but can also occur because something has already decided to accept innovation, not followed by implementation. Usually this happens because application facilities are not available.

When will this implementation phase end? Maybe this stage takes place for a very long time, depending on the state of the innovation itself, but usually a sign that the level of implementation of the innovation ends if the application of the innovation is institutionalized or has become a routine.

The things that make possible the re-invention between innovations that are very complex and difficult to understand, recipients of innovation can not understand innovation, because it is difficult to meet with reform agents, innovations that enable various communication possibilities, If innovation is applied to solve a very broad problem, pride the innovation that is owned by a particular institution can also lead to reinvention.

5. Confirmation Stage.

In this confirmation stage a person seeks reinforcement of the decision he takes, and he can withdraw his decision he has taken, and he can withdraw his decision if it is obtained information that is contrary to the original information. This confirmation phase actually took place continuously since it took place accepting or rejecting innovations that were invoked indefinitely. During the confirmation someone tries to avoid the occurrence of dissonance at least trying to reduce it.

4 RESEARCH OBJECTIVES

The research that the author is doing is research and development which generally aims to find innovations in Islamic religious education that can be used as a planting of values of the State's defense character with a concept that is fun, meaningful and conceptual. The innovation of Islamic religious education is expected to replace the traditional Islamic learning model that has been used by Islamic religious teachers. In detail, the objectives of this study are as follows:

1. Knowing the objective conditions of the teaching and learning process of Islam that is currently at the Lab School Middle School of the UNJ Rawamangun Jakarta complex in Jakarta.

2. Discovering forms of innovation in Islamic religious education needed by students at the UNJ Rawamangun Junior High School Lab School in Jakarta.
3. Finding the design of the Innovation of Islamic Education in Forming the State's Bela Character with the CTL approach?
4. The design of Islamic learning models in shaping State defense behavior with the CTL approach in teaching and learning in DKI Jakarta Middle School.

5 PLACE AND TIME RESEARCH

This research was conducted at SMP Lab School Rawamangun UNJ Complex in Rawamangun East Jakarta street. Before conducting research activities, the first step taken was to conduct a needs analysis aimed at assessing the real conditions in the field. The things that were done in the needs analysis included field observations about PAI learning in DKI SMP. Providing questionnaires to students and teachers, interviews with students, teachers, principals and literature review. Needs analysis is done at the UNJ Rawamangun Complex School Junior High School in Jakarta

The selection of schools was carried out taking into account that the school applied discipline by training its students on Mount Sangga Buana Bogor by Kostrad members, as an initial step in educating the State.

The research time starts from January 2017 to September 2018 with 4 stages as follows: The first phase starts with preliminary studies, Both innovation development planning, Third Validation, Evaluation, and revision of innovation, Fourth Implementation of innovation. And the fifth report preparation. The research stages are outlined in the following table.

No. Stages of Activity Type of Time Activity
1 Preliminary Study - Theoretical Study
- Empirical research results
- Evaluation of the learning process, document analysis
- Analysis of learning process needs
- Analysis of PMB conditions and learning models November 14, 2017 17 February 2017
2 Model Development Planning - Determination of model criteria
- Drafting the model
- Assessment by peers
- Revision 1
- Limited trial
- Revision February 20, 20 June 2017

3 Validation, Evaluation, and Model Revision -
Expert assessment
- Revision 3
- Extensive trials
- Revised 4 July 17, 2017 September 25, 2017
4 Model Implementation - Experimentation
October 2, 2017 until December 20, 2017
5 Report Preparation - Checking data and writing
report on January 9, d. March 26, 2018

6 ANALYSIS AND DISCUSSIONS

Education is a very important thing in the intellectual
life of human beings, because cultured human beings
are people who have knowledge, skills and attitudes
so that they are able to think rationally, critically, and
have the character and personality that love the
harmony of life. Educating children to become
humanists should start with the creation of a humane
and child-friendly learning climate (school culture).
For that reason, it is necessary to formulate a national
education curriculum that is able to form a "*unity*"
mindset in Indonesia's diversity. The curriculum is
able to form a harmonious dynamic of life in
difference. Therefore the education needed by the
Indonesian nation, is education that understands and
makes modernization not as westernization. For this
reason the Ministry of Education and Culture has
launched character education for all levels of
education, from elementary school to university level
(Nagazumi, 1989).

The task and role of Islamic education is to make
the basic values of Islam functional in a Muslim,
including in answering the opportunities and
challenges of globalization problems, because one of
the functions of religious education in schools is as a
moral foundation, namely the establishment of the
value system (value system) in the learner who
derived from the teachings of his religion so as to
have endurance in facing every challenge and change.
Thus it can be understood that the function of Islamic
educational institutions such as boarding schools,
madrassas, or public education institutions that
breathe Islam, should be oriented to achieve the
Muslim person who aspired by this nation (Ambary,
1998). Institution of this Islamic school may also
become main media influence of Islam in moral
development of Indonesia nation.

In its history, Islamic education institutions in
Indonesia consist of boarding school education,
madrasah education, Islamic public education, and
Islamic religious lessons held in public education
institutions. One of the most common Islamic
educational institutions that sprang up in the early
Nineties was the Integrated Islamic School
which included education ranging from
kindergarten to high school (Senior High School). If
traced back, the term Integrated Islamic School, in
essence has a point in common with the idea of one
of Indonesia's founding fathers: Mohammad Natsir
(1908-1993) on integral Islamic education, which is
an integrated or integrated Islamic education
especially in the material and methodology (Luth,
1999). Mohammad Natsir's idea of integral Islamic
education resulted from the unrest that was created by
the Dutch colonial government where during the
Dutch colonialism there was a separation between the
general education system and the religious education
system, which ultimately gave birth to the
purification group, the movement against the secular
system and the westernization of movement which
supports and adopts Western systems (Rahman,
1995). The idea of Mohammad Natsir gave birth to an
integral Islamic education innovation aimed at
awakening Muslims from adversity by teaching
religious education and general education integrally
with no separation between the two models of
education. Integrated Islamic School (SIT) is
essentially a school that implements the concept of
Islamic education based on *Al-Qur'an and As-Sunnah*
(Nasution, 1995).

Reviewing in the contemporary context in the
development of nationalism attitude in the life of
students, of course, efforts in the formation of state
defending characters in schools cannot be taught
stand alone in the form of subjects, or the formation
of defensive character This country is given
integrated in certain subjects such as Education
Pancasila and Citizenship, religious education as well
as extra-curricular education. According to Cohen,
the establishment of national character in school can
be carried out in a progressive educational
environment that includes an integrated curriculum,
integrated day, and integrated learning. Based on
Cohen's opinion, it can be understood that the
establishment of national character in schools is the
responsibility of all teachers and all components in
the school.

Indonesia actually has had National Workshop on
Cultural Education and National Character as
National Agreement of Development of Culture
Education and Character of Nation on 14 January
2010.20 The workshop has agreed on the following
matters; first, the cultural education and character of
the nation is an integral part that is inseparable from
the national education as a whole. Second, the
cultural education and character of the nation must be

developed comprehensively as a cultural process. Therefore, institutional education and culture need to be fully accommodated. Third, cultural education and character of the nation is a shared responsibility between government, society, schools and parents. Therefore the implementation of cultural education and the character of defending the State must involve the four elements. Fourth, in an effort to revitalize the education and culture of the nation's defending characters, it is necessary for the national movement to arouse the spirit of togetherness in the field.

Based on the framework of the Workshop above, the researcher is interested in the basic concept of Contextual Teaching and Learning Contextual Learning (CTL) strategy, because CTL is a learning strategy that emphasizes the full process of student involvement in order to find the material learned and relate it to real life situations, thus encouraging students to apply it in everyday life (Sanjaya, 2006).

The study of Islam by using CTL and integrate with the values of the defendant character of the State get results include the ability of religious practice which consists of *aqidah*, *syariah* and morals plus the mechanical values of the State defending characters in integration into the ability of religion and spirituality. The learning process uses a CTL approach consisting of constructivism, inquiring, and inquiry, learning societies, modeling, reflection and actual assessment. The values of the nation's defending characters include religious, creative, independent, disciplined, hard work, responsibility, love of the homeland, national and state consciousness, convinced Pancasila as the State's ideology, willing to sacrifice for nation and State, Of the three components, namely from the religious aspect, Contextual Teaching Learning (CTL), and character education defend the State synergized in creating learning process will produce students who are competent and having defensive State cafes.

Principles of Islamic learning innovation development based on the education of State defending character with CTL approach as follows:

- Focusing on the potential, development, needs and interests of students and their environment.
- Able to provide direction and thought to the teacher or implementer in the field so that students are more creative, fun and meaningful for students.
- Relevant to the school's condition, environment and student needs.
- Meaningful for student life.
- Easy implementation in the field.
- Using various learning resources.

- Able to provide understanding to students about the cultivation of the values of defending the State.
- Use authentic scoring.
- Can be used as a means to cultivate the values of State defensive characters.

In relation to the Islamic education management method in the capital city, Jakarta is chosen to be a learning model, since educational decision making is still centralized and being a viable state defense center in school, and curriculum learning will be easier to pilot in the capital first. This paper therefore becomes the formula of Islamic education management innovation in schools in the capital.

7 CONCLUSIONS

The author agrees with one of the prominent Muslim scholar: Azyumardi Azra that Islam is normatively and historically has no significant problems with nationalism because Islam never contradicts Islam with ethnicity (Fadjar, 2011). Therefore, Islamic schools need to instill the values of defending the country early on, among others through the formulation of subjects of State defensive characters that stand alone such as character lessons, through the integration of the values of characters in subjects that have been there for example in the eyes the education of *Pancasila and Civil Education (PPKn)*, history, religion and can also be through extra-curricular activities that support the formation of State defensive characters, such as the Boy scout and Paskibraka (National Flag Hoisting Troop) training.

The educational innovation that is proposed in this research model of instructional innovation based on field conditions and the needs of students and teachers, need to be developed innovation of Islamic religious education which has the following characteristics:

- Islamic education management learning process needs to be mastered by students as a whole.
- Islamic education management learning process that can motivate students to do activities.
- The learning process that spur students to activity.
- Learning process that can be implemented inside or outside the classroom.
- Utilization as a learning resource including the natural surroundings
- Learning that gives the concept what students learn can be meaningful for their life.

- The learning that gives the atmosphere is fun and challenging.
- Learning process that is able to develop useful life values.
- Assessment of learning that includes process and learning outcomes as well as the cognitive, affective and psychomotor aspects.
- Education that can be used as a means of planting the values of the State defensive characters.

Thus this study yields a tentative conclusion that Islamic education management in Jakarta still needs learning innovation so that students understand the full Islamic context, start to recognize the history of Islam entry in Indonesia, to the appreciation of Pancasila which can be in the same line with the belief of Islam itself.

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