5093—13—1 SPASI

STRATEGY MODELS IN
LEARNING OF ISLAMIC EDUCATION
IN ESSENSIALISM PHILOSOPHY PERSPECTIVE

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Abstract

This research discusses how models of learning strategies of Islamic religious education; second, how the learning concept of essentialism philosophy; third, how the models of learning strategy of Islamic education in essentialism philosophy perpesktif.

The type of research in this thesis uses library research, with a qualitative approach; data collection method: documentary method, that is to collect data and information on library materials relevant to research object; is data analysis with deductive method and inductive method.

The research findings in this thesis can be summarized: First: The learning strategy of Islamic Education is a conceptual framework that serves as a guide for education designers and implementers. Learning strategy models used are student-centered learning strategies such as, co-operative, contextual and Active; Second: The essentialism philosophy is an educational philosophy that argues that education must have a firm footing of old cultural values, historical legacies, which have been proven to bring goodness to life. The models of instructional strategies in the essentialism philosophy perspective are teacher-centered learning strategies (Teacher Centered); Third: The use of learning strategy models that emphasize student activities, students as subjects (Student Centered), such as contextual learning (CTL), Active learning, and Cooperative learning, should not reduce and completely eliminate the existence of teachers. However, the success of education or learning in educating, teaching, and shaping student characteristics lies in the extent of teacher role involvement in education and learning itself.

Keywords: *Learning Strategy, Essentialism Philosophy, Models*

A. Introduction

Islamic Education is an effort to get up and develop human potential optimally in accordance with its status, based on the syari'at of Islam delivered by Allah's Apostle so that human can act as devoted servant of Allah with all his activities in order to create a living condition of Islam ideal, safe, secure, prosperous and qualified, and get a guarantee for a good life in hereafter. In such a way, the islamic education comes from the Islamic teachings, so the avoidance of the acculturation of non-Islamic educational models which are "compelled" is legitimized by Islam as a model of Islamic education whose issues and spirit are not consistent with Islamic teachings[1].

Secarahistoris-operational education has been done from its end of this earthquake, for the Prophet Adam a. which in al-qur'an it is stated that the educational process took place at the time of Adam's dialogue with God. Where the dialogue arose because of the motivation in Adam to reach a prosperous and happy life[2].

In other words, education is the primary helper for humans to live this life. With human education can know himself as well as his God. Without education, then humans would not be different from the predecessor's in antiquity[3].

When an education would be designed, then the first thing to think about is how the graduates would be generated the education, how the learning strategy, executive staff and others ?. This is called philosophy After the thinking stage (philosophy), then it would emerge the second stage of paradigm formulation stage. The paradigm would certainly be a crystallization of the philosophical thought that in it there are several components of education, among others: the purpose of education, curriculum, learning strategies, subject matter, teachers and students.

During this time, we (the Muslims) are often in designing education that is not through philosophy and paradigm, but usually directly in the third stage of curriculum formulation. It makes education that was built did not work optimally in

1 Jalaludin, *TeologiPendidikan*, (Jakarta: Raja GrafindoPersada, 2003) 74.

2 Moh. Roqib, *Ilmu Pendidikan Islam*, (Yogyakarta: PT. Lkis Printing cemerlang, 2009) 15-16.

3 A. Syafi'iMaaarif, dkk, *Pendidikan Islam di Indonesia, AntaraCita dan Fakta*, (Yogyakarta: PT. Tiara Wacana Yogya, 1991) 8.

producing graduates in accordance with the views of his life.

Nowadays in the world of education develops the idea of the importance of changing the paradigm of education, because the existing education is currently considered not able to deliver students into real human beings. Education that should be articulated as an effort to humanize humanity, it has led to dehumanization: humans such as loss of direction and life goals and more teraliensi of the essence of humanity[4].

Education is not the knowledge transfer of and skill knowledge, but more importatny, is the effort to form a good personality in accordance with the norms and values prevailing in a society. In other words, educating not only teaches the knowledge (transfer of knowledge) and expertise (professionality) alone, because knowledge and skills just pretend to equip someone to live, to get a job that produces the material he wants. While human values in humans do not lie in the knowledge and expertise they have, or on the quality of technical skills they master, but on the moral glory it has[5].

Furthermore, education has been reduced to the notion of schooling alone, and is limited only to intellectual development. A spectrum of human intellectual intelligence is inflated in such a way, while emotional intelligence is ignored. The result is a smart human who is dominated by the values of greed, violence and bluntness of humanity[6]. Therefore, the problems that often arise are not only related to the low quality of graduates, but also related to the problem of civilization (civility) of society in general. It is not surprising that the existing education to date has not succeeded in printing civilized people because the intelligence gained by school graduates is not accompanied by the realization of civilized attitudes and traditions[7].

4TediPriatna, *ReaktualisasiParadigmaPendidikan Islam: IkhtiarMewujudkanPendidiknBerilahiahdan Insaniah di Indonesia*, (Bandung:Pustaka Bani Quraisy, 2004) vii.

5 Imam Tholkhah, Ahmad Barizi, *MembukaJendelaPendidikan,* (Jakarta: Raja GrafindoPersada, 2004)205.

6TediPriatna, *ReaktualisasiParadigmaPendidikan Islam; IkhtiarMewujudkanPendidiknBerilahiahdan Insaniah di Indonesia,* (Bandung:Pustaka Bani Quraisy, 2004) vii.

7 Imam Tholkhah dan Ahmad Barizi,*MembukaJendelaPendidikan,* (Jakarta: Raja GrafindoPersada, 2004) *205-206.*

By the shift of education understanding, especially in the era of globalization and modernization today is characterized by the renewal and changes in a large-scale and continuous (progressive) in the world of education so that the basic values (old culture) is ruled out. The existence of the demands of tolerant attitude, open, flexible and so on modernization and globalization are adopted into the world of education what makes education unstable. So education is more inclined to change and renewal by following current trends (progressiveness) and constructivism, without any foothold on the fundamental values that have been built by the founders, so that in the end education does not match the main objectives.

Especially in the process of learning, the tendency in the current era of globalization where the learning process is demanded and leads to the arrangement of active, innovative, creative and fun classroom conditions. With the emergence of new thoughts and breakthroughs about modern learning strategies such as: active learning, CTL (Contextual teaching and learning) Small-group work, cooperative learning, problem solving learning, inquiry learning, PAKEM or PAIKEM learning and so on.

If we look and try to analyze, that the strategies of modern learning only prioritize cognitive aspects only. The use of these strategies students feel happy and active in following the lesson so that the learning process takes place effectively and efficiently, without accompanied by the optimization of the delivery of the essence of the subjects. So in the end the essence of the existing Islamic teachings just that disappear.

The phenomenon of education is very dilemmatic today, as the example above invites us to the question whether the Islamic educational paradigm that is used today is sufficient to present human-idealized human as *insan kamil*, or "whole person", especially in the delivery of subject matter by using strategies of modern-day learning of that variant.

So the formulation of learning strategies that includes part of the educational paradigm needs to be done continuously. Since understanding education is not only enough to understand what "piece" has been put forward in the relation of education, but also for the foundation of the value system that becomes the basis of its paradigm.

By this problem and reality, the researcher is committed to conducting research by analyzing the content of models of learning strategies of Islamic education that have

been used by teachers or educators in the process of learning or education and has been running a few centuries ago in Indonesia until now, with the title of Thesis " **STRATEGY MODELS IN LEARNING OF ISLAMIC EDUCATION IN ESSENSIALISM PHILOSOPHY PERSPECTIVE".**

B. Research Method

This research includes a type of research that collects data and informants with the help of various materials contained in the literature or type of qualitative research, ie a research aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions , the thinking of individuals or groups.[8]

Since this research is classified as library research that uses a qualitative paradigm with descriptive analytical approach, a research that does not use or use quantitative calculation. That is an approach by describing and analyzing the contents or documents in order to know the meaning, position and relationship between the various concepts, policies, programs, activities, events that exist or what happens, to further know the benefits, the results and the impact of those things.

Sources of research used in library research is a variety of materials that exist in the library room, such as books, journals, bulletins and others related to the title of the thesis.

In accordance with its nature, this literature research is exploring the problem to get a description of the subject matter that is discussed and also its implications that are directly related to this research and the views of experts who have dive into the problem.

Data collection method used in this research is documentary method, that is finding or collecting data about things or research variables in the form of notes, transcripts, books, newspapers, magazines, notes, inscriptions, meetings, legers and so on[9]. This method is considered relevant for obtaining data source from the book as the primary source.

8 Nana SyaodihSukmadinata, *MetodePenelitianPendidikan,* (Jakarta: PT. RemajaRosdakarya, 2007) 60

9SuharsimiArikunto, *ProsedurPenelitian: SuatuPendekatanPraktek,* (Jakarta: RinekaCipta, 2002) 206

C. Discussion of Research Results

1. Learning Strategy Models of Islamic Education.

There are many models or learning strategies developed by experts in an effort to optimize student learning outcomes. Among them:

a. Contextual Teaching and Learning Strategy

Contextual Teaching and Learning is a learning approach that emphasizes the full process of student involvement in order to find the material learned and relate it to real life situations that encourage students to apply it in their lives[10].

From the concept there are three things that we must understand. First, CTL emphasizes the process of involvement of students to find material, meaning that the learning process is oriented directly to the experience process. Furthermore, CTL learning process does not expect students to only receive lessons, but the process of finding and finding their own subject matter. Secondly, CTL encourages students to discover the relationship between the subject matter and the real life situation, meaning that students are required to capture the relationship between the learning experience in school and real life. Third, CTL encourages students to apply it in life, meaning CTL is not just expecting students dapa understand the material he studied, but how the subject matter can color his behavior in everyday life[11].

The philosophical foundation of CTL is constructivism, a learning philosophy that emphasizes that learning is not just memorizing. Students must construct their own mind knowledge. Knowledge can not be separated into separate facts or propositions, but reflects applicable skills[12].

Besides the CTL learning strategies have the following principles:

1) CTL reflects the principle of interdependence (In dependency). This principle creates meaningful connections between the learning process and the real-life context so that learners are convinced that learning is an essential aspect of life

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10WinaSanjaya,*PembelajaranDalamImplementasiKurikulumBerbasisKompetensi*,(Jakarta: KencanaPrenada Media Group, 2009), Cet. Ke-2,109.

11*Ibid.*, 209.

12Sugiyanto, *Model-model BelajarInovatif*, (Surakarta: PanitiaSertifikasi Guru Rayon 13 FKIP UNS Surakarta, 2009), Cet. Ke-1, Jilid 1, 16.

in the future. This principle encourages educators to recognize their interrelationships with other educators, learners, stakeholders, and the environment[13].

2) CTL reflects the principle of difference. Differences become real when CTL challenges students to respect each other's distinctiveness, to respect differences, to be creative, to work together, to generate new ideas and different outcomes, and to realize that diversity is a sign of steadiness and strength[14].

3) CTL reflects the attitude of self-regulation. The principle of self-regulation states that the learning process is organized, maintained, and realized by the students themselves[15]. Self-regulation is seen when students look for and discover their own unique abilities and interests[16].

4) CTL reflects an authentic assessment. The use of authentic assessment, ie challenging students to apply new academic information and skills to contextual situations significantly[17].

b. Active Learning Strategy-PAKEM (Active, Creative, Effective and Joyful Learning) or PAIKEM (Active, Innovative, Creative, Effective and Joyful Learning)

Understanding PAIKEM, language and term can be briefly described, it stands for Active, Innovative, Creative, Effective and Joyful Learning. From this understanding there are several terms, among others:

1) *Active,* the purpose of learning is an active process of building meaning and

13Nanang Hanafiah dan CucuSuhana,*KonsepStrategiPembelajaran*, (Bandung: PT.RefikaAditama, 2009), Cet. Ke. 1,jilid 1, 69.

14Sugiyanto, *Model-model BelajarInovatif,* (Surakarta: PanitiaSertifikasi Guru Rayon 13 FKIP UNS Surakarta, 2009), Cet. Ke-1,jilid 1, 15.

15Nanang Hanafiah dan CucuSuhana,*KonsepStrategiPembelajaran*, (Bandung: PT.RefikaAditama, 2009), Cet. Ke. 1, jilid 1, h. 70.

16Sugiyanto, *Model-model BelajarInovatif,* (Surakarta: PanitiaSertifikasi Guru Rayon 13 FKIP UNS Surakarta, 2009), Cet. Ke-1, Jilid 1, 15

17Nanang Hanafiah dan CucuSuhana,*KonsepStrategiPembelajaran*, (Bandung: PT.RefikaAditama, 2009), Cet. Ke. 1,Jilid 1, 70.

understanding of information, knowledge and experience by learners themselves.

2) *Innovative,* in the learning process is expected to emerge new ideas or positive innovations better.

3) *Creative,* learning is a process of developing the creativity of learners, because basically every individual has the imagination and curiosity that never stops.

4) *Effective,* learning objectives must be achieved maximally. This can be evidenced by the achievement of new competencies by learners after the learning process ends, with marked the change of knowledge, attitudes and skills in the students themselves.

5) *Fun,* the learning process should take place in a fun and memorable atmosphere.

Psychologically-pedagogical, the application of PAIKEM in the learning process, is believed and has been proven on the basis of experience has a positive impact on the strengthening of learning outcomes, deep impression, and endurance in the memory of learners so as not easy to forget the science that has been obtained or better known with long term memory term[18].

c. Co-operative Learning Strategy (Cooperative Learning)

Cooperative learning is a learning approach that focuses on the use of small groups of students to work together in maximizing learning conditions to achieve learning objectives[19].

Cooperative learning arises from the concept that students would more easily find and understand difficult concepts if they are discussing with their friends. Students regularly work in groups to help each other solve complex problems. Thus, the social nature and the use of peer groups are a key aspect of cooperative learning[20].

18*Ibid.*, h. 47.

19Sugiyanto, *Model-model BelajarInovatif,* (Surakarta: PanitiaSertifikasi Guru Rayon 13 FKIP UNS Surakarta, 2009), Cet. Ke-1, Jilid 1, 37.

20Trianto, *Model-model PembelajaranInovatifBerorientasiKonstruktivistik: Konsep, landasanteoris-praktis dan implementasinya,* (Jakarta: PrestasiPustaka Publisher, 2007), cetakanpertama, 41.

In the cooperative class students learn together in small groups of four to six students who are equal but heterogeneous academic, gender, ethnic or racial skills that are mutually helpful.

Assessment system is done to the group. Each group would be awarded (reward), if the group is able to show the required performance. Thus, each member of the group would have a positive dependence. This kind of dependence will then lead to individual responsibility for the group and interpersonal skills of each group member. Each individual would help each other, they would have motivation for the success of the group, so that each individual would have equal opportunity to contribute to the success of the group[21].

The operative learners are rejected from the views of Jhon Dewey and Harbert Thelan who claim education in a democratic society should teach the democratic process directly. Cooperative behavior is seen by Jhon Dewey and Thelan as the basis of democracy, and schools are seen as laboratories to develop democratic behavior[22].

In operational learning there are at least four methods or approaches: STAD method (Student Teams Achievement Division), Jigsaw, G-method (group investigation), and structural methods including: Seeking Couples, Exchanging Couples, and Climate Problems.

In addition, in cooperative learning there are interrelated elements or principles, among others:

1) *Principles of Positive Dependency (positive interdependence)*

In cooperative learning, the success of the task completion depends on the entrepreneurship of each group[23].

2) *Responsibility Persons (individual accountability)*

This principle is a consequence of the first principle. Since the success

21WinaSanjaya,*Kurikulum dan Pembelajaran: teori dan praktikpengembangan KTSP,* (Jakarta: KencanaPrenada Media Group, 2009), Cet. Ke-2, 309.

22Ibid., 45

23WinaSanjaya, *Kurikulum dan Pembelajaran: teori dan praktikpengembangan KTSP,*(Jakarta: KencanaPrenada Media Group, 2009), Cet. Ke-2,310.

of the group depends on each member, each member of the group must have responsibility according to his or her duties. Each member must provide the best for his group. To achieve this, teachers need to provide an assessment of both individuals and groups[24].

3) *Facial Interaction Interaction (face to face promotion interaction)*

Cooperative learning gives space and opportunity to each group member to meet face to face, give each other information and mutual learning. Face-to-face interaction will give each group member a valuable experience to work together, appreciate each difference, take advantage of each member's merits, and fill in their respective shortcomings[25].

4) *Participation and Communication (participation comunication)*

Cooperative learning trains students to be able to participate actively and communicate.

2. Concepts of Learning Philosophy of Essentialism

a. Purpose of Education

The purpose of education is to convey cultural and historical heritage through a collected core of knowledge, which has persisted over time and thus is valuable to everyone. This knowledge is followed by skills. The skills of attitudes, and the right values, form the essential (essential) elements of an education. Education aims to achieve high academic standards, intellectual development or intelligence[26].

b. Educational Methods

The idea of Essentialism on the meode of education is as follows:

1) Education centered on teachers (teacher centered)
2) It is generally believed that learners do not really know what they want, and they must be forced to learn. Therefore gentle pedagogy should be shunned, and focus on the proper use of traditional training methods

24Ibid., 311.

25WinaSanjaya, *Kurikulum dan Pembelajaran: teori dan praktikpengembangan KTSP,*(Jakarta: KencanaPrenada Media Group, 2009), Cet. Ke-2,311.

26RedjaMudyahardjo,*PengantarPendidikan,* (Jakarta: Raja GrafindoPersada, 2001), 163.

3) The main method is mental practice, for example through discussion and assignment; and mastery of knowledge, for example through the delivery of information and reading[27].

c. Curriculum

The curriculum of essentialism emphasizes the teaching of facts, subject matter centered. In elementary education in the form of writing, reading and numeracy, in secondary schools is extended to numeracy, science, humanities, languages and satra.

Further Essentialism bases the curriculum on the principles of a rich, sequential, and systematic curriculum based on a certain target that can not be reduced, as a single unity of knowledge, skills, and attitudes prevailing in a democratic culture[28].

d. Teacher

1) Teachers are strong in influencing and supervising activities in the classroom

2) The teacher acts as an example in the escort of values and the mastery of knowledge or ideas

3) The teacher must master all the subject matter

e. Student

Students are rational beings in the power of facts and essential skills that are ready to perform intelligent or thinking exercises.

f. Learn

Although learning is considered a psychological field, but by learning essensialism is also regarded as a matter of ontology (learning reality), epistimology (learned knowledge reliability), and axiology (value and reality of that knowledge).

In general the theory of learning Essentialism is detailed in the theory of learning idealism and realism. The theory of idealism learning that begins with the individual as a creative subject is to know God. Meanwhile, according

27RedjaMudyahardjo,*PengantarPendidikan*,(Jakarta: Raja GrafindoPersada, 2001), 163

28Abdul Azz dan Abdusysuyakir,*AnalisaMatematsTerhadapFlsafat Al-Qur'an,* (Malang: UIN Malang Press, 2006), Cet. Ke.1,47.

to realism as Bagley's opinion that learning is the process of introducing to the past human heritage as the basis of interpretation for the present reality; understanding on the basis of moral values and the authority of objective facts[29].

A philosopher and sociologist named Roose L. Finney explains the social nature of mental life. It is said that mentality is a passive spiritual state, which means that humans generally accept whatever is certain which is governed by nature. It also means that education is social. So learning is receiving and knowing the social values of the new generation that arise to be added and subtracted and passed on to the next generation. Thus the views of realism reflect the existence of two types of absolute determination and limited determination:

1) Absolute determinism, showing that learning is experiencing things that can not be hindered, so there must be, which together form the world. This introduction needs to be followed by adjustments in order to create a harmonious atmosphere.

2) Determinism is limited, giving a picture of a lack of passive nature of learning. That although the introduction of the things causative in this world means there is no possible control over them, but the ability of the superintendent is necessary[30].

g. Principles of Education or learning Essentialism

1) Education must be done through hard work, not just arise from within students.

2) Initiatives on education or learning are emphasized on teachers, not on students. The role of teachers is to bridge the world of adults with the world of children.

3) The core of the process of education or learning is the assimilation of predetermined subjects.

4) Schools should maintain traditional methods linked to mental discipline

29*Ibid*., 45-46.

30Ibid., Diaksestgl 06-05-10.

5) The ultimate goal of education or learning is to improve the general welfare of the demands of a real democracy.

3. Models of Learning Strategy of Islamic Education in Perspective of Essentialism Philosophy.

The following is an analysis of the differences between contextual learning strategies (CTL), Active learning and cooperative learning with learning strategies of essential philosophy:

Tabel 3.1

Comparative analysis of learning strategies with the philosophy of essentialism

Learning strategies		The philosophy of essentialism	Student Position
Contextual Learning (CTL)	1. Student-centered learning	1. Teacher-centered learning	CTL (subject and object of learning) Essentialism (the object of learning)
	2. Emphasis on gentle pedagogy	2. Avoid pedagogy gentle	
	3. Ability based on experience	3. Ability is based on mental exercises mental	
	4. The ultimate goal of learning is satisfaction	4. . The ultimate goal of learning is to improve the general welfare	
	5. Actions and behaviors are based on self-awareness	5. Actions and behaviors require samples and escorts	
Active Learning	1. Student-centered learning	1. Teacher-centered learning	Active (subjects and learning objects) Essentialism (learning object)
	2. Emphasis on gentle pedagogy	2. Avoid gentle pedagogy	
	3. The ultimate goal of learning is the provision of a sense of satisfaction	3. The ultimate goal of learning is the improvement of general welfare	
Learning Cooperative	1. Student-centered learning	1. Teacher-centered learning	Cooperative (subject and

	2. The ultimate goal of learning is the provision of a sense of satisfaction	2. The ultimate goal of learning is the improvement of general welfare	object of learning)
	3. Emphasis on gentle pedagogy	3. Avoiding gentle pedagogy	Essentialism (learning object)
	4. Teachers are weak in influencing and supervising student activities	4. Teachers are strong in influencing and supervising student activities	

Tabel 3.2

Comparison of indicators of learning achievement progressivism with essentialism

Philosophy	Achievement Indicators	Student	Teacher
Progresifism e	Change of attitude, behavior, and patterns of thought students	- Active and critical - Free in thinking, acting, and developing his talents	- Facilitator - Motivator - Counselor
	Growing interest and student talent		
	Expanding student personality		
Essensialism e	Changes and development of student mindset	- Passive - Requires guidance and direction	- play a dominant role in learning - a master teacher
	The development and spiritual change of the students		

In any educational pattern the existence of teachers remains important. Teachers remain a basic element of education that is very influential on the educational process itself. The existence, role, and function of the teacher is an undeniable necessity. There is no education without "teacher attendance".

The use of models of learning strategies Islamic religious education, such as Contextual Teaching and Learning, Active Learning, and Cooperative Learning which is

classified as Student Centered should not completely eliminate existence and teacher role involvement in learning.

In Contextual Teaching and Learning, which emphasizes full student involvement in order to find the material learned and relate it to real life situations that encourage them to apply it in their lives, should not eliminate the full teacher's role in the learning.

Full student involvement in finding the material learned and linked to life as in the CTL strategy necessarily requires the attention, direction, and motivation of the teacher. The execution of teachers, especially Performance teachers is determining the success or failure of the learning process.

"Generally students do not really know what they want, and they have to be forced". Full student involvement in finding and connecting the learned material with the reality of life which they can then apply to it in life, clearly requires a direction and guidance of a teacher.

In addition, the gentle pedagogy of students should be reduced. Excessive gentle pedagogy in learning results in spoiled students and their fear of teachers diminishing. For example, fun learning with the creation of a fun classroom atmosphere for students, not tense, full of humor, teachers do not scold and admonished students who skipped, late or crowded in the class and so forth.

Likewise in learning using Active learning strategy and Cooperative Learning. Active learning oriented to students' active activities during teaching and learning process with innovative and entertaining atmosphere, and cooperative learning aimed at instilling students' values in solving problems by discussing, however, neither should negate the role of a teacher.

"The teacher plays an example in the escort of values and mastery of knowledge and ideas". In accordance with the concept of learning Essensialisme, then in the use of Active and Cooperative learning strategies, the role of teachers is needed in providing examples or role models for students.

"Teachers are strong in influencing and supervising classroom activities". The three examples of the learning strategy model above are basically the ways or steps used by the teacher in conveying the content and messages that exist in the learning material, so that the students are able to absorb it optimally and the learning ends effectively and

efficiently. However, no matter how good the strategy is, the teacher's role in influencing and supervising student activities in the classroom is needed.

"The main method in learning is the method of mental training". Therefore, successful learning is not a learning oriented to mastering the subject matter in pleasant classroom conditions. However, successful learning is learning which in addition emphasizes on the orientation also includes mental oriented and spiritual oriented. Especially in the learning of Islamic Education, learning method used as a form of learning strategy is a method oriented to mental exercises, such as discussion and demonstration (reading, writing and memorizing).

With the mental practice-oriented method, students are accustomed to facing the problems of life as well as solving and finding solutions according to the experience they have and get from school.

In learning Islamic Education, the role and function of educators is very strategic that can not be denied. Whatever the use and use of learning strategies, let's stick to cultural values, in this case is using of learning strategies that have been formulated and used by our predecessors since the time of the Prophet until the scholars' salaf of this nation by not completely eliminating the role of teachers in the classroom.

As the opinion states that: "Al-Thariqah Ahammu min al-Mddah Walakin al-Mudarris Your Ahammu min al-Thariqah" Learning method is more important than the material of learning but the existence of teachers in teaching and learning process is more important than the method of learning itself.

In other words, in the learning process of Islamic Education, in addition to the use of student centered strategies (Student Centered) in improving the performance of the students should not fully release the teacher's role.

Since in the context of Islamic education, all aspects of education in Islam are related to the values (values bound), which puts teachers other than as the transfer of knowledge it has as well as transferring the spiritual moral values it possesses to the formation of student personality. The cultivation and appreciation of Islamic values of learners will not be achieved without the help of a teacher. Basically the possibility of children to recognize values does exist, but without certain guidance (from teachers) the goal of Islamic education would not be achieved. Learners recognize and accept values

through the gradual process. First of all learners know well through what educators see and say. In other words, the teachers teach and practice the values of Islamic teachings.

By always adhering to the values of culture, namely the learning process of Islamic Education conducted with the strategy of student centered and teacher centered, then islamic education would be able to answer the questions of the challenges of the times. Namely the formation of a competent human being in life is with high moral values.

D. Conclusion

Based on the discussion, the researcher can conclude as follows:

1. Learning strategy Islamic Religious Education is a conceptual concept that is designed and serves as a guide for the designer and implementer of education especially a teacher in planning and implementing effective and efficient Islamic Education lesson.

   In learning Islamic Religious Education, the model of learning strategy used in conveying the content of the learning material by the teacher is a student centered learning strategy, which is a learning strategy that makes students as the subject of learning, in which students are fully involved in finding, conjugating, and applying in the content of the lessons in daily life. While the teacher as a facilitator is required to create a class condition that enjoyable for the students. Among several models of student centered learning strategies are:

   a. ContextualTeaching and Learning Strategy

   b. Active Learning Strategy (PAKEM or PAIKEM)

   c. Cooperative Teaching and Learning Strategy

2. The philosophy of essentialism is one of the schools of educational philosophy which holds that education must have a firm footing which is not easily wobbled. The foothold is derived from the values of the old culture, the historical heritage, which has been proven to provide goodness for the life of mankind.

   The concept of learning or philosophy of essentialism education is as follows:

   a. The purpose of education is to pass on cultural heritage.

   b. Learning methods

1) Teacher-centered learning (teacher centered)

2) Appropriate traditional training methods.

3) The main method is mental training, for example through discussions and task assignments; and mastery of knowledge, for example through information and reading

c. The curriculum of essentialism emphasizes the teaching of facts, subject matter centered. In educationThe form of writing, reading and arithmetic, in Middle schools expanded on numeracy, science, humanities, languages and satra.

d. Teacher

According to the essensialism of teachers function as a strong influence in supervising activities in the classroom, be more guiding values and mastery of knowledge or ideas, and all the subject matter

e. Student

Students are rational beings in the power of facts and essential skills that are ready to perform intelligent or thinking exercises.

f. Learn

In general, the theory of learning Essentialism is detailed in the theory of idealism and realism learning. The theory of idealism that begins from the personal as a creative subject is to know God. Whereas according to realism as Bagley's opinion that learning is the process of recognition of human inheritance as a basis for interpretation of the present reality, the notion on the basis of moral values and the authority of the realities, objective reality.

3. The learning strategy models of islamic education in the perspective of philosophy of essentialism is a teacher-centered learning strategy (Teacher Centered). As well as learning strategies that exist, are used or exemplified by educators in our culture.

The use of learning strategy models that prioritize student activity, students as subjects (Student Centered), such as contextual learning (CTL), Active learning, and Cooperative learning, should not reduce and completely eliminate teacher's consistency. However, the success of education or learning in educating, teaching, and shaping the

characteristics of students lies in the extent of teacher involvement in education and learning itself.

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