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Improving the Quality of Faith in Human Resources Through Integrated Training

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Abstract
Various strategies for developing human resources, especially students, that can be carried out by teachers to improve the quality of processes and learning outcomes in the classroom. One of them is the act of integrating the values of faith and piety in the learning process. Therefore, this article is the result of classroom action research which aims to describe the human resource development of students from the aspects; (1) the level of students' learning motivation students before integrating the values of faith and devotion in the learning process, (2) the level of students' learning motivation in students after integrating the values of faith and piety in the learning process, (3) there are differences in the level of learning motivation of students before and after integrating the values of faith and devotion in the learning process. The results of this study are obtained that there is a change in the behavior of students in participating in learning. These changes in behavior are based on observations of researchers and teachers during the learning process, where changes in student behavior have a tendency to increase in all indicators. This is indicated by the percentage of achievement from 68% to 77%, while the level of motivation has changed from 66% to 79%. Therefore, researchers assume that changes in behavior and motivation by students are caused by the treatment given.

Kata Kunci: integrated learning, increased faith

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1. INTRODUCTION

The National education system that has been built over the last three decades has not been able to fully respond to today's national and global needs and challenges. The program for equity and improving the quality of education, which so far has been the focus of coaching, is still the most prominent problem in our world of education. This is as stated in the MPR Decree Number IV/MPR/1999 concerning Outlines of State Policy which outlines that one of the educational problems faced by the Indonesian people today is the ongoing education which is less meaningful for the personal development and character of students, which results in loss of personality and awareness of the true meaning of life. Moral and morality oriented subjects as well as religious education are not provided in the form of practice exercises to become a pattern of everyday life, therefore people tend not to have sufficient sensitivity to build tolerance, togetherness, especially by being aware of the existence of a pluralistic society.

Implementation of education in Indonesia is a national education system regulated in the Republic of Indonesia Law (UU) Number 20 of 2003 concerning the National Education System. The law outlines that the goal of national education is to form human beings who are capable, creative, independent and become democratic and responsible citizens. It is the teacher's responsibility to provide a number of moral values to students so that they understand what is immoral and immoral, and can understand which actions are moral and immoral. All of these norms do not have to be given by the teacher when in class, even outside the classroom the teacher should exemplify through attitudes, behavior and actions. Education is carried out not only with words, but with attitudes, behavior and actions that are far more effective. Because students judge more about what the teacher displays in association at school and society than what the teacher just says, but these two things are always an assessment for students. So, what the teacher says should be practiced by the teacher in everyday life.

The fact shows that, not everyone can successfully go through this phase well. In fact, when viewed from moral discipline, it can be said that many have failed and fallen into moral degradation. Some of them are involved in street life, drugs and crime. They fail to develop their spiritual and intellectual potential, so that the vision and mission as a complete human being (*insan al kamil*) as stated in the background above cannot be realized. Therefore, according to the author, the task of parents and teachers is to bring children into adulthood with religious requirements and rules through education. With the provision of knowledge gained through education, they can enter the wilderness of life as responsible, dedicated and personal integrity human beings. One of the efforts that can be made is that the teacher integrates the values of faith and piety in the learning process in the classroom, this is done to fortify children from the influence of a social environment that tends to be negative which can plunge them into behavior that deviates from existing norms.

THEORY REFERENCE

1) Mathematics Curriculum

One of the materials in the mathematics subject that can be implemented is the integration of the values of faith and devotion in the process of learning mathematics regarding the rotation geometry transformation material contained in

the instructions for the final draft of the 2004 curriculum in mathematics for class XII natural science programs, competency standards, indicators of achievement and the main material is as in the table below:

Table 1. Material for geometric rotation transformation in the 2004 curriculum

Competency standards	Basic competencies	Indicator	Subject matter
Designing and using mathematical models, programs, linear programs and using properties and rules related to sequences, series, matrices, vectors, transformations, functions, exponents and logarithms.	Using translations and geometric transformations that have matrices in solving problems	Determine the rotational transformation of the plane along with its rules and matrices	Geometry transformation

Several values of faith and piety that can be integrated in the material rotation activities include:

1. **Rotate in a clockwise direction**

   The mathematical concept of clockwise rotation means that the negative is denoted by - α. Meanwhile, counterclockwise rotation has a positive meaning denoted by + α, where αis the magnitude of the rotation angle. Both of these contain the values of faith and piety, one of which is that every human being who is born on the surface of the earth must follow the direction of clockwise rotation. Because human life follows a clockwise rotation direction, so from time to time human life will decrease as the meaning of the negative direction (- α) in the rotation rule above, although in terms of quantity human age increases but in essence it decreases. Therefore, so that human life does not experience losses, it is appropriate that he should use his time with things that are useful as Allah's caliph on the surface of the earth, as Allah SWT says in QS: 103 concerning humans are always in a loss except for those who use time to do good deeds, call on kindness and patience. While the positive direction implies that humans should always evaluate themselves from all the mistakes they have made in the past as material for self-introspection for future improvement.

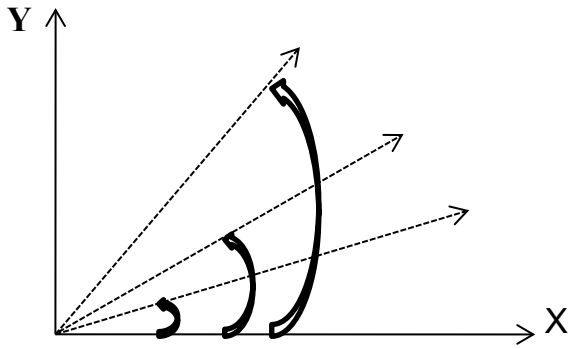
2. **Rotation with the direction of rotation of pilgrims around the Kaaba**

   One of the pillars of Hajj that must be performed by pilgrims is to perform Tawaf (circling around the Kaaba). The rotation made by the pilgrims when circling the Kaaba shows a positive direction. This is in accordance with the concept of clockwise rotation, because the rotation is done in the opposite direction of clockwise rotation. According to the author, the positive meaning of the rotation that is carried out is that the pilgrims make a pledge of self-serving to Allah by

admitting and regretting all the sins and mistakes they have ever made so that later they can return to their homeland as a Mabrur pilgrimage.

3. Rotation with the direction of human relationship with God

In the picture below it can be understood that a person's level of faith in God varies greatly, this is shown by the large difference in the angle of rotation that points in the vertical direction. The rotation as described also gives the meaning of rotation with a positive direction, which means that the more a person remembers his God, the higher his level of faith and piety will be. This is in accordance with the Word of God in the Qur'an which means "be pious wherever you are", and "perform prayer to remember Me". The rotation with the direction of man's relationship with his God, can be visualized with the following picture:



X = Human to human relationship
Y = Man's relationship with God

Figure 1. Visualization of man's relationship with God

2) Principles of learning

In an effort to realize an effective and efficient learning process, the behavior involved in the process should be properly transmitted. One of the most strategic things according to Surya is that teachers need to know and apply various psychological aspects in all educational activities, especially the teaching and learning process. Teachers are required to be able to improve the quality of learning for students in the form of activities in such a way as to produce independent individuals, effective students, productive workers so as to produce good individuals. In this connection, the teacher plays a very important role in creating the best teaching and learning atmosphere. Therefore, the teacher is not limited only as a teacher in the sense of conveying knowledge (*transfer of knowledge*, but more than that the teacher must convey moral values (*transfer of values*) from the material provided, as well as the teacher must be able to create a teaching-learning situation that conducive. Meanwhile, according to Zamroni (2003:6): "The quality of education is still far from what was expected. Education tends to be a means of social stratification, and education in the school system only transfers to students what is called *the dead knowledge*, namely knowledge that is theoretical (*text bookish*) so that it has been divorced from its root sources and applications. The same thing according to Crus and Jatmiko (in Wibowo, 2002: 5): "True and true education is not just giving or transferring knowledge (*transfer of knowledge*)

where students are only fed with numbers or scientific data alone, but more than that. it takes planting values (*transfer of values*) that are useful for life and livelihood. Overall the learning process will be a series of activities as follows: (1) individuals feel a need and see the goals to be achieved, (2) individual readiness to meet needs and achieve goals, (3) understand the situation, (4) interpret the situation, (5) response, (response) and (6) the result of learning outcomes. The learning process will be successful if it is adjusted to the level of cognitive development of students. Students should be given the opportunity to conduct experiments with physical objects supported by peer interaction and assisted by teacher insight questions. The quality and quantity of student learning in class depends on several factors, among others; personal relationships between students in the classroom as well as the general conditions and atmosphere in the classroom. So that the purpose of class management is basically to develop students' ability to use learning tools, provide conditions that allow students to study and learn and help students to obtain the expected learning results.

3) Teacher's reality

In the learning process, the teacher is essentially a model who needs to provide examples of good attitudes and behavior to students. Therefore, according to Irmim and Rochim (2004), the essence of a teacher is basically that he must have basic capital, including; **spiritual intelligence;** An idiom that symbolizes how great the profession of a teacher is, that is, teachers are digugu and imitated. It is this glory that society cannot accept when someone defames his name, and because of the high respect we give him, deep down we yearn for a teacher too much. Even though we know teachers are ordinary people, we secretly dream of a teacher who acts as an angel; **Emotional intelligence**; Emotional intelligence refers to the ability to manage one's own mind and the minds of its students, and the ability to motivate both oneself and students. The main focus is how a teacher is able to manage his own emotions. The ability to manage their own emotions. The ability to manage these emotions is very important so that he can appear in front of his students as a wise teacher. According to Ginanjar (2005), emotional intelligence is the ability to feel, understand and effectively apply emotional sensitivity as a source of energy, information, connection and human influence. Emotions are irreplaceable fuel for the brain to be able to perform high reasoning, while logical reasoning functions to overcome erroneous impulses. Evidence shows that a person's basic values and character in life are not rooted in *their Intellectual Quotient* (IQ) but in their emotional capacity. Ginanjar further said that talking about *Emotional Quetion* (EQ) at this time, we will be presented with a state that is very great and positive, but tends to only lead us to material relations and relationships between humans or EQ and IQ in their movements in this world. As we know that educating does not only mean educating students to have intellectual intelligence, but also educating also means educating them emotionally and spiritually. In contrast to other professions, teachers directly deal with humans whose average reasoning power is below their own, of course it is

much more difficult to deal with them. This requires a sense of sensitivity and the ability to control oneself so that the message conveyed can be well received; **communicative**; A teacher is required to be able to communicate with his students. He must try to eliminate the psychological gap that usually hinders the relationship between teachers and students. He must build closeness with his students, but still maintain his authority as a teacher. This communication is very important to expedite his duties as a teacher, who must have a dialogue with students every day. A teacher who is successful in establishing communication among students will make it easier for him to become an integral part of his students. The opposite condition will occur if he fails to build communication; **Have an educator soul** ; In contrast to other professions that tend to manage inanimate objects, the teacher's task is much more difficult because they directly deal and dialogue with the obligation to educate the object they are having a dialogue with. The teacher is obliged to manage human potential in the form of humans who initially do not know something to become knowledgeable. The teacher is not only limited as a teacher in the sense of conveying knowledge, teaching designer, teaching manager, evaluating learning outcomes, but is increasing as an educator. As an educator, the approach used in the learning process is not only through an instructional approach, but accompanied by a personal approach. Through this personal approach, it is hoped that the teacher can get to know and understand students in more depth so that they can assist in the entire learning process; exemplary; The teacher's behavior directly or indirectly has an influence on student behavior, both positive and negative in nature. Teacher behavior can increase student learning motivation, and vice versa can also reduce motivation. In this regard, it is expected that teacher behavior can be a source of example for students. With exemplary examples, students can further increase their learning motivation and in turn can improve their learning outcomes.

4) Integrating the values of faith and devotion in learning.

Referring to the goal of National education, namely to form human beings who believe and have piety to God Almighty, and have noble character, this must be the first priority of every educational process, where the educational process is a process of interpreting information by students obtained from the results of interactions with environment. According to the author, one form of interaction that is expected to realize the goals of national education is educational interaction that takes place at certain levels and types of education. In educational interactions, teachers have a very strategic role in shaping the character and behavior of students through the subject matter delivered. The method of delivering subject matter to students should be meaningful for the lives of students. Integrating the values of faith and piety in learning mathematics is a transmission and transformation process that must be carried out by the teacher in the learning process, where the teacher connects the subject matter with the moral values contained therein. According to the author, if this is done by the

teacher, the hope is that the emotional and spiritual intelligence of students can increase which in turn can help the government realize the goals of National Education.

5) Motivation to learn

The results of students' learning activities in the form of cognitive and psychomotor abilities are determined by the affective conditions of students. Cognitive ability is the ability to think hierarchically which consists of knowledge, understanding, application, analysis, synthesis and evaluation. Students who are not interested in a subject cannot be expected to achieve optimal learning results. Therefore, the teacher must generate students' motivation to study the subjects they teach. Every human being basically acts because of encouragement by a certain motivation. Motivation according to French (in Rivai, 2004) is an impulse that exists within humans that causes them to do something, besides that motivation is also a desire, desire and driving force that comes from within humans to do something. The same thing according to Hasibuan (2002), motivation comes from the Latin word *movere* which means encouragement or things that cause, channel and support human behavior so that they work hard and enthusiastically achieve optimal results. Gibson (1997), groups the theory of death into two categories; (1) satisfaction theory, focusing on the factors within a person that move, direct, support and stop behavior; (2) process theory, which describes and analyzes how behavior is driven, directed, supported and stopped. Several forms of learning that can increase student learning motivation according to the outline of the Director General of Elementary and Primary Education (1999), include: (1) make learning meaningful or meaningful, (2) help students determine their own targets according to their respective abilities, (3) increase prices students by creating expectations for success in achieving the set targets, (4) creating relationships with students, (5) using innovative teaching methods, so as to attract students' interest by using appropriate teaching aids or methods, (6) developing an among system education which places students as subjects by giving freedom to give opinions, (7) channeling students' interests and hobbies in various activities, and (8) forming study groups.

METHODOLOGY

The action plan used in this research is to use two stages of the cycle. Each activity cycle consists of four parts, namely: the preparation stage in the form of preparing a learning activity plan or a given action plan, the implementation stage of learning or action, the observation stage of the results of the action and the analysis or reflection stage of the results of the observations as material for further action. Based on this type of research, the action framework is simply described as follows:

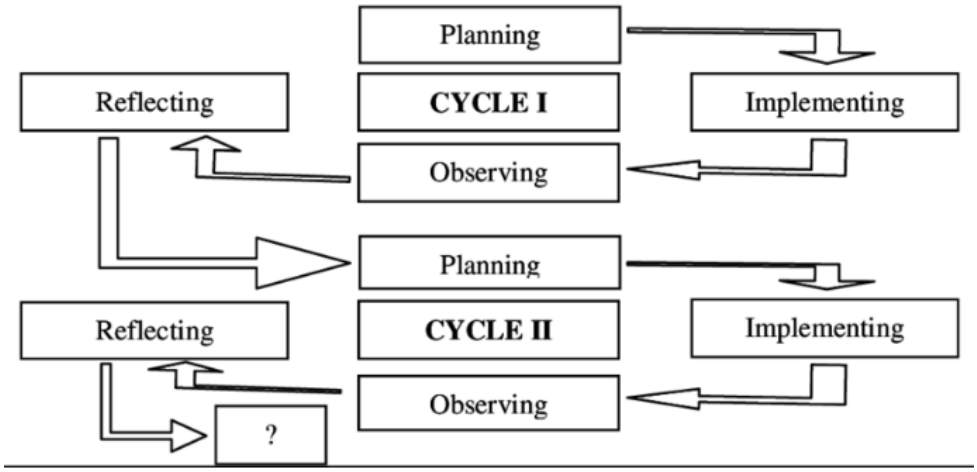


Figure 2. Action Framework

. For more details, in general, the action plan in this study is described in the table below:

Table 1. Action research plans and procedures

Cycle I	Planning: Identification of problems and determination of alternative solutions to problems	• Planning lessons that will be applied • Determine the subject matter • Develop a learning implementation plan (RPP) • Build worksheets • Setting up learning resources • Develop an evaluation format • Develop a learning observation format
	Action:	• Implementing actions that refer to the lesson plan (RPP)
	Observation:	• Make observations using the observation format • Assess the results of actions using a worksheet format
	Reflection	• Evaluating the actions that have been taken include evaluating the quality, amount and time of each activity • Conducted meetings with research members (MP teachers) to discuss the results of the evaluation of scenarios (RPP) and worksheets • Improve the implementation of actions according to the results of the evaluation to be used in the next cycle • Action evaluation I
Cycle II	Planning:	• Identification of problems and determination of alternative solutions to problems • Action program development II
	Action	• Implementation of the action program II
	Observation	• Action data collection II
	Reflection	• Action evaluation II

Data collection in this study was carried out using instruments in the form of questionnaires and observation sheets that had been developed. Data on students' learning motivation levels were captured using a Likert scale consisting of five choices, namely Strongly Agree (SS), Agree (ST), Doubtful (RR), Disagree (TS), and Strongly

Disagree (STS). The five alternative answers are given a scoring weight of 1,2,3,4,5 for negative statements and 5,4,3,2,1 for positive statements. Meanwhile, the observed data was collected using the Good, Adequate, Poor categories which were given a score of 3,2,1 for positive statements and 1,2,3 for negative statements (Sugiyono, 2003). Analysis of the data used in this study was given over two stages, namely: (1) analysis of data from the test results of the instrument to test the validity and reliability of the instrument, (2) analysis of the research data. To test the validity and reliability of the instrument, the following formula is used:

$$r = \frac{k}{k-1}\left(1 - \frac{\sum s_i^2}{s_t^2}\right)$$

Information:

$r_{x_i,y}$ = correlation coefficient X_i and y

$\sum x_i$ = Total x_i

$\sum y$ = Amount of y

$\sum x_i y$ = number of multiplications of X_i and y

n = Number of trial respondents

While the reliability value of the instrument is tested with the following formula;

$$r_{x,y} = \frac{n\sum x_i y - \left(\sum x_i\right)\left(\sum y\right)}{\sqrt{\left\{n\sum x_i^2 - \left(\sum x_i\right)^2\right\}\left\{n\sum y^2 - \left(\sum y\right)^2\right\}}}$$

Information:

r = Instrument reliability

$\sum s_i^2$ = total variance of statement items

s_t^2 = total variance

k = number of valid questions

Based on the purpose of this study, the data collected was tabulated and then analyzed according to the problem posed. The proposed research problem was analyzed using descriptive qualitative and descriptive statistics using a comparison of the percentage of achievement of each indicator between cycle I and cycle II. The formula used according to Sugiyono (2002), is as follows:

$$\textbf{\% achievement of action indicators} = \frac{skor\,perolehan}{skormaksimal} x100\%$$

Information:
Achievements below 70% need follow-up in the next cycle

RESULT AND DISCUSSION

The description of the results of the actions in each cycle based on the results of the analysis of the observation format on the behavior of students during the learning process, as well as the results of assessing the level of motivation of students are described as follows: The results of the analysis of the observation questionnaire on the learning process during cycle I or 3 meetings are presented in the table below:

Table 3: Description of the results of observing the behavior of students in cycle I

No	Observation indicator	% achievement	Behavioral State
1	The presence of students in the learning process	69	Need follow up
2	Commitment to know the material presented	56	Need follow up
3	Willingness to find sources of material studied	83	Enough
4	Attention in the learning process	56	Need follow up
5	Completeness supporting the learning process	79	Enough
6	Punctuality in completing assigned tasks	51	Need follow up
7	Performance and systematic tasks completed	83	Enough
8	Participation in the learning process	43	Need follow up
9	Responsibility to help friends who do not understand the material	68	Need follow up
10	Confident attitude in learning activities	72	Enough
11	Respect for friends in the learning process	71	Enough
12	Maintain cleanliness and tidiness of self and the environment	73	Enough
13	Obey the school rules	52	Need follow up
14	Provide stimulus or response in learning activities	56	Need follow up
15	Work on questions with a clear systematic	80	Enough
16	Interpret the data presented in a problem	70	Enough
17	Creative in solving problems	82	Enough
18	Drawing conclusions from the problems that have been solved	82	Enough
19	Develop conclusions obtained against other problems	75	Enough

Based on the table above, several indicators that still need follow-up in cycle II include: (1) a description of the presence of students in the learning process which only reaches 69% of expectations. This data shows that there are still some students taking lessons because math class is in the last hour (VII-VIII). (2) the description of the tendency of students' commitment to know the subject matter provided still tends to be in the low category with the achievement of indicators only 56% of expectations, this means that students participate in learning activities in class because they only consider routines that do not provide contribution to themselves. (3) the description of the level of attention in following the learning process activities also only reached 56% of expectations. (4) descriptions of timeliness in completing assigned tasks are often late, this is indicated by the percentage of achievement of only 51% of expectations. (5) the description of the level of student participation in the learning process still shows things that should not be done, such as not being serious, disturbing friends, telling stories and often going in and out of class. This is indicated by the percentage of achievement of only 43% of expectations. (6) the description of helping friends who do not understand the material is still rarely done by capable students, this is indicated by the percentage of achievement only reaching 68%. (7) the description of obeying the rules is also still low, which only reaches 58%. (8) the description of providing a stimulus or response in the learning process only reaches 58%. Some of these indicators became material for improvement in cycle 2, because the level of achievement was below 70% as set as a minimum percentage. Meanwhile, the level of students' learning motivation in cycle I is also described in the table below:

Table 4: Description of the results of the analysis of students' learning motivation levels in cycle I

No	Statement	% achievement	Status
1	I enjoy taking math lessons	78	Enough
2	I have a commitment to know the material presented by the teacher	59	Need follow up
3	I don't need to look for other source material from textbooks	69	Need follow up
4	I have an interest in the learning process	57	Need follow up
5	I have completeness to support the learning process	69	Need follow up
6	I complete the task at another time	57	Need follow up
7	I have high participation in the learning process	73	Enough
8	I have a responsibility to help friends who do not understand the subject matter	74	Enough
9	There is no need to cultivate self-confidence in learning	73	Enough
10	I appreciate friends in the learning process	70	Enough
11	I maintain personal hygiene and tidiness	75	Enough
12	I obey the school rules	52	Need follow up

13	Stimulation in learning activities is not necessary	58	Need follow up
14	I sometimes do math problems with unclear systematics	65	Need follow up
15	Creativity is not required in solving math problems	69	Need follow up

In the table above, the description of the level of learning motivation of students in general reaches 66%. This means that the level of learning motivation of students still needs to be improved. Some indicators that need attention are; (1) the commitment of students to know the subject matter only reaches 59%, this is evidenced by the relevance between the results of the observations made and the results of the questionnaires that have been filled out by students. (2) students' efforts to find other learning resources still need attention, because the level of achievement is only 69% of expectations. (3) the level of attention in following the lessons only reached 57%. (4) the completeness of supporting lessons is owned by only 69%. (5) the habits of students in completing assignments on time only reach 57% of expectations. (6) the level of compliance with school rules is at the level of 52% of expectations. (7) the response given in the learning process only reached 58%. (8) students still sometimes solve problems in an unsystematic and irregular manner, this is indicated by the percentage of achievement of only 65%, and (9) the level of creativity in solving problems is still at the 69% stage of expectations.

The description of the results of the actions in cycle II was also obtained based on the analysis of the observed data and the questionnaire on the level of students' learning motivation as follows:

Table 5: Description of the results of observing the behavior of students in cycle II

No	**Observation indicator**	**% achievement**	**Status**
1	The presence of students in the learning process	73	Enough
2	Commitment to know the material presented	74	Enough
3	Willingness to find sources of material studied	85	Well
4	Attention in the learning process	71	Enough
5	Completeness supporting the learning process	79	Enough
6	Punctuality in completing assigned tasks	66	Need follow up
7	Performance and systematic tasks completed	81	Well
8	Participation in the learning process	71	Enough
9	Responsibility to help friends who do not understand the material	80	Well
10	Confident attitude in learning activities	76	Enough
11	Respect for friends in the learning process	75	Enough
12	Maintain cleanliness and tidiness of self and the environment	75	Enough

13	Obey the school rules	74	Enough
14	Provide stimulus or response in learning activities	77	Enough
15	Work on questions with a clear systematic	82	Well
16	Interpret the data presented in a problem	78	Enough
17	Creative in solving problems	84	Well
18	Drawing conclusions from the problems that have been solved	83	Well
19	Develop conclusions obtained against other problems	81	Well

Based on the table above, it shows that in general there is an increase in behavior improvement that leads to positive things. This means that giving action in the form of an approach by integrating imtaq in learning can influence the mindset and behavior of students in a better direction as expected. While the level of motivation of students in the learning process is also described in the following table;

Table 6: Description of the results of the analysis of the level of learning motivation of students in cycle II

No	Statement	% achievement	Status
1	I enjoy taking math lessons	83	Well
2	I have a commitment to know the material presented by the teacher	82	Well
3	I don't need to look for other source material from textbooks	77	Enough
4	I have an interest in the learning process	70	Enough
5	I have completeness to support the learning process	74	Enough
6	I complete the task at another time	76	Enough
7	I have high participation in the learning process	76	Enough
8	I have a responsibility to help friends who do not understand the subject matter	78	Enough
9	There is no need to cultivate self-confidence in learning	78	Enough
10	I appreciate friends in the learning process	85	Well
11	I maintain personal hygiene and tidiness	87	Well
12	I obey the school rules	78	Enough
13	Stimulation in learning activities is not necessary	83	Well
14	I sometimes do math problems with unclear systematics	82	Well
15	Creativity is not needed in solving math problems	80	Well

Based on the above table shows that in general the average percentage obtained in cycle II is 79% compared to cycle I which only reaches 66%. This means that there is an increase in process improvements and students' learning motivation from cycle I to cycle II by 13% of expectations.

CONCLUSIONS AND RECOMMENDATIONS

Based on the description of the results of the action, it was found that there was a change in the behavior and motivation of students in the process of learning mathematics. Changes in behavior and motivation are taken from the results of observations and self-evaluations by students during the learning process. The increase that occurred was that the average percentage in cycle II was 79% compared to cycle I which only reached 66%. Therefore, the emergence of a tendency to change student behavior and motivation in this study which leads to an increase is caused by various factors and one of them is the learning approach carried out by researchers by integrating the values of faith and devotion in the learning process in the classroom. Some suggestions that are recommendations to all interested parties, especially educators with regard to the results of this research, include:

1. The government needs to establish an education policy regarding Ministerial Regulation which regulates the need for a learning approach that integrates subject matter with moral values as an effort to develop Human Resources, especially Students;
2. Regional Governments need to establish Regional Regulations and socialize to all components of education in each region about the importance of integrating the values of faith and devotion in the learning process on all fronts; and
3. Teachers or educators should become *public figures* in schools by being an example that can be emulated in implementing the integration of moral values to students.

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