

Utilization of Environment-Based PAI Learning Resources

Ahmad Mahfuzi

UIN Antasari Banjarmasin, Indonesia

Email: fuzi.alb14@gmail.com

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ABSTRACT

In the current context, learning activities have been greatly facilitated by the existence of various kinds of learning resources that can be used as a reference for exploring knowledge in order to improve and enrich our insights so that we can respond to the challenges of globalization. And one of the learning resources that can be utilized by humans is the environment. The environment is one source of learning that has a broad scope. And basically, all types of environment, around children can be used to optimize educational activities as long as they are relevant to basic competencies and learning outcomes. Based on its origin, the learning environment can be divided into three types, namely: the original natural environment, the man-made environment and the social environment. The environment does have a very important role as a source of learning, where learning from the environment is expected that students will directly experience learning from the experiences they get. Therefore, learning in the environment provides several benefits including: learning activities are more interesting, the nature of learning will be more colorful, the materials studied will be richer, learning activities will be more comprehensive, there will be more learning resources, students can understand and live up to these aspects. life in the environment.

INTRODUCTION

Learning refers to the process by which a person undergoes a change in behavior as a result of interaction with the different learning resources available around (Pane & Dasopang, 2017) Learning is an active process that involves the interaction of individuals with their environment and the learning resources contained in it. In other words, individuals cannot learn on their own, but need to rely on the environment and available learning resources to acquire new knowledge and experience.

Social interaction in the learning process is very important, where individuals gain new experiences and knowledge through interaction with others and the surrounding environment. This suggests that learning involves both interpersonal and social aspects, and that learning environments should be designed to facilitate positive and productive social interactions. In addition, learning also involves behavioral changes, which can be observed in three aspects cognitive, affective, and psychomotor. This suggests that learning involves changes in individual knowledge, attitudes, and skills, and that experiential learning should stimulate development in all three aspects. So, it can be concluded that learning is an interactive and social process that involves behavior change in the three aspects of cognitive, affective, and psychomotor, and that

a good learning environment and learning resources are essential to encourage an effective learning process.

An indicator that a person has learned is the occurrence of changes in the three aspects of cognitive (knowledge), affective (attitude), and psychomotor (skills). Today, learning has become easier thanks to the various learning resources available that can be used as a reference to acquire knowledge and increase insight in order to face the challenges of globalization. One of the learning resources that can be utilized is the environment (Budiyono, 2019).

One of the learning resources that has a wide reach is the environment. Learning resources from this environment can enrich students' insights and knowledge because learning is not limited to the classroom. In addition, students can make optimal use of their sensory abilities because they directly interact with the environment.

The importance of the environment as a learning resource that can enrich students' insight and knowledge. Environments have a wide and diverse range, and students can draw on learning resources from those environments to enhance their understanding of the world that surrounds them. On the other hand, by interacting directly with the environment, students can utilize their sensory abilities optimally, such as seeing, hearing, and feeling. This can strengthen students' learning experience and help them understand concepts better.

In addition, the existence of environment-based learning resources shows that learning is not limited to the classroom. In reality, the environment is a broader and more varied source of learning compared to the classroom. By utilizing learning resources from the surrounding environment, students can gain a broader knowledge and understanding of the world around them.

In principle, any kind of environment around children can be utilized to maximize educational activities as long as they are in accordance with basic competencies and desired learning outcomes. Learning resources from the environment have a very broad scope, not only by bringing students to the wild to observe and analyze the environment, then connecting it with the knowledge being studied, but the environment also includes various things, including the school environment, library environment, Islamic boarding school environment, family environment, even the environment of natural events such as floods, landslides, and the like that can be used as learning resources. (Pantiwati, 2015)

METHOD

The research method used is qualitative method, this study is descriptive analytic, this is to describe and analyze the system of Islamic financial institutions with the system of conventional financial institutions. This paper will offer about the differences between Islamic financial institutions and conventional financial institutions (Creswell, 2015).

RESULTS AND DISCUSSION

Understanding Learning Resources

Learning resources refer to all kinds of sources, whether in the form of data, people, or other things that can be utilized by students in their learning process. These learning resources can be used separately or in combination to make it easier for students to achieve their learning goals. According to learning resources, it includes everything tangible objects or people that can support the learning process, so it includes all kinds of resources that may be used by teachers to create learning behavior. In the sense that learning resources are not only limited to books and teaching materials in class, but include everything around students and can be used to enrich their understanding and knowledge. It also shows that teachers can use a variety of different learning resources to create an effective learning environment that has a positive impact on student learning behavior. (Cyprian, Crybaby, Setyosari, & Dasna, 2016)

(Anwar, 2018) Looking at learning resources from a very broad perspective, includes all kinds of resources that can facilitate the learning process and improve learning performance. The learning resources in question can be in the form of messages or information obtained from

various media, people around students, various types of materials and tools, learning techniques, and the background or context in which learning is carried out. A comprehensive understanding of learning resources is important for students and teachers to be able to maximize the learning process.

The definition of learning resources according to includes all types of supporting resources needed in learning activities, including support systems, materials, and learning environments. Learning resources are not only limited to tools and materials, but also include people, budgets, and facilities. This definition expands the concept of learning resources to include everything that can help a person in the learning process.(Supriadi, 2017)

(Anitah, 2008) Interpreting learning resources as all strengths or resources that can be used to facilitate someone in learning. This statement indicates that learning resources can be anything that can help in facilitating learning activities, including people, environment, technology, or learning materials. With adequate learning resources, individuals can get ease in achieving their learning goals.

(Anitah, 2008; Fahrizal, 2020) states that learning resources can be various types of objects, data, facts, ideas, people, and other elements that can help in facilitating learning activities and facilitating the learning process of students. In other words, learning resources can be anything that can be used to support learning activities and help students achieve their learning goals. From some of the statements above, the author concludes that learning resources are everything that can be used by learners to facilitate learning activities, such as messages, people, materials, tools, techniques, and settings. The purpose of learning resources is to improve the quality of learning of students so that they can achieve learning objectives more effectively and efficiently.

Environmental Definition

According to Law of the Republic of Indonesia No. 4 of 1982, concerning the Basic Provisions of Environmental Management and Law of the Republic of Indonesia No. 32 of 2009, concerning Environmental Management, it is said that:

"The living environment is the unity of space with all objects, forces, conditions, and living things, including humans and their behavior, which affect nature itself, the survival of life, and the well-being of humans and other living things".(Republic, 2006)

The law states that the environment consists of a unity of space that includes various elements such as objects, forces, conditions, and living things, including humans and their behavior, which can affect the natural environment, human survival, and the welfare of other living things. The law also demonstrates the importance of considering human impacts and human behavior on the natural environment, as well as the need to maintain a balance between human needs and ecosystem balance. It can be concluded that the elements of the environment consist of:

1. The area where living beings are located,
2. The conditions surrounding living things, and
3. The whole state that includes living things or groups of living things.

Judging from the current events, damaged environmental conditions are a very serious problem, especially in big cities. This is caused by human behavior that damages the environment, such as floods, landslides, and slums due to careless garbage disposal. There are many other problems that are also caused by a dirty environment. Therefore, the author invites to protect the environment well, because good environmental conditions will also have a good impact on future generations of our children and grandchildren.

Humans do not manage the environment in accordance with the environmental ethics needed to maintain the balance of nature. Environmental ethics is the moral policy of man in interacting with his environment and must be considered carefully in any activity that affects the

environment. Certain principles are contained in environmental ethics to ensure environmental balance is maintained.(Abdullah, 2012)

The principles of environmental ethics according to among others:(Keraf, 2010)

- a. Respect for nature
- b. Principle of responsibility
- c. Cosmic solidarity
- d. Compassion and concern for nature
- e. No harm
- f. Live simply and in harmony with nature
- g. Justice
- h. Democracy
- i. Moral integrity.

These principles lead to how humans should be responsible and behave towards the environment. In the principle of responsibility, humans must be responsible for the actions they take on the environment. Whereas in the principle of cosmic solidarity, humans must consider the balance of ecosystems as a whole. Other principles such as living simply and in harmony with the nature of justice, democracy, and moral integrity are also very important to be applied in environmental management in order to create a balanced and sustainable environment.

Environment in Islamic perspective

Islam teaches various things in detail, including the inner nature and human nature. Therefore, the religion conveyed through His Messenger is the religion of Islam, according to His words:

فَأَقِمْ وَجْهَكَ لِلدِّينِ حَنِيفًا فِطْرَتَ اللَّهِ الَّتِي فَطَرَ النَّاسَ عَلَيْهَا

It means: "Face your face straight to the Religion (Allah), (establish over) the nature of Allah who has created man according to that nature". (Q.S Ar-Rum:30).

As in the hadith of the Prophet (peace be upon him):

ما من مولود إلا يولد على الفطرة فأبواه يهودانه وينصرانه أو يمجسانه

It means: "Every child is born on fitrah, so it is his fathers who educate him to be a Jew, Christian, and Magi.(Al-Bukhari, 2002)

Lookat the verses and hadiths above, actually humans are originally clean and pure, but there are factors that make humans damaged, namely the environment. Therefore, there are some experts who state that human personality is influenced by the environment. Some of these theories include:

- a. School of Naturalism, where Nature means nature or innate from birth. According to this theory, all newborn babies have good traits, and do not have any vices. But nevertheless, their development is influenced by the education or environment that affects them . As J.J. Rousseau said, "All children are good when they come from the Creator, but they are corrupted at the hands of men." Humans have an important role in the formation of a child's personality. Although humans are born in a good and pure state (fitrah), but the environment and life experiences influenced by humans will shape the personality of children. In this case, the environment can exert a good or bad influence on the child.(Fahrizal, 2020)
- b. The theory of empiricism, This school has a well-known doctrine of tabula rasa , which literally means "blank sheet" in Latin. This doctrine emphasizes the importance of experience, environment, and education in human development. This view puts forward the role of environment and experience in shaping human personality and development. Talent and innate traits are considered to have no influence or role in this. Therefore, the environment and educational experience are considered very important in shaping the human personality. In this view, everyone can be anything, depending on their environment and educational experience. This view has important implications in the world of education, because it shows

that each person has the potential to develop according to the environment and experience he gains. (Komalasari, 2010)

- c. Convergence Theory, convergence theory proposes that a person's development is not only influenced by inheritance or environmental factors separately, but by a combination of both. This means that although a child may have good talents or traits, the environment around him can also affect his development significantly. On the other hand, although a good environment can have a positive influence on a person's development, innate factors also have an important role in determining the final outcome of a person's development. In Convergence theory, the two are considered to influence each other and play an important role in a person's development (Nadirah, 2013)

Types of Environment as Learning Resources

Based on its origin, the learning environment can be divided into 3 types, namely:

- a. Native natural environment

This context illustrates that the natural environment refers to everything that exists and happens in nature. The original natural environment refers to the environment that has not been affected much by human activities. Some examples of native natural environments that can be used as learning resources include forests, mountains, lakes, beaches, seas, rivers, and so on. From the natural resources already mentioned, a teacher can choose one or more learning topics and adapt them to the topics covered (Sulistiyorini & Anud, 2022)(Hamalik, 2010)

- b. Man-made environment

Artificial environment refers to the environment created or built intentionally by humans to meet certain needs or purposes that can provide benefits to humans. Examples include dams, reservoirs, museums, temples, and ancient sites, which are the result of human efforts in creating an environment that can be used for various purposes.

- c. Social environment

Social environment refers to any other person or human being who has an influence on us. An example is a community environment where interactions between residents such as cooperation, shoulder to shoulder, and mutual assistance occur. The social environment can also be used as a learning resource for students to understand social aspects related to humans or society. For example, students may visit the countryside or suburbs to gain experience of those social environments (Puspitasari, 2016)(Uyun & Warsah, 2021)

Environmental benefits as a learning resource

Learning from the environment has many benefits as a source of learning. However, the diverse learning resources found in everyday life, whether deliberately created or existing, have not been fully utilized. Currently, the use of learning resources is still limited to textbooks. Other diverse learning resources have not been utilized to their full potential.

The learning environment is as a place where one can learn or experience changes in behavior and therefore can be considered as a source of learning. Various places such as libraries, markets, museums, rivers, mountains, garbage dumps, fish ponds, and so on can be used as learning resources. In addition, the setting or environment in which the message is conveyed also affects learning, including physical environments such as classrooms, school buildings, libraries, laboratories, parks, fields, and so on. In addition, non-physical environments such as quiet, crowded, tired learning atmospheres, and so on also affect the learning process. (Miarso, 2005)

Past educational figures, such as J.J. Rousseau, considered that environmental factors were very important in the development of students. In Rousseau's view, the influence of nature is very significant on the development of students, and education should be carried out in a clean, calm, and fresh natural environment so that children grow as good human beings. This opinion shows how important the environment is as a supporting factor in developing the concept of education and teaching. Thus, the environment can be used as a foundation in developing

educational concepts that are oriented to the needs of students and pay attention to the surrounding environment.

Jan Ligthart is known for his ideas on "Teaching the Environment". He argues that education should be adapted to the environment around us. The surrounding environment is everything that is around us. Teaching based on the surrounding environment will help students to adjust to the surrounding environment. Ovide Decroly is known for his theory, that "School comes from life and for life" (*Ecole pour la vie par la vie*). He stated that "bringing life into the school will enable students to live in the community someday". The views of these three educational figures can be interpreted that the environment is an important basis of education and teaching, and can be developed into a school model that is oriented towards the community environment. Environmental-first educational approaches, such as those proposed by Jan Ligthart and Ovide Decroly, emphasize the importance of linking education to the real lives of students around them. It is believed to help students to adjust to the surrounding environment and prepare them for life in society. In their view, education is not just about acquiring academic knowledge, but also acquiring real and relevant experience to real life. Thus, community-oriented teaching can form a schooling model that centers on the surrounding environment and prepares students to live in it (Hamalik, 2010)

Regarding the use of the environment as a learning resource, Miarso said that the use of nature as a learning resource is very dependent on the ability and willingness of his teaching staff. Factors that need to be considered in an effort to utilize the environment as a learning resource. The first factor is the willingness of teaching staff which is key in developing learning resources from the environment. The second factor is the ability of teaching staff to see and identify potential learning resources around them. The last factor is the ability of teaching staff to process and integrate learning resources from the environment in learning that is in accordance with the goals and conditions of students. In this case, an adequate learning environment also needs to be considered so that the utilization of these learning resources can run optimally.

Utilizing the social environment as a learning resource will show the connection between the subject matter and events or facts around the student's social environment. Social learning resources can provide new and hands-on experiences to students, encouraging them to learn with more passion. Using the social environment as a learning resource provides great benefits such as providing learning motivation, directing student learning activities, increasing knowledge and information, improving social relationships, introducing the environment, and forming attitudes and appreciation for the surrounding environment.

One way of utilizing the man-made environment as a learning resource is to use libraries. The purpose of the library is to provide a collection of reading materials that can help in the teaching-learning process. The library is considered the center of the implementation of education in an institution, which serves as an information center and a place for reading recreation. In addition, libraries can also help nurture students' interests and talents and support lifelong

learning. Teachers can take advantage of the library by providing Student Worksheets that contain tasks that must be done by students in the library.

The environment has an important role as a source of learning, where learning from the environment is expected to provide direct learning experiences for students. Therefore, learning in the environment provides several benefits, including:

- a. Learning becomes more interesting and not boring, so that student learning motivation becomes higher.
- b. Learning becomes more meaningful because students are faced with actual or natural situations and circumstances.
- c. The materials that can be studied become richer and factual, so that the truth is more accurate.
- d. Student learning activities become more comprehensive and active because they can be carried out in various ways, such as observing, asking questions or interviews, proving or demonstrating, testing facts, and others.
- e. Learning resources become richer because the environment that can be learned can be diverse, such as social, natural, man-made, and others.
- f. Students can understand and live aspects of life in their environment, so that they can form individuals who are familiar with life around them and can cultivate love for the environment.

CONCLUSION

In our view, the environment is a source of learning in Islamic religious education, both in formal and non-formal environments, which provides various learning resources that can be utilized. There are many benefits to using the environment as a PAI learning resource, but creativity and innovation are needed to maximize existing resources.

Utilizing the environment as a learning resource for PAI can increase knowledge in the learning process, which is not only limited to the classroom, but also in the environment outside the school. The use of the environment as a learning resource is expected to optimize our knowledge in Islamic religious education.

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