Natural-Based Learning Practice at Muhammadiyah Pakel Elementary School

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ARTICLE INFO

ABSTRACT

Education is an important foundation in shaping future generations who are competent and have integrity. In the context of Islamic education, learning that is centered on fitrah (basic human nature) has become an important focus in developing students' potential. The purpose of this research is to describe the practice of nature-based learning at Muhammadiyah Pakel Elementary School, so that the focus of the research is in the form of planning and implementing nature-based learning. The research method used is a qualitative approach with case studies. Data was collected through participatory observation, in-depth interviews, and document analysis. Respondents in this study included school principals, teachers, and students of SD Muhammadiyah Pakel. The results of this study indicate that nature-based learning practices are implemented through extracurricular activities as well as fostering students' talents which are contained in 6 development models, namely: 1) religious values and moral ethics, 2) physical and motor skills of students 3) reasoning knowledge, 4) grammar , 5) soul socially and emotionally, and 6) works of art. In practice, learning is done by making class groups of students according to the interests and talents of each student. This is done so that the child's self-potential is growing rapidly because in the learning process it refers to the child's talents and interests.

Introduction

Education is one of the essential aspects in shaping quality individuals (Nashihin, 2019). An interesting approach in learning practices is the fitrah-based approach. As educators, one should not hold the belief that all children must master all the learning materials taught in school (Nashihin, 2021). Therefore, educators should not only assess a child's abilities based on their cognitive skills but should also strive to develop a fitrah-based learning model (Huda, 2023).

Fitrah in education is a necessity that must always be nurtured. Every child has their unique strengths and weaknesses (Al Afify, 2018). Thus, it is only natural that each child has different potentials. This should be understood by every educator so that children receive education that aligns with their fitrah (Nursalim, 2021). Classroom management requires a teacher's imagination (Munir, 2021). The more teaching strategies a teacher

possesses, the more creative they become in creating an enjoyable learning environment in the classroom (Aisyah, 2022).

In the rapidly evolving era of globalization and modernization, the fitrah-based approach has become an intriguing topic in the field of education. Fitrah refers to the inherent nature of humans bestowed by Allah SWT from birth. In the context of education, the fitrah-based approach aims to recognize and utilize the natural potentials and tendencies of each individual (Suriyati, 2020).

Educators are considered the forefront in developing the potential of all students (Zakarya, Hafidz, Martaputu, 2023). Therefore, those who impart knowledge in schools are encouraged to maximize the realization of the learning process relevant to the talents and potential of the learners (Mualimin, 2017). Another avenue used by teachers to develop and maximize a child's abilities is through the implementation of fitrah-based learning activities (Rhain, Hafidz, Nashihin, Srihananto, & Hermawati, 2023). Fitrah-based learning can be defined as a learning pattern that is tailored by educators to suit students' developmental stages and potential (Bahri, 2021).

SD Muhammadiyah Pakel is one of the schools that has adopted the fitrah-based approach in its learning practices. They understand that every child has a unique potential (Nurul Umah Fijanati, Hafidz, Sukadi, 2023) that tends to develop well when the educational approach (Triana, Yahya, Nashihin, Sugito, & Musthan, 2023) aligns with their inherent qualities. This article will explore fitrah-based learning practices carried out at SD Muhammadiyah Pakel, focusing on the development of students' potential in this context and describing how the fitrah-based approach positively contributes to students' learning outcomes.

Among the relevant studies that have been previously written, there are studies by Nurul Khasanah that elaborate on "Development Design of Fitrah-Based Arabic Language Learning Curriculum." This study shows a conceptual idea that provides an understanding of the flow of developing Arabic language curriculum material based on the potential/fitrah approach (Khasanah, 2018). The similarity between this research and the current research lies in the conceptual framework, while this research is based on data collected in the field, which will lead to new descriptions based on more factual analyses.

There is also a study by Musfiatul Muniroh that addresses "Fitrah-Based Education: Implementation of Fitrah-Based Education Management at Adzkia Kindergarten Banjarnegara." This study focuses more on the management of fitrah-based education at Adzkia Kindergarten Banjarnegara. Most of the study is about reflecting the values of fitrah-based education related to curriculum and teaching, communication patterns, and support between the kindergarten and policy makers in the implementation of fitrah-based education (Muniroh, 2019).

Thirdly, Muhammad Miftah analyzes "Quantum Learning and Human Fitrah in the Perspective of Islamic Education." His research is a literature review that provides a detailed explanation of the connection between quantum learning and human fitrah in the context of Islamic education (Nikita Nur Zulaecha, Hafidz, Biela Nanda Oktivibi Pertiwi, 2023) from a conceptual standpoint (Miftah, 2020). The difference with this research is the focus of the study (Husaini Hasan, Hafidz, 2023), which delves factually into the development of fitrah-based learning models at the elementary school level. In the end, the research conducted by the researcher will be more real and beneficial based on the existing facts.

To the best of the researcher's knowledge, there hasn't been a discussion on Fitrah-Based Learning Practices at the Elementary School level. Therefore, this research will discuss Fitrah-Based Learning Practices at the Elementary School level. The hope is that the

results of this research can contribute to the body of knowledge in the field of education, especially at the elementary school level.

The purpose of this research is to provide a deeper insight into fitrah-based learning practices at SD Muhammadiyah Pakel, with a focus on student potential development. Through this analysis, it is hoped to provide valuable guidance for educators, parents, and policymakers in designing effective and sustainable learning strategies (Hadisi, Hakim, Musthan, Nashihin, & Kendari, 2023). This research will formulate a fitrah-based learning model at the elementary school level.

The urgency of fitrah-based learning is to enable children to unleash their creativity in accordance with their individual talents, which will benefit their role in civilization in the future. Thus, this research will offer a formulation that fitrah-based learning must be implemented from an early age in schools so that children can grow and develop according to their respective fitrah. Ultimately, this research is expected to enrich the understanding of the importance of fitrah-based learning practices in Islamic education. It is hoped that the results of this research will encourage the development of more holistic education and inspire the development of curricula that are fitrah-oriented and focused on students' potential.

Method

This research employs a qualitative method with a descriptive approach (Nashihin, 2023). Data collection techniques include observation, interviews, and documentation involving the school principal (Syaiful Anam, 2023), vice-principal for curriculum, student affairs coordinator, and students. This study is categorized as field research. In this study, an in-depth analysis is conducted through a research procedure in the field that utilizes descriptive materials containing written sentences or statements from informants regarding emerging situations and emphasizes interpretation, reasoning, and explanations of specific situations related to daily life (Arifin, 2014). The research is conducted at SD Muhammadiyah Pakel, located at 40 Pakel Baru Street, Sorosutan, Umbulharjo, Yogyakarta. In this research, in-depth research procedures are used, where descriptive data in the form of written or spoken words, observed behaviors, and emerging phenomena are emphasized, focusing on specific situational meanings, reasoning, definitions, and further studies in daily life (Lexy J. Moleong, 2015). The data analysis is presented as follows:"
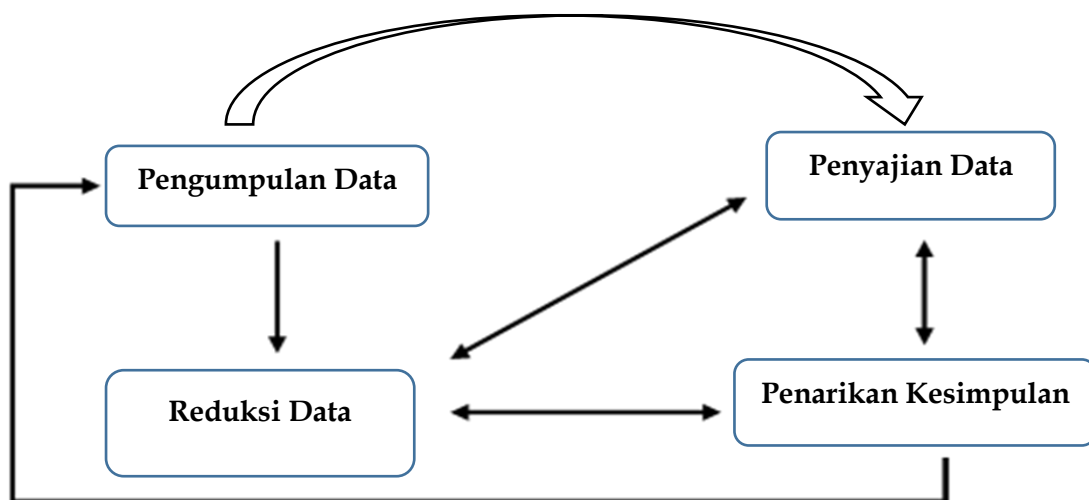
Gambar 1. Teknik pengumpulan data

The author collected data through observations and interviews with informants, including the school principal, vice-principal for curriculum, student affairs coordinator, and students. The data gathered in this study were analyzed by collecting data in the process and data in the field. In this research, data analysis was conducted in several stages, namely: 1) data reduction, where the author summarized data from observations, interviews, and documentation to obtain key data points. 2) Data presentation, the author organized the data produced after the reduction procedure in such a way that the discovered data can be understood. 3) Drawing conclusions, the author developed conclusions based on the data obtained to verify or review the notes that have been collected (Nashihin, 2023). The instrument in this research is the author themselves, utilizing interview guidelines containing questions to be directed at the school principal, vice-principal for curriculum, student affairs coordinator, and students."

Result and Discussion

1. Learning Model

A learning model can be understood as a conceptual framework that formulates procedures systematically in organizing learning practices to achieve specific learning objectives. It serves as a reference for educators to plan and implement learning activities (Winataputra, 2005). Learning is essentially a part of the communication process between educators and learners, both directly through verbal interactions (face-to-face) and indirectly, such as utilizing media in the surroundings (Rusman, 2016).

Teaching models are similar to teaching styles (Rusman, 2012). These models are used by teachers to guide students in obtaining information, creative ideas, concepts, psychomotor skills, critical thinking abilities, and in actualizing their own ideas. Additionally, they present learning strategies (Djalal, 2017). Thus, one of the functions of a learning model is to serve as a guide for instructional designers and educators in carrying out day-to-day teaching. The chosen model significantly influences the teaching and learning practices as it must align with the subject matter, achievement of learning goals, and the students' competencies being taught (Rohmadi, 2018).

Based on observations, interviews, and documentation, the researcher discovered that fitrah-based learning practices developed and implemented at SD Muhammadiyah Pakel are carried out through extracurricular activities and talent development for students. For extracurricular activities, students choose based on their interests at the beginning of the school year. The student affairs coordinator distributes a questionnaire at the start of the semester containing extracurricular activities and their associated costs that can be chosen by the students. It is expected that students, with the help of their parents, make informed decisions before selecting the extracurricular activities they desire. Once a student is confident in their choice, they are motivated to participate effectively in the learning process throughout the semester.

However, in the case of talent development activities, not all students can participate, as only specific students are selected and meet the criteria determined by the student affairs coordinator due to their dominant talents in a particular field. Talent development activities are provided free of charge. The majority of the guiding teachers are recruited from outside the school based on their competencies.

Based on observation, interviews, and documentation data, it was found that fitrah-based learning planning at SD Muhammadiyah Pakel is implemented through extracurricular activities and talent development for students. In its planning, fitrah-based learning practices are carried out through six programs as presented in the following table:"

Table 1. Fitrah-Based Learning Programs

No	Learning Program	Choices According to Fitrah/Potential

		Extracurricular	Talent Development
1.	Development of religious and moral values		Adzan
			Da'i cilik
2.	Development physical motor	Football	Tapak suci
		Badminton	Hizbul Wathan
		Swimming	
3.	Cognitive development	Jarimatika	CCA (Cerdas Cermat Agama)
		Robotika	Olimpiade
		Sains club	
4.	Language development	Englisgh Conversation	Poeticization of excerpts from the Qur'an
5.	Social emotional development		School security guards
6.	Arts development	The Art of Reading the Qur'an	
		Vocal (Singing)	
		Paint	
		Membatik	
		Dance	
		Drumband	
		Pantomim	

Based on the existing programs, talent development and student interest activities in educational institutions aim to develop students' abilities, social values, creativity, and prepare them for future employment (Dadang, 2014). It can be clearly understood from these functions: To nurture students' creativity according to their potential, talents, and interests, To develop students' abilities and a sense of social responsibility, To create a relaxed, enjoyable, and pleasant environment for students to support their personal development, and To prepare students for their career paths after graduation (Muahaimin, 2010). As per a quote from the Minister of Education and Culture, extracurricular activities are intended to enhance cognitive, affective, and psychomotor skills, as well as to develop students' interests and talents in order to nurture them into well-rounded individuals (Permendikbud, 2013).

All students who possess skills in specific areas receive periodic guidance to ensure they are always prepared for competitions and other creative events, whether organized by the Department of Education or other schools. The student development process is not limited to just before a competition. Students are mentored and their potential is directed by competent mentors in their respective fields. Schedules are established regularly during breaks or on non-school days. Intensive guidance is provided when students are preparing for a competition. Every day, mentors visit the school or students visit their mentors' homes to receive guidance and preparation, ensuring they are ready to compete with confidence and to the best of their abilities.

Whenever a student wins a competition, they are recognized by the school during the Monday flag-raising ceremony. This is not only a reward for the champions but also serves a greater purpose: to help their peers understand the importance of appreciation. This, in turn, motivates their peers to study diligently and remain enthusiastic about developing their own potential.

In this regard, schools and teachers must consistently show appreciation for students' talents (Nashihin, 2018). Only those who are truly talented, combined with hard work and skill, will achieve the best results and become champions. Talent is a part of innate potential that should always be honed, nurtured, and guided correctly to align with a child's fitrah (Gollwitzer, 1986). However, the notion that talent is entirely innate is not entirely accurate because everything in the world can be accomplished with strong determination, dedication, and a focus on one's area of interest (Arikunto, 2006).

2. Fitrah-Based Child Learning

Fitrah is a term in Islam that refers to the inherent or natural features possessed by humans as creatures of Allah's creation. It encompasses potential, abilities, and inclinations present within each individual. Fitrah can include physical, intellectual, emotional, and spiritual aspects (Nursalim, 2021).

A child's potential refers to the abilities and talents they possess. Each child has their own unique qualities and talents that can be developed and directed according to their interests and abilities (Fadhilah, 2021). A child's potential can encompass various areas, such as academics, arts, sports, social skills, and more (Suriyati, 2020). It is important to understand that every individual has a different fitrah or potential. Fitrah and a child's potential can be developed through good education, a supportive environment, and positive experiences (Muniroh, 2019). Parents and educators play a crucial role in helping children develop their potential by providing support, guidance, and appropriate opportunities (Miftah, 2020).

Through holistic and diverse education, children can explore their interests, develop their talents, and realize their full potential. It is important to provide children with opportunities to develop various aspects of their lives so that they can grow into well-rounded individuals who make positive contributions to society (Mualimin, 2017).

Therefore, every human needs guidance and direction to recognize their true selves and walk the path of fitrah, which allows them to flourish (Toni Pransiska, 2016). Thus, education is expected to play a significant role in enhancing one's self-resources toward a more positive direction. Education aims to unlock hidden potential. To strengthen one's life journey, humans constantly work on developing their minds (Dahuri, 2023) with all the potential embedded within them (Hasan Langgulung, 2003). Furthermore, humans are endowed with many other potentials that have the opportunity to continually ignite them towards actions, attitudes, and behaviors that are less desirable and not beneficial (Jalaludin, 2008).

Based on interviews with the student affairs coordinator, it was revealed that the practice of fitrah-based learning at SD Muhammadiyah Pakel is carried out as follows (Interview, Monday, March 13, 2023):

a. Providing a Suitable Environment:

Creating an environment that supports a child's fitrah development, such as a reading room, a safe and comfortable play area, and a warm and loving atmosphere.

b. Allowing Freedom to Explore:

In fitrah-based child learning practices, children are given the freedom to experiment, explore, and navigate their surroundings in a healthy and safe manner, with teacher supervision through the science club activities.

c. Observing Interests and Talents:

By understanding the students' interests and talents, teachers can guide their learning according to their natural inclinations. For example, if a child shows a keen interest in art, they are given the opportunity to express themselves through art and receive appropriate support.

d. Integrating Religious and Moral Values:

Fitrah-based education also emphasizes the development of religious and moral values in children. Teaching them ethics, virtues, and moral principles in line with the teachings of their religion and family beliefs.

e. Using Diverse Teaching Methods:

Children have different learning styles. As fitrah-based child learning practices, teachers use a variety of teaching methods to meet their learning needs. For instance, combining play activities, stories, songs, and physical activities in the learning process.

f. Providing Attention and Support:

Children need positive attention and support in their learning process. Thus, giving praise, encouragement, and appropriate emotional support helps them feel valued and motivated to continue learning and growing.

g. Focusing on Physical Needs and Health:

Physical and health aspects are also important in fitrah-based child learning. Ensuring that children receive adequate nutrition, sufficient rest, and opportunities to be active and play. Therefore, the school provides a healthy canteen.

In the fitrah-based learning process at SD Muhammadiyah Pakel, researchers observed that children are free to choose extracurricular activities based on their interests and talents at the beginning of each school year. During the learning process, they attend classes based on the extracurricular activities they have chosen without any coercion. Students can switch to a different extracurricular activity after completing two semesters.

According to Amirudin, the school principal, appreciation is always given to students with specific talents and interests. As a platform for student creativity, learning activities outside the classroom take place on stage. All students can showcase their best abilities when there are events organized by the new student acceptance committee or the school's anniversary committee. Talent shows and art performances are usually held in October and January. It is clear that SD Muhammadiyah Pakel prioritizes nurturing students' talents and interests in developing their potential according to their true selves (Interview, Monday, January 6, 2023).

Among the creative activities displayed are extracurricular activities including majorettes, gitapati, and childguard. Additionally, there are dance, school security team, archery, singing, science club, abacus, soccer, badminton, Quran recitation, pantomime, and poetry, all presented in an attractive and impressive manner to amaze the audience (Observation, Sunday, January 14, 2023).

Conclusion

Based on the study, it can be concluded that the fitrah-based learning practices developed at SD Muhammadiyah Pakel are carried out through extracurricular activities and talent development designed through 6 programs, which are based on religious and ethical values, physical-motor activities, knowledge and reasoning development, language enhancement, social and emotional development, and fostering artistic talents. The fitrah-based learning process is conducted by creating groups according to the students' talents and interests. This is essential because a child's fitrah will develop optimally depending on their individual interests and talents.

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