

**TEACHING AND LEARNING STRATEGIES IN TARBIYAH
INTERNATIONAL CLASS PROGRAM TO DEVELOP
ACADEMIC SKILL OF ISLAMIC EDUCATION STUDENTS**

THESIS

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**ISLAMIC EDUCATION PROGRAM
TARBIYAH AND TEACHING SCIENCES FACULTY
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY
MALANG
June 2016**

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INTERNATIONAL CLASS PROGRAM TO DEVELOP
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THESIS

*Presented to Tarbiyah and Teaching Sciences Faculty of Maulana Malik Ibrahim State Islamic University Malang as the Requirement to Acquire
(S-1) First Degree of Sarjana Pendidikan Islam (S.Pd.I)*

Written by:

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NIM 12110179



**ISLAMIC EDUCATION PROGRAM
TARBIYAH AND TEACHING SCIENCES FACULTY
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY
MALANG**

2016

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TEACHING AND LEARNING STRATEGIES IN TARBIYAH INTERNATIONAL CLASS PROGRAM TO DEVELOP ACADEMIC SKILL OF ISLAMIC EDUCATION STUDENTS

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THESIS

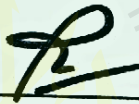
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MOTTO

Surah Ibrahim Verse 1

الرَّكَتَبُ أَنْزَلْنَاهُ إِلَيْكَ لِتُخْرِجَ النَّاسَ مِنَ الظُّلُمَاتِ إِلَى النُّورِ

بِإِذْنِ رَبِّهِمْ إِلَى صِرَاطٍ الْعَزِيزِ الْحَمِيدِ ﴿١﴾

Alif, Lam, Ra. A Scripture that We revealed to you, that you may bring humanity from darkness to light-with the permission of their Lord-to the path of the Almighty, the Praiseworthy.

PAGE OF DEDICATION

Firstly I would like to thank unto Allah SWT our god who always give me His mercies and blessing also opportunities to finish this thesis. I dedicate this thesis for entire meaningful person in my life.

I am grateful and I want to thank to :

My beloved Father and Mother (Fathul Mui'n and Siti Rohimah), who support me with their great efforts

Robb, irhamhuma kama Robbayani shoghiro . .

My twin (M. Khoirul Fahmi) and My little brother and sister (Muhammad Mahadir Hidayatulloh and Nurma Naila Hidayati) who always make me smile and happy.

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And all of the parties who support me in this thesis finishing process.

Thank for your time in helping me during the process

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Is considered **acceptable** to be defended after being intensively read and regularly
consulted in the area of research content, language, and writing composition.

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CERTIFICATE OF THESIS AUTHORSHIP

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Malang, 27 June 2016




M. Alfian Santoso

PREFACE

Praise and great gratitude submitted to Almighty God, Allah SWT who always gives His gracious mercy and tremendous blessing that has helped the writer finished this thesis, entitled: “Teaching and Learning Strategies In Tarbiyah International Class Program to Develop Academic Skill of Islamic Education Students.” In this opportunity, the writer give so much than and appreciation for the respectables :

1. Prof. Dr. H. Mudjia Rahardjo, M.Si. as the Rector of Maulana Malik Ibrahim State Islamic University Malang, who has given me a chance, so that this thesis can be well finished.
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7. All of the parties who have help me, both directly and indirectly. I hope Allah SWT give His blessing among you all

The writer is aware that, this thesis is still far away from perfection. Therefore suggestion and critic are expected from any parties so that it can be an improvement in the future. As thankful expression, the writer just able to pray, hopefully all of your good deeds are accepted by Allah SWT.

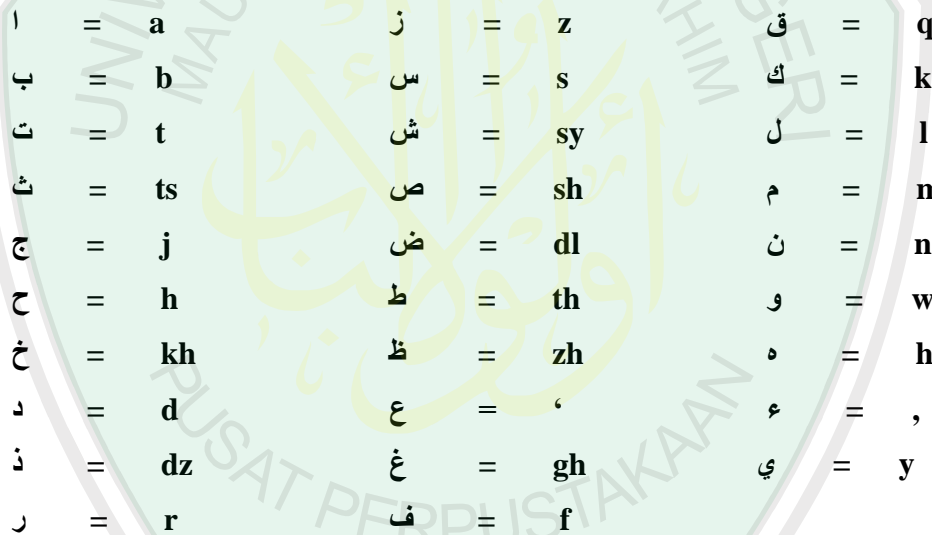
Finally, the writer just expected from this thesis so that it can be a benefit among the reader in general and especially for the writer self.
AmiinYaRobbal'Alamin

Malang, 27 June 2016

Writer

TRANSELITERATION

Transliteration of Arabic-Latin writing in this thesis using transliteration guidelines based on a joint decision religious minister and minister of education and culture no. 158 on 1987 and no.0543 b/U/1987 in general can be described as follows:



| | | | | | | | | |
|---|---|----|---|---|----|---|---|---|
| ا | = | a | ز | = | z | ق | = | q |
| ب | = | b | س | = | s | ك | = | k |
| ت | = | t | ش | = | sy | ل | = | l |
| ث | = | ts | ص | = | sh | م | = | m |
| ج | = | j | ض | = | dl | ن | = | n |
| ح | = | h | ط | = | th | و | = | w |
| خ | = | kh | ظ | = | zh | ه | = | h |
| د | = | d | ع | = | ' | ء | = | , |
| ذ | = | dz | غ | = | gh | ي | = | y |
| ر | = | r | ف | = | f | | | |

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ABSTRAK

M. Alfian Santoso. 2016. Strategi pembelajaran di Program Kelas Internasional Tarbiyah untuk meningkatkan kemampuan akademik pada mahasiswa Jurusan Agama Islam. Thesis. Jurusan Pendidikan Agama Islam, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim, Malang. Dosen Pembimbing : Muhammad amin Nur. M.A

Penelitian ini dilatar belakangi karena proses pembelajaran di kelas internasional yang memiliki tingkat kesulitan lebih dari pada kelas regular, kelas internasional menggunakan bahasa inggris dan arab dalam proses pembelajaran baik dalam pembuatan makalah, presentasi, diskusi dan ujian akhir, apalagi pada jurusan agama islam yang didominasi oleh literatur berbahasa arab. tidak bisa dipungkiri, bahwa keadaan seperti ini pasti berdampak pada strategi pembelajaran yang dipakai oleh dosen dalam memahami materi dan mengembangkan kemampuan mahasiswa. strategi yang digunakan harus berorientasi pada mahasiswa (student centered) yang menjadikan mahasiswa aktif dalam pembelajaran yang menekankan mahasiswa bisa mengembangkan kemampuan bersosial dan kemampuan berkomunikasi sebagai proses pengembangan potensi diri.

berdasarkan latar belakang diatas, Tujuan dalam penelitian ini adalah (1) untuk mengetahui strategi pembelajaran yang diterapkan oleh dosen dalam mengembangkan kemampuan sosial dan berkomunikasi di program kelas internasional tarbiyah pada mahasiswa pendidikan agama islam, (2) untuk mengeksplor strategi pembelajaran yang diterapkan oleh dosen mengembangkan kemampuan sosial dan berkomunikasi di Program Kelas Internasional Tarbiyah pada mahasiswa pendidikan agama islam, (3) untuk menganalisis dampak strategi pembelajaran yang diterapkan oleh dosen di program kelas internasional tarbiyah dalam mengembangkan kemampuan sosial dan berkomunikasi mahasiswa Pendidikan Agama Islam. Teknik pengumpulan data yang digunakan adalah observasi di 3 kelas, wawancara terhadap 3 dosen dan 3 mahasiswa, dan dokumentasi. Teknik analisis data menggunakan metode triangulation dengan langkah meliputi pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa dosen lebih sering menggunakan tiga strategi pembelajaran dalam mengajar di program kelas internasional fakultas tarbiyah yakni pembelajaran menemukan (*discovery learning*), pembelajaran dengan bermain mencocokkan kartu (*Index Card Matching*) dan diskusi kelompok terfokus (*Focus Group Discussion*), proses pembelajaran untuk pengembangan kemampuan sosial dan komunikasi teratur dalam indikator-indikator setiap kemampuan akademik, indikator tersebut tidak hanya didukung oleh teori namun juga konsep islam yang ada dalam al-Qur'an dan al-Hadits. untuk indikator sosial yakni sikap membantu (*Taawun*), tanggung jawab (*takaful*), saling mengerti (*tafahum*), dan memberi kepercayaan (*itsar*). sedangkan indikator pada kemampuan komunikasi adalah jelas (*Syadida*), lembut (*masyuro*), lancar (*Baligho*), dan mulia/bagus (*Kariim*), dampak learning strategy terhadap mahasiswa diukur dari indikator tersebut. *Discovery learning* memberi pengaruh positif pada mahasiswa berupa menjadi terbuka untuk membantu dan mengerti kepada sesama serta bisa mengatur pola berbicara yang baik dan benar, *Index Card*

Matching memberi dampak kepada mahasiswa memiliki sikap yang selalu mementingkan kepentingan orang lain serta memiliki ilmu dalam berkomunikasi baik berkelompok maupun individu, dan Focus Group Discussion memberikan dampak pada mahasiswa berupa mahasiswa jelas dalam presentasi, jujur dalam berargumen, lancer dalam berbicara serta tanggung jawab terhadap keterangan dan mengerti terhadap keperluan orang lain.

Kata Kunci: *strategi pembelajaran, kemampuan berkomunikasi dan bersosial.*



ABSTRACT

Santoso. M, Alfian 2016. Teaching and Learning Strategies in Tarbiyah International class program to Increase academic skill of Islamic Education Student . Thesis, Islamic Education Program, Tarbiyah and Teaching Sciences Faculty, Maulana Malik Ibrahim State Islamic University, Malang. Advisor : Muhammad Amin Nur M.A

This research background for the learning process in the international class who have difficulties than the regular class, international class using English and Arabic in the learning process in both the manufacture of papers, presentations, discussions and a final exam, especially in the department of Islamic education is dominated by Arabic language literature. Cannot be denied, that things like this must have an impact on teaching and learning strategies used by lecturers to hang the material and develop the capabilities of students. the strategy used should be oriented towards students (student centered), which makes the students active in learning which emphasizes that students can develop the skills and abilities to communicate and social as the process of potential developing.

Based on the background, formulations of problem in this study are (1) what are learning strategies used by lecturers in tarbiyah international class program, (2) how do the learning strategies used by lecturers develop social skills and communication skill in the Tarbiyah International class program on Islamic education students, (3) what are the impacts of learning strategies that used by lecturers in tarbiyah international class program in developing social skills and communication students of Islamic Education. The approach used is a qualitative approach, data collection techniques used were observation, interviews of people who are considered (3 lectures and 3 students), and documentation. Data were analyzed using triangulation method with steps including data collection, data reduction, data presentation, and conclusion.

The results showed that; The faculty often use three learning strategies in tarbiyah international class program these are discovery learning, Index Card Matching and Focus Group Discussion, the learning process for development social and communication skills regularly in indicators each academic ability, the indicators also integrated by the Islamic concept in Qur'an and Hadith. for social indicators that attitude helps (*Taawun*), sense of responsibility (*takaful*), mutual understanding (*tafahum*), and gives credence (*itsar*). While, indicators on communication skills are clarity (*Syadida*), softly (*masyuro*), fluently (*Baligho*), and noble / good (*Kareem*). Discovery learning impact on students be open to help and understand the others and can be set up patterns talk is good and right, Index Card Matching an impact on the students to have an attitude that always altruistic and have knowledge in communicating both committee and individuals, and Focus Group Discussion impact on students in the form of student apparent in the presentation, honest in arguing, fluent in speaking and responsibility towards the information and understand the needs of others.

Keywords: learning strategies, communication skills and social skills.

مستخلص البحث

مُحمَّد ألفان سانطواصي ٢٠١٦. إستراتيجية في برنامج ف استراتيجيات التعليم في برنامج فصل الدولي التربوي لتنمية المهارات الأكاديمية لدى الطلاب من قسم تربية الإسلامية. بحث الجامعي. قسم التربية الإسلامية، كلية علوم التربية و التعليم. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج.

المشرف: مُحمَّد أمين نور الماجستير.

خلفية هذا البحث من عملية تعليم في فصل الدولي الذي يمتلك درجة الصعوبة أكبر من فصل العادي. لأن فصل الدولي يستخدم عملية التعليم، يجعل المقالة العلمية، تقديم المحاضرة، تقديم المناقشة، و تصميم إمتحان النهائي باللغة العربية و الإنجليزية. ثم في الواقع من برامج التعليم أي مراجع و مصادر الدروس تربية الإسلامية أكثر كتاب من كتاب باللغة العربية. و من المتأكد أن هذه الحقائق تجعلها الأساتيد في تركية إستراتيجية تعليم لفهم الدروس و تطوير مهارة الطلبة. و استراتيجية المستخدمة هي (الطالب التركيز) الذي يجعل الطالب النشاطي في تطوير مهارة الإجتماعية مهارة الإتصالية لعملية تطوير كفاءة جودة النفس.

و من خلفية البحث المذكور. أهداف لبحث هو (١) لمعرفة إستراتيجية تعليم المناسب مع الأساتيد في تطوير مهارة الإجتماعية و مهارة الإتصالية في برنامج فصل الدولي التربوي لدى طلبة تربية الإسلامية (٢) لإخراج إستراتيجية تعليم المناسب مع الأساتيد في تطوير مهارة الإجتماعية و مهارة الإتصالية في برنامج فصل الدولي التربوي لدى طلبة تربية الإسلامية (٣) لتحليل الآثار الإستراتيجي المناسب مع الأساتيد في تطوير مهارة الإجتماعية و مهارة الإتصالية في برنامج فصل الدولي التربوي لدى طلبة تربية الإسلامية. وطريقة أخذ البيانات هي الملاحظة فس في ثلاثة الفصول، و المقابلة في ثلاثة الأساتيد، و ثلاثة الطلاب، و الوثائق. و طريقة تحليل البيانات هو التثليث بخطوة جمع البيانات، تخفيض البيانات، عرض البيانات، والاستنتاج.

و نتائج البحوث هي المعلم يستخدم كثيرا في ثلاثة إستراتيجية التعليم في عملية التعليم في برنامج فصل الدولي كلية علوم التربية و التعليم ينال التعلم بالاكشاف)، والتعلم عن طريق اللعب بطاقات

مطابقة (مؤشر بطاقة مطابقة)، ومجموعات التركيز (التركيز مجموعة المناقشة)، وعملية التعلم لتنمية مهارات الاجتماعية و مهارة الإتصالية بانتظام في مؤشرات كل القدرة الأكاديمية، لا يتم اعتماد المؤشرات فقط من الناحية النظرية ولكن أيضا مفهوم الإسلام الموجودة في القرآن والحديث. للمؤشرات الاجتماعية هذا الموقف يساعد (تعاون)، الشعور بالمسؤولية (تكافل) والتفاهم المتبادل (تفاهم)، ويعطي مصداقية (اتثر). في حين تظهر مؤشرات على مهارات الاتصال واضحة (شديد)، لينة (مشور)، على نحو سلس (بليغ)، ونبيلة / حسن (كريم)، ويقاس تأثير ذلك على استراتيجية التعلم الطالب عن طريق المؤشر. التعلم بالاكشاف له تأثير إيجابي على الطلاب في شكل الانفتاح على مساعدة وتفهم الآخرين، ويمكن تحديد نمط لكلام جيد وصحيح، بطاقة فهرس مطابقة لها تأثير على الطلاب أن يكون لها الموقف الذي هو دائما الإيثار ولديهم معرفة في التواصل سواء والأفراد وتأثير التركيز المجموعة مناقشة الطلاب في شكل طالب واضح في العرض وصداقة في الدفاع، يجيد التحدث ومسؤولية تجاه المعلومات وفهم احتياجات الآخرين

CHAPTER I

INTRODUCTION

A. Research Background

In classrooms across the country, educators are working to raise the achievement of all students to ever-higher levels. Yet, often missing in discussions about how to raise academic performance is the way in which individual students go about learning. One aspect of student's approach to learning is his or her use of learning strategies.¹ From this statement, learning process is very need strategy to create class condition and reach the goal of learning. Learning strategies are instructional strategies that have been developed to assist students with learning difficulties, because not all students can get the point of lecture explanation or the core of university curriculum.

Globalization demands to all humans get the education, well formal education and non-formal education. As John Dewey said the education is the process of facilitating learning, or acquisition of knowledge, skill, values, believe and habits. Education frequently takes place under the guidance of educator. But, learner can educate themselves.² They not just need simple education, but more, education should make human be innovative, creative and competitive with the real life.

¹Nancy Prothere and Suzanne Clarke. Learning Strategy as a key to student success. A research report. 2008

² John Dewey, Democracy and education. (The free press, 1944) page 1-4

Ongoing the student understanding, student learn strategies and skills best when at least part of the instruction is incorporated into regular subject matter classes, to acquire more integrate most cognitive processing skills including learning strategies, problem solving, reasoning, decision making, and critical thinking. Students need guided practice and feedback.³ By providing these experiences, content-area lectures can play a larger role in helping students develop effective learning and study strategies.

In higher education, every student has challenge to develop their academic skill well based on their subject or not. As the Power Book explained.⁴

Whether academic pursuits are a struggle or come easily to you... whether you live on campus or commute... whether you are fresh out of high school or are returning to school many years after high school graduation- college is a challenge, every one of us has concerns about our capabilities and motivation, and new situation-like starting college- make us wonder how well we will succeed.

Campus gives many challenges to student to get what they want. Lecture should give motivation and encouragement to external part of the student success. So, learner has many chances to collaborate and integrate their ability in campus academic skill with their academic partner.

³Anderson J, R. *Cognitive psychology and its implication*. (San Francisco freeman 1985) page 32

⁴ P.O.W.E.R learning: becoming a successful student. Chapter 1. Page 2 from www.mhhe.com

While universities are clearly responsible for the discipline-specific skills, they have become more involved in the broader skill development, whether this development is overt and intentional or not. Currently, many of the resource, courses and programs mentioned in this report already exist in pockets within university communities.

Now a day, Indonesian universities compete to reach international reputation as World Class University (WCU). They develop campus or institution based on international standard program like International Class Program (ICP) or International Undergraduate program (IUP). So some of them, have learning strategies development program, named by International Class program (ICP) as the best grand program in learning strategy based on student's department. Like University of Indonesia (UI) that make International Undergraduate Program for 15 departments such as Science Faculty.⁵ Gajah Mada University (UGM) that make International Class for some departments in doctoral faculty and law faculty,⁶ and Maulana Malik Ibrahim State Islamic University (UIN Malang) that make International class program for 8 department in education (Tarbiyah) faculty and law (Syaria) faculty.⁷ every campus have own program, strategy and relation to realize

⁵www.ui.edu (kelas international universitas Indonesia) seen at 7 December, 2015

⁶www.ugm.co.id (Sosialisasikelasinternasionalprodipendidikankedokteran FK UGM di SEF 2014) seen at 8 December, 2015.

⁷ Malangpost.com (UIN buka 8 international class program) posted at January 30, 2015

ICP in learning process based on department use foreign language, as fast as possible to get the world university reputation.

The aims of this program are not just encourage campus be World Class University, but can give new education atmosphere to student and lecture. Teaching and Tarbiyah science faculty of UIN Malang was beginning of implementation this program, ICP Tarbiya uses English and Arabic to be second language in learning process. And the learning process uses the best learning strategy to accelerate student's subject understanding and lesson mastering.

As we know, ICP of Teaching and Tarbiyah Science Faculty successes to create better output than regular class. Tarbiyah International Class Program students have many achievements based on their department or another sides, like be the winner of academic competitions, be presenter in national and international forum or conference, and international recognition with international teaching practice program in Malaysia and Thailand. Not only that Tarbiyah International Class students have good teacher character, self-leadership, and high cumulative score index (IPK). These academic achievements are the provident of the success in Tarbiya's International Class Program development. Is learning strategy be influence of this? According to Arti Kumar that –a student performance or grade is assessed by comparing his or her achievement against clearly stated standard or criteria for expected

learning outcomes-⁸ and the achievement goal orientations are presumed to differ as a function of situational demands. As well as to vary across individuals.

Not only does the university meet the criteria of funding plan, the powerful leadership that can visualize the student's and lecture's voice becomes necessary in getting academic skill achievement. Observed by researcher, the program have qualified standard, it is seen the mobility of students, lectures, and other academic staffs that can activate the implementation of grand concept in ICP. But, not all the lectures mastering the international language, international experience learning and workshop international best learning. So, not all lectures can maximize the learning process in academic skill development.

In tarbiya's international class program there are four department, these are Islamic education department, social science education department, Arabic department, elementary department and Islamic education department is one of department that using Arabic and English language be primary language in learning process. So, it faced more complexity problem than other departments.

From the exploration of international standard classroom, lecture learning strategy that used in learning process, academic skill that should

⁸Arti Kumar. *Personal, academic, and career development in higher education*. (New York: rout ledge, 2007) page 19

explored in university context, nature learning that can involve student skill. Tarbiyah International Class Program as common views for student achievement of some departments in Tarbiyah International Class Program student especially Islamic education student of Islamic University Maulana Malik Ibrahim of Malang. As the result, the researcher focused on the learning strategies that used by lecture to increase academic skill especially communication and social interaction skill to Islamic education student in Tarbiyah International Class Program

B. Focus of Research

This focus on this research is identified based on the background of study above, there are three focuses in this thesis, and these are:

1. What are the learning strategies that used by lectures in Tarbiyah International Class Program?
2. How do the learning strategies develop student's academic skill especially communication and social skill in Tarbiyah International Class program?
3. What are the impacts of learning strategies in academic skill especially communication and social skill Development in Tarbiyah International Class Program?

C. Objective of the Research

Objectives of this research are conducted with research focus above, because these have same core in the research. Objectives are:

1. To know the learning strategies that used by lectures in Tarbiyah International Class Program.
2. To Explore the learning strategies develop student's academic skill especially communication and social skill in Tarbiyah International Class program.
3. To analysis the impacts of learning strategies in academic skill especially communication and social skill Development in Tarbiyah International Class Program.

D. Significance of the Research

This research is hoped will give advantages for the researcher, the university or international class program, and the enrichment of the knowledge.

1. For the researcher

The advantage does this Field Research. So the student as researcher can deeply explore and understand about the learning strategy, that used by lectures in Tarbiyah International Class Program to increase Academic Skill of Islamic Education students.

2. For University and Tarbiyah International Class Program

The advantage is giving some information for State Islamic University of Maulana Malik Ibrahim of Malang especially to Tarbiyah International Class Program, about several findings of learning strategies that become a grand concept for all Tarbiyah International Class Program lectures, the learning strategy that developed by lecture to increase student academic ability in Islamic education should be demand to management and curriculum design of Tarbiyah International Class Program.

3. For enriching the knowledge Based on theory.

Hopefully this research will be kind of science development and contribution in the field of Tarbiyah International Class Program development. The strategy that can increase student ability should implement by others lectures.

E. The Limitation of Study

This research explore how learning strategies that implemented by Tarbiyah International Class Program lecture to increase the academic skill of Islamic education students. The study presented in this paper ascertained the correlation between learning strategy with the competence of student that will be grand concept for Tarbiyah International Class Program curriculum and learning method.

Because based on the theory that international Standard classroom with learning strategy has positive advantage to student, this research gives limitation only for Islamic education department in International Class Program, because only Islamic education that has two specializations class that is Arabic and English class, and Islamic education department has qualified student in every grade. Also have more global lesson than another department. Islamic education is the department that has Arabic literature dominant, the difficulties are faced by English student, and how lecture can solve these with their learning strategy. The limitation also focus on academic skill especially communication and social skill that collaborated with process of learning strategy implementation.

F. Previous Research

This research was begun by researcher; he is international class program lecture. Now, he is the head of department in Islamic educational department (MPI), his name is Dr. H. Mulyono, M.Pd.I and the lecture of UIN alaudin makassar namely A. kartini Mirsah:

| No | Previous Research | Similarity | Difference | Originality |
|----|---|---|---|---|
| 1 | Strategic management for international class program development towards the world class | The object research use ICP of Tarbiya | The researcher explore about the management of | This research explore learning strategy that used by ICP |

| | | | | |
|---|--|--|--|--|
| | university (case study on international class program of faculty of tarbiya and teaching science UIN Maulana Malik Ibrahim Malang | Faaculty | ICP of Tarbiya faculty | lecture to increase academic skill of Islamic education students. |
| 2 | Learning strategies used by students in acquiring foreign language (case study at students of English and literature department of adab and humanities faculty of UIN Alaudin Makasar) | The research about learning strategies used by student | The researcher want to knoe the acquiring foreign language | This research want to know the learning strategy to develop social and communication skill |

G. Definition of Key Terms

To avoid misunderstanding when reading this research meaning, the terms that related by this research will be explained as follows learning strategy and academic skill development.

1. Learning Strategy

Learning strategies in this term are used by students to help them understand information and solve problems. A learning strategy is a person's approach to learning and using information. Students who do not know or use good learning strategies often learn passively and ultimately fail in classroom. Learning strategy instruction focuses on making the students more active learners by teaching them how to learn and how to use what they have learned to solve problems and be successful. Learning strategies has influence to make student increasing their ability. Especially to develop student academic skill in Tarbiyah International Class Program. Lecture use many learning strategies that effectively can make student understand. Learning strategy helps students express themselves. It includes strategies to help students write sentences and paragraphs, monitor their work for errors, and confidently approach and take tests.

2. Academic Skill Development

The development academic skill for university student is primary discussion here. University Academic skills are those skills that students need to succeed at university. For example, students generally need to able to write a good paragraph or critically analyze a journal paper. They are also referred to as academic literacy and academic numeracy skills. Students' levels of academic skill acquisition can sit anywhere on a long continuum and some students need support to develop the skills required

in assignments. The good news is that these skills can be developed both through additional generic or discipline specific workshops and through purpose-designed course materials. So, Tarbiyah International Class Program academic skill development will more encourage with learning strategy of lecture. Students create new knowledge with lecture learning instruction.



CHAPTER II

LITERATURES REVIEW

As started in the previous section, the aim of this research study is to improve students' academic skills especially social and communication skill. Therefore, the discussion in this chapter will focus on the review of related theories underlying the study: The learning strategy and academic skill development.

A. Learning Strategy

The discussion in this sub-chapter will be divided into some main headings; they are the definition, the criteria of learning strategy, organizing learning strategy and kinds of learning strategy.

1. Learning Strategy Definition

The definition of learning strategy begins from leaning word; Learning is the act of acquiring new, or modifying and reinforcing, existing knowledge, behaviors, skills, values, or preferences and may involve synthesizing different types of information. The ability to learn is possessed by humans, animals, plants.⁹And some machines. Progress over time tends to follow learning curve. It does not happen all at once, but builds upon and is shaped by previous knowledge. To that end, learning may be viewed as a process, rather than a collection of factual and

⁹Kararl.R. *Plant Learning and Memory. In: Plant Sensing and Communication.* (Chicago and London: university of Chicago Press, 2005), page. 31-44

procedural knowledge. Learning produces changes in the organism and the changes produced are relatively permanent.¹⁰

And Strategy word comes from Greek *Strategia*, the meaning is "art of troop leader; office of general, command, generalship".¹¹ Henry Mintzberg from McGill University defined strategy as "a pattern in a stream of decisions" to contrast with a view of strategy as planning.¹² While Max McKeon argues that "strategy is about shaping the future" and is the human attempt to get to "desirable ends with available means". Dr. Vladimir Kvint defines strategy as "a system of finding, formulating, and developing a doctrine that will ensure long-term success if followed faithfully."¹³

According to Jasmina Hasan begovic that learning strategies refer to students self-generated thoughts, feeling, and actions, which are systematically oriented toward attainment of their goals.¹⁴ Therefore, implementation of appropriate learning strategies is related to student's self-regulation behavior which in turn should be encouraged by pedagogical designs.

¹⁰L. Schacter, Daniel T. Gilbert, Daniel M. Wegner. Psychology, 2nd edition. 2011 page. 264

¹¹Henry George Liddell, Robert Scott, A Greek-English Lexicon, on Perseus

¹²Henry mintzberg, the rise and fall of strategic planning, (New york, prentice hall, 1965) page 12

¹³Kvint, Vladimir. The Global Emerging Market: Strategic Management and Economics. (Routeledge.2009)

¹⁴Hasanbegovic, Jasmina. IGIP Course materials, Module 5 - Tutoring and Collaboration 2006

Broadly defined, learning strategies are behaviors or thoughts that facilitate learning. These strategies range from simple study skills, such as underlining a main idea, to complex thought processes, such as using analogies to relate prior knowledge to new information.¹⁵ Weinstein and Mayer defined learning strategies (LS) broadly as "behaviors and thoughts that a learner engages in during learning" which are "intended to influence the learner's encoding process".¹⁶ Later Mayer more specifically defined Learning Strategy as "behaviors of a learner that are intended to influence how the learner processes information".¹⁷

These early definitions from the educational literature reflect the roots of Learning Strategy in cognitive science, with its essential assumptions that human beings process information and that learning involves such information processing. Clearly, Learning Strategies are involved in all learning, regardless of the content and context. Learning Strategies are thus used in learning and teaching math, science, history, languages and other subjects, both in classroom settings and more informal learning environments.

¹⁵Claire E, Weinstein D, scot redly, tovedahl, and E sue weber. Helping student develop strategies for effective learning

¹⁶Einstein, C.E, and R.E Mayer "The Teaching of Learning Strategies " In Handbook of Research on Teaching, 3rd ed, edited by (MC Wittrock New York: Macmillan 1986) , page 315

¹⁷Mayer, R. *Learning Strategies: An Overview*. (In Weinstein, C., E. Goetz, & P. 1988)

page 16

2. Criteria for Selecting Learning Strategy

How does one select appropriate learning activities from this array of teaching-learning strategy? Obviously not all activities are equally applicable to all teaching situations, yet it is equally obvious that teachers have preferred methods which they use frequently almost to the exclusion of all others. At this point it would be useful to reflect on the arguments forwarded earlier in this chapter for using variety of strategies.¹⁸ Every teacher has posited criteria for the purpose selecting theories or strategies in class situation. McNeil argued for philosophical criteria, psychological criteria, technological criteria, criteria for pleasure groups and practicality as a criterion in the procedure for selecting learning strategies while this criteria is available they lack direct practical application. Zais suggests same, goals, and objectives, foundation commitments, content, and students experience as appropriate criteria.¹⁹ Brady however argues for the selection criteria to include variety, scope, validity, appropriateness, and relevance as means by which to judge learning strategies.²⁰

When selecting the criteria it may be useful to employ wheelers principle of learning, learning theory can provide and insight into how student learn and therefor help match appropriate learning activities.

¹⁸Murray print, *Curriculum Development And Design*, (Australia: Allen &Unwin 1992), page 135

¹⁹Zais, R. S. *Curriculum:Principle And Foundations*, (New york: harper and row, 1976), page 64

²⁰Murray print. Op cit. page 135

However, there is probably more agreement almost educators over the "principle of learning" than there is about learning theories. Peter Hill explain some principles are included below:²¹

- a. Learning is the efforts produces achievement
- b. Learning is about making connections
- c. Learning is considerable affected by individual goals, values and motives.
- d. Learning is we learn with and through others.
- e. Learning needs and takes the time
- f. Learning is motivation Matters
- g. Learning is focused teaching promotes accelerated learning
- h. Learning is Clear expectations and continuous feedback activate learning, students achieve at higher levels when they have a clear image of what is expected of them.
- i. Good teaching builds on Student's Strengths and respects individual's differences, because each child arrives at school with a unique mix of strengths and weaknesses.
- j. Good teaching involves modeling what student should learn.
- k. The curriculum Should Focus on Powerful Knowledge like Skills , strategies, and attitudes that support independent, purposeful

²¹ Peter Hill, principles of learning and their implications. from www.azed.gov/leadingchange

learning and problem solving, since these are capabilities that remain important throughout one's life in coping with change.

l. All students should experience a “thinking curriculum” because our culture believes that some people are born smart.

m. The best Results come from having an aligned instructional system.

3. Organizing Learning Strategy

At this point, A Learning Strategy is a person's approach to learning and using information. Students use Learning Strategies to help them understand information and solve problems. Students who do not know or use good learning strategies often learn passively and ultimately fail in school. Learning Strategy instruction focuses on making students more active learners by teaching them how to learn and how to use what they have learned to be successful.²²

Organizing is a systematic process of structuring, integrating, co-ordinating task goals, and activities to resources I order to attain objectives. In part this is due to the strong tradition in classroom teacher determining the appropriate learning activities for their student. Teacher

²²To learn more about the Strategic Instruction Model®,(2009) the University of Kansas Center for Research on Learning Joseph R. Pearson Hall. Accessed from <http://kucrl.orgisim>

claim, quite responsibility, that their experience, their knowledge of the learner's ability and the university context are the place in unique position to organize learning activities.²³

Tyler gives three criteria that have learning accepted in the field as a rule of thumb basis for organizing learning activities. They are:²⁴

a. Continuity

Continuity is the vertical reiteration of major curriculum element. This means that if an objective emphasizes particular processes such as inquiry skills, then these skills require repetition at various points along the curriculum in order that learner may have repeated exposure to and opportunity to practice this activity.

b. Sequence

This concept is an extension of continuity, sequence requires that the activity not only be repeated, but also that it progresses from simple to complex. This hierarchical organization of learning strategy may occur within a subject or theme over a period such a year. Taba refers to sequencing as cumulative learning, a term which seems quite appropriate.²⁵

²³Murray print, curriculum development and design, (Sydney: allen&unwin, 1988) page 138

²⁴Hilda taba, *curriculum development: theory and practice*, (New york: Harcourt, brace and world, 1962) page 296

²⁵tyler, R. W, *Basic principles of curriculum and instruction*.(Chicago: University of Chicago Press.1949) page 45

c. Integration

This refers to horizontal relationship between learning activities.

Tyler's attention was that at any point in time, the learning activities are so related that they provide a unified and integrated experience for the learner.

For example: activities in English literature may involve associated mapping skills from geography as well as research skills from botany.

4. Kinds of learning strategies

There are many kinds of learning strategies, but in this research need academic skill learning strategies. In this context, researcher take three kinds of learning strategies based on academic skill in university, so he explores these strategies:

a) Learning strategy that related by Social Interaction Skill (SIK)

include:

The good news is that social skills can be fairly easily integrated into a special or general education curriculum using a variety of methods. Research has shown that social skills can be taught to students with disabilities — particularly those with nonverbal deficits — as long as educators teach skills directly and use a structured approach to instruction.²⁶ A structured approach

²⁶Elksnin, L. K., &Elksnin, N.Teaching social skills to students with learning and behavior problems.(*Intervention in School and Clinic*,1998),pages131-140.

would involve "identifying critical social skills and then teaching them through modeling, role—playing and performance feedback".

Because students use social skills in nearly every aspect of their day, every moment has the potential to be a 'teachable moment'. To take advantage of this, you should try to teach social skills throughout the school day in a variety of ways. Some methods for introducing social skills include:

- 1) Incidental teaching — using a natural interaction between a student and adult to practice a skill.²⁷
- 2) Reading and discussing children's literature and videos — many children's stories are on social skills topics such as making new friends, dealing with bullies, or encountering new situations.
- 3) Social skill autopsies — after a social interaction discuss what the child did, what happened, whether the outcome was positive or negative and what the child will do in the same situation in the future. and
- 4) Use of social stories — social stories are a successful way of teaching social skills to students, because they can provide students with a narrative or script about a variety of situations and appropriate behavior.

²⁷ *Ibid.* Elksnin, L. K., &Elksnin, N page 153

There are many way to teach student with social skill development goal, such as Emma Davies write in 5 strategies to teach social and emotional skills:²⁸

1) Lead by example

Ask any parent and they will most probably tell you that their child idolizes their teacher. I can tell a lot about the teachers of my own children by the way that they imitate them when they are playing teachers at home. If you are modeling the values that you want to instill in the children you teach, it will naturally feed down into their behaviors. Speak to your children with kindness and respect, listen to them, be patient with them and if you get it wrong — say sorry!

2) Teach values

Pick out the values that are important to your class or your school — there are some great examples here. Focus on one value every few weeks and involve everyone. Read stories that show examples, take photos, share examples, display them, praise and share with the parents. Parents seem to be less and less present at the school gates so using a service such as Remind is priceless in involving the parents. You can send them reminders of the current

²⁸5 Strategies to Teach Social and Emotional Skills by emma davies on february 10th, 2015 from www.educationworld.com › Professional Development

value, tips for developing the value at home and praise texts to share when their child has shown excellent social skills, so they can continue to develop the theme at home. When everyone is looking for it, you will find it everywhere!

3) Give the children responsibility

Develop ways to make the children responsible and accountable for developing the values you want to develop in your school. Use friendship benches, where children who are feeling lonely can sit until another child spots them and asks them to play. Pair up older children with younger children- we always linked a year 5 child with each new reception starter (we called ours “Gardeners and Seedlings”). The older child had responsibility for two years for the well-being of the younger child. Train up the older children to become play leaders, referees or coaches, they will love the responsibility and will learn their own strategies for dealing with friendship issues, arguments and anger.

4) Priorities, Citizenship and Mindfulness

The curriculum is so demanding these days that some subjects always seem to be lost behind the endless drive for standards in English and Math. It is so important to priorities the teaching of social skills and try, where possible, to make sure that you teach it yourself and don’t leave it for cover teachers. There are

some fantastic ready-made lessons that focus directly on developing citizenship skills.

Relaxation and mindfulness is also something that I believe can have an incredible impact on children, particularly ones who may have quite stressful home lives. Relax Kids have developed some beautiful meditation resources for children (I use one of the CDs to get my son to sleep every night) and the great thing is, there are some free downloads on their website.

5) Restorative Justice

Where possible, try to develop the way you deal with conflicts and behavior incidents. Try to spend some time with the child, helping them to understand the effect that their behavior has had on other people and helping them to think of a way that they can make things better. More information on restorative justice can be found on Edutopia.

b) Learning strategy that related by Communication Skill include:

1) Watching teachers

Preceptors are generally considered to be role models for their learners as the main examples of appropriate professional communication and ethical conduct. Preceptors powerfully influence learners, as learners tend to copy teachers' behavior

consciously and unconsciously.²⁹ Some features of clinical competence (eg, empathy, compassion, counseling, and showing support to patients) might have to be explicitly discussed with learners, as they are often hidden within the communication process. Furthermore, unprofessional or inappropriate behavior such as eye rolling, toe tapping, and lack of attentive listening should be avoided. There is limited evidence to show a sustained change in learners' behavior and attitudes as a result of direct observation of preceptors and other members of the health care team.³⁰

2) Watching videotapes

Videotaping can be a powerful tool for learners to improve communication skills, correct mistakes, and ultimately achieve professional, effective communication. In order to encourage discussion and sharing of ideas, preceptors have to be open and accepting of feedback, thereby themselves gaining more insight and awareness about modeling for learners the process of seeking coaching on communication skills.

Videotaping is an important teaching tool from which learners identify areas to improve when they have to teach others.

²⁹Cruess SR, Cruess RL, Steinert Y. Role modelling—making the most of a powerful teaching strategy. *BMJ*.2008;336(7646):718–21

³⁰ teaching communication skill, Paice E, Heard S, Moss F. How important are role models in making good doctors? *BMJ*.2002;325(7366):707–10 from <http://www.ncbi.nlm.nih.gov>.

It is very useful in recognizing their actual behavior during interactions with patients, as it is not possible to be fully aware of all that one is doing during an interview, particularly for nonverbal cues. Videotapes can be used for study alone, comparison with peers, and checking communication improvement over time. In case videotaped interviews are not available, clips from popular television series can be used to teach trainees some basics of good communication. Simulated interviews with actors (standardized patients) can also be used for this purpose.

Recording an interview requires formal informed consent from patients and must maintain patients' privacy and confidentiality. This includes proper disposal of any recordings after use. It is important that learners also give consent to be recorded, and that they understand the purpose of such recordings. Using videotapes can be technically expensive and time consuming, although many people have personal devices that can be used. Using videotapes has the advantage of being easily handled by users; they can be repeated, slowed down or sped up, and stopped as necessary.

3) Role play

Role play in clinical practice is defined as “someone emulating a patient's role in a clinical encounter, taking into

consideration all possible medical, cultural and behavioral contexts.”³¹ It allows for practicing communication in a safe and controlled environment. It also gives a space for learners to practice communication and receive feedback from staff and peers. Role play between learner and teacher is most common in family practice, as there is a great deal of opportunity for one-on-one teaching. Often, a teacher can ask a resident or student to rehearse an anticipated challenging encounter ahead of time—or debrief afterward, trying out ways to have handled things differently. Such role play can often be done in less than a minute, but can be very effective in equipping a learner with effective communication strategies.³² Role play has been shown to be effective in enhancing communication skills.³³

Time for preparation, volunteers’ anxiety, and difficulties in giving proper feedback are some of the obstacles for engaging in role play. Learners always have to exercise their learning process in a safe and supportive educational climate to achieve their goals.

³¹Kneebone R. Evaluating clinical simulation for learning procedural skills: a theory-based approach. *Acad Med.* 2005;80(6):549–53.

³²Oliver D. Teaching medical learners to appreciate “difficult” patients. *Can Fam Physician.* 2011;57:506–8. e148–50. Eng. Fr.

³³Joyner B, Young L. Teaching medical students using role play: twelve tips for successful role plays. *Med Teach.* 2006;28(3):225–9.

4) Group work

Group work has been shown to enhance retention of knowledge and skills.³⁴ Working and role playing in groups can increase learners' sense of participation, as they can work together and assess different communication skills in various situations. Small groups help in filling gaps in the knowledge and skills of the group members, and they use a learner-centred process with less didactic teaching.³⁵

5) Standardized or simulated patients

Use of well-trained actors is an alternative way of role playing specific communication skills or solving certain patient problems.³⁶ Simulations can mirror reality quite closely and are good for improving certain communication skills, such as counseling and breaking bad news. Standardized patient simulations are effective in teaching and assessing communication skills. However, well-trained actors are usually expensive, and teaching sessions with simulated patients would require financial support from institutions.

³⁴De Jong Z, van Nies J, Peters S, Vink S, Dekker F, Scherpbier A. Interactive seminars or small group tutorials in preclinical medical education: results of a randomized controlled trial. *BMC Med Educ.* 2010;10(1):79.

³⁵Regan-Smith M, Young WW, Keller AM. An efficient and effective teaching model for ambulatory education. *Acad Med.* 2002;77(7):593–9.

³⁶Ogden PE, Cobbs LS, Howell MR, Sibbitt SJ, DiPette DJ. Clinical simulation: importance to the internal medicine educational mission. *Am J Med.* 2007;120(9):820–4.

6) Real patients

Interviewing real patients in real practice has been shown to be valuable for learning communication skills and understanding patient illnesses.³⁷ The patient-centered clinical method is used in family medicine teaching as a model for interacting with patients and as part of the evaluation framework for the Certification Examination in Family Medicine. Patient-centered communication has been validated in terms of improved outcomes for patients.

B. Academic Skill Development

The discussion in this sub-chapter will be divided into some main headings, they are the definition, the principle of university academic skill, the kinds of academic skill, and develop academic skill.

1. The Definition of Academic Skill

In order to judge the reinforcement claim, one must first address a definitional question, what one means by academic knowledge and skill. Starz and brewer's (1998) recent paper on academic skills at work points out the debatable nature of the theme "academic skill". Academic skills have commonly been viewed as "measurable properties of individuals", referring to academic achievement tests, although the situate perspective has argued that knowledge and skills cannot be understood outside of the

³⁷ Teaching communication skills from <http://www.ncbi.nlm.nih.gov/> accessed on 12 December 2015

context in which they're applied.³⁸ Others refer to reading and math skills as "basic skills" that must be learned as a foundation for all other learning.

Thus it is appropriate for researchers to ask, what do work -based learning proponents mean when they refer to academic skills? What kinds of academic knowledge do students acquire in the classroom that might then be (or not be) reinforced in the workplace? How would we know these academic forms of knowledge if we saw them in the work world?

The reinforcement argument also seems to imply that student -interns can apply higher-level theory and analytic skills. A student in an urban community center, for instance, might have occasion to connect his observations of poverty in the neighborhood with academic ideas about social class and economic development. A student in a medical lab might use school-derived concept about anatomy and physiology in the course of an experiment. An accounting student might execute certain book keeping functions by means of classroom-learned procedure.

The phrase "professional skills" is used in the broad sense to describe skills that complement the disciplinary knowledge and disciplinary technical skills that remain the most important aspects of any graduate training. By skills we mean behaviors that can be learned, that can be

³⁸Stasz, C., & Brewer, D. J. (1998a), *Academic skills at work two perpspective*, (MDS-1193). Berkeley, CA: National Center for Research in Vocational Education. 1998 page 7-9

improved with practice, that require reflection, and that benefit from ongoing coaching.³⁹

2. The Principle of Academic Skill

Principles for developing academic and professional skill in the university context:⁴⁰

- a. The university is responsible for providing graduate students with the best possible preparation for their future roles whether within academia or in other sectors. This responsibility extends to developing academic and professional skills.
- b. Academic and professional skills development will be more successful and more efficient if it is formally recognized by the institution.
- c. Academic and professional skills should not extend the length of the program of study. Expectations for developing specific professional skills should be appropriate to the needs of different student's communities, according to discipline and program, taking into account level of student. (i.e., academic / public sector / private sector / non-for-profit sector).

³⁹Canadian association of graduate studies, professional skills development for graduate student.

⁴⁰ Principle to promote excellence in academic, learning, and teaching practice at Griffith university, (Canada. Griffith press,2008,) page 10

- d. The university should have the willingness and be provided with the resources to invest in the capacity for developing such skills.
- e. Programs for developing professional skills should be experiential and opened in nature.
- f. Academic programs and university resources continue to be responsible for the development of necessary academic skills including critical thinking and
- g. Academic communication skills related to writing and presentation, in particular.

3. The Kinds of Academic Skill

Academic skills include some terms, there are many kinds of academic skills in the university context. Such as:

a) Communication Skill

The "7 C's of Communication" is a much-quoted list, first provided by Cutlip and Center in 1952 in *Effective Public Relations*.⁴¹ The original list was as follows:

1) Credibility

Credibility is at the very heart of effective communications. Reminds students about how credibility

⁴¹Scott M. Cutlip, Allen H. Center, *Effective public relations: pathways to public favor* 1952

impacts the ability to communicate effectively – in conversations, in presentations, and in written form.

The opening chapter helps business students understand the three interrelated components of credibility: competence, caring, and character. In short, *competence* focuses on the ability to get the job done. Many people judge competence based on a track record of results. *Caring* focuses on understanding the needs of others and showing responsiveness to those needs. *Character* focuses on living by high standards and values. One of the primary ways people in the workplace judge character is whether people follow through on commitments or align actions with words.⁴²

2) Context

Every message (Oral or written), begins with context. Context is a very broad field that consists different aspects. One aspect is country, culture and organization. Every organization, culture and country communicate information in their own way.

Another aspect of context is external stimulus. The source of external stimulus includes; meeting, letter, memo,

⁴²Credibility as the Foundation for Effective Communication, Posted by Peter Cardon on Dec 21, 2012, from <http://cardonbcom.com>

telephone call, fax, note, email and even a casual conversation. This external stimuli motivates you to respond and this response may be oral or written.

An internal stimulus is another aspect of communication. Internal Stimuli includes. Your opinion, attitude, likes, dislikes, emotions, experience, education and confidence. These all have multifaceted influence on the way you communicate your ideas.⁴³

3) Content

Content is related by Conciseness means wordiness, i.e, communicating what you want to convey in least possible words without forgoing the other C's of communication. Conciseness is a necessity for effective communication. Concise communication has following features:

- a) It is both time-saving as well as cost-saving.
- b) It underlines and highlights the main message as it avoids using excessive and needless words.
- c) Concise communication provides short and essential message in limited words to the audience.

⁴³Components of Communication, [http://www.notesdesk.com/notes/business-communications/ components -of-communication/](http://www.notesdesk.com/notes/business-communications/components-of-communication/)

- d) Concise message is more appealing and comprehensible to the audience.
- e) Concise message is non-repetitive in nature.

4) Clarity

Clarity implies emphasizing on a specific message or goal at a time, rather than trying to achieve too much at once.

Clarity in communication has following indicators:

- a) Softly
- b) Honestly, Complete clarity of thoughts and ideas enhances the meaning of message
- c) Fluently, Clear message makes use of exact, appropriate and concrete words.

Unfortunately we cannot afford to lose our ability to communicate clearly. Communication is what gets us what we want in the world: jobs, food, relationships, and lifestyles. If you can't communicate then you will not survive. Clarity is what gives a string of letters and words a meaning.⁴⁴

⁴⁴Clarity: A Key Component Of The 5 C's Of Effective Communications, from [Http://Ryansauers.Com/](http://Ryansauers.Com/)

5) Consistency

Sustaining an audience is difficult, Bruce Springsteen once said. It demands a consistency of thought, of purpose, and of action over a long period of time. Consistency is related with completeness. The communication must be complete. It should convey all facts required by the audience. The sender of the message must take into consideration the receiver's mind set and convey the message accordingly. A complete communication has following features:

- a) Complete communication develops and enhances reputation of an organization.
- b) Moreover, they are cost saving as no crucial information is missing and no additional cost is incurred in conveying extra message if the communication is complete.
- c) A complete communication always gives additional information wherever required. It leaves no questions in the mind of receiver.
- d) Complete communication helps in better decision-making by the audience/readers/receivers of message as they get all desired and crucial information. It persuades the audience.

6) Capability

Capability is related by Courtesy in message implies the message should show the sender's expression as well as should respect the receiver. The sender of the message should be sincerely polite, judicious, reflective and enthusiastic.

Courteous message has following features:

- a) Courtesy implies taking into consideration both viewpoints as well as feelings of the receiver of the message.
- b) Courteous message is positive and focused at the audience.
- c) It makes use of terms showing respect for the receiver of message.
- d) It is not at all biased.

7) Correctness

Correctness in communication implies that there are no grammatical errors in communication. Correct communication has following features:

- a) The message is exact, correct and well-timed.
- b) If the communication is correct, it boosts up the confidence level.
- c) Correct message has greater impact on the audience/readers.

- d) It checks for the precision and accurateness of facts and figures used in the message.
- e) It makes use of appropriate and correct language in the message.

b) Social Interaction Skill

Social Skills are not the same thing as behavior. Rather, they are components of behavior that help an individual understand and adapt across a variety of social settings. Walker defines social skills as “a set of competencies that a) allow an individual to initiate and maintain positive social relationships, b) contribute to peer acceptance and to a satisfactory school adjustment, and c) allow an individual to cope effectively with the larger social environment”.⁴⁵

Social skills can also be defined within the context of social and emotional learning — recognizing and managing our emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively and ethically.⁴⁶

⁴⁵ Alice Walker, *In search of our mother gardens: womanist prose* (United States, Harcourt Brace Javanovich: 1983) page 27.

⁴⁶ Joseph Zins, Roger Weissberg, Margaret Wang and Herbert J. Walberg, Editors
Foreword by Daniel Goleman *Social Emotional Learning* Pub Date: April 2004

Dewi Wulansari argues that the forms of social interaction are:⁴⁷

- a) Cooperation. Cooperation is an activity in the social process in order to achieve a common goal in a way to help each other and help each other with effective communication.
 - Responsible
 - Respectable
 - Give noble
- b) Disputes. The dispute is a form of inter-social relations in which occurs the efforts of one of the parties seeking to bring down the parties considered as a rival. This happens because of disagreements that could raise issues of economic, political, cultural, and so forth.
- c) Competition. Competition is an activity in the form of social struggle to achieve the goal by competing but proceeded in a peaceful, at least not each other down.
- d) Accommodation. Accommodation is a state where a dispute or a conflict settlement, so intertwined good cooperation back.

⁴⁷ Wulansari, Dewi. Sosiologi: Konsep dan Teori. Bandung: PT. Refika Aditama.2009
page 39-40

4. Development of Academic Skill

The academic skill team support student's development of self-management language, learning and critical thinking skills as well as the development of academic literacy, numeracy and integrity.⁴⁸ The goal of professionalizing the academics as teacher or lecture should enhance student learning, they must also learn to inquire into their student learning to become aware of what students expect and care about, how they perceive the tasks and the learning environment, the approach they take to learning and how well they perform.⁴⁹

Designing activities to develop academic skills involves you analyzing the steps a student must take to produce a quality final piece of assessment. Each step can be broken into a separate activity starting with simple skills early in the course and building to more complex skills as the course continues. You can also use the following strategies.⁵⁰

- a. Self-testing and self-reflective activities are useful ways for students to test and develop their knowledge and skills before they are required in a piece of assessment. Self-testing also requires no additional marking by the lecturer.

⁴⁸ Center of teaching and learning, academic skill definition, university of southern cross, Australia, from scu.edu.au

⁴⁹ Gabriela pleschova, the professionalization of academic as teachers in higher education, European science foundation, 2010, page 13

⁵⁰ *Developing Students' Academic Skills*, learning and teaching support unit, www.usq.edu.au/learnteach

- b. Provide examples and model answer that encourage your students to engage with the concepts in the course and facilitate the development of relevant academic skills.

C. Framework

According to research focus, previous research, and theoretical framework the framework is presented below:

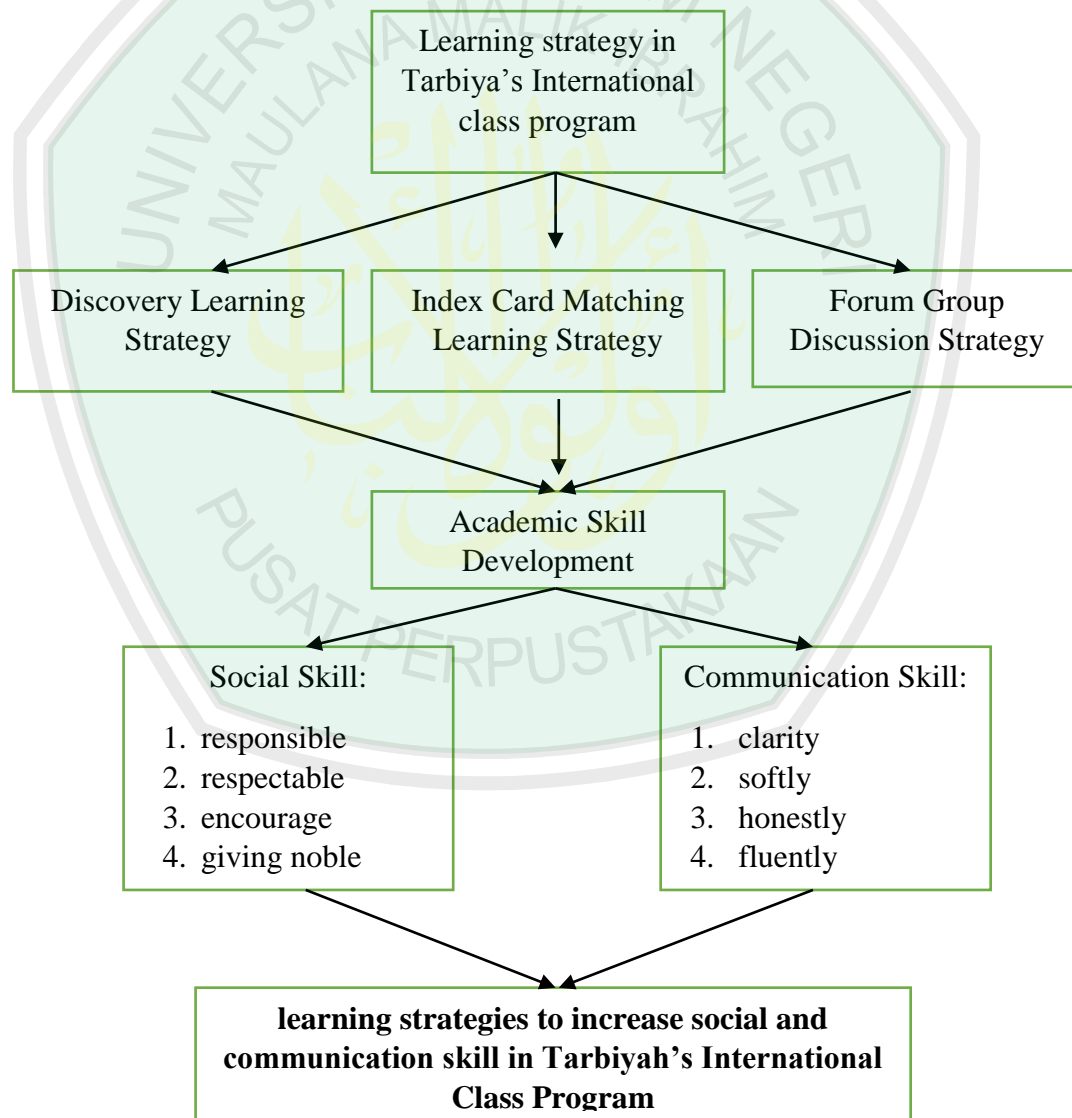


Chart 1: research framework of learning strategy development to increase academic skill of Islamic education student in tarbiyah's international class program state Islamic university maulanamalik Ibrahim of Malang

CHAPTER III

METHOD OF RESEARCH

The chapter elaborates the research method of the study. It covers the detailed description of research design, attendance of the Researchers, research instrument, data and data sources Data collection, data analysis, and research procedure.

A. Approach of Research Design

In this study the main focus was on the learning strategy that implemented by some lecture in Tarbiyah International Class Program. The researcher adopted a qualitative approach. Polite and Hunger describe a research design as an overall plan for obtaining answers to questions under study and handling difficulties encountered during the study. This research exploits case study design that has aim to comprehend social phenomenon.⁵¹

The first type of methodology within the second generation of case studies was Grounded Theory. This methodology merged qualitative Field Study Methods from the Chicago school of sociology with quantitative methods of data analysis.⁵² The alternative to an intrinsic case study is a purposefully or analytically selected case. A case may be purposefully selected in virtue of being, for instance, information-rich,

⁵¹ Pout and hunger, the practice of research: conduct, critique, and utilization. Philadelphia: Lippincott, 1993 page 36.

⁵² Glaser and Strauss 1967, *the discovery of grounded theory: strategy for qualitative research*, Chicago: Aldine publication, 1967 page 34

critical, revelatory, unique, or extreme (as opposed to cases selected within a representational sample strategy used in correlational research).⁵³

Triangulation provides an important way of ensuring the validity of case study research. Normally, data collection methods are triangulated (many methods are combined), but in addition to this, data sources, theories, or investigators might also be triangulated.⁵⁴ I have noticed that different concepts of validation in quantitative and qualitative research sometimes create confusion when they are combined, as they are often in case study.

First, this research is aimed at comprehending the social phenomenon, in this form of how the learning strategies that implemented by lectures in Tarbiyah international class program to increase social and communication skill of Islamic education student. Consequently, this research problem also covers necessary point on how to devise learning strategy for increasing student academic skill of ICP student, and how learning strategies give impact in social and communication skill.

Secondly, the present research analyzes ICP phenomenon in lecture learning strategy, this qualitative research does to describe, interprets, and identifies the best learning procedure and process that should implemented by Islamic education major lecture to increase social and communication skill.

⁵³Patton C.M.D, *qualitative evaluation and research methods*, 2nd edition. (Newbury park, 1990) page 194

⁵⁴Denzin NK, *the research act: a thousand introduction to secondary methods* 3rd edition, enswol cliff NJ, (New York: prentice hall, 1978) pages 261

B. Setting of Research

This research is conducted in tarbiya's international class program of teaching science and Tarbiyah Faculty of State Islamic University Maulana Malik Ibrahim of Malang. Located in Gajayana Street 50 Malang East -Java. The main subject of this research includes the leaders of Teaching Science and Tarbiya Faculty, Islamic education department and Tarbiyah International Class Program.

C. Data and Data Source

In the qualitative research, the word "sample" is commonly employed in different terms such as data source or informant. In contrast, arikunto considers sample the representation of identified population. The research subject can be illustrated as follows:

| No | Parameter of research subject | Selected research subject |
|----|-------------------------------|---|
| 1 | Place | Phenomenon in a particular context in shape a case study of factor in organizational environment namely tarbiya's international class program state islamic university maulana malik Ibrahim Malang |
| 2 | Social institution | ICP student have many achievement high cumulative score index, and high intellectua; and skill (academic skill) |
| 3 | Activity | Lecture learning strategy that used to increase social and communication skill in tarbiya's international class program |
| 4 | Data resouch | The lectures and students of islamic education |

| | | |
|--|--|--|
| | | departements that joined in tarbiya's international class program. |
|--|--|--|

D. Data Collection

Instrument is tools that are required to get information. Gay and Air Asian stated that instrument is a tool that is used in collecting data.⁵⁵ While Arikuntorevealed that instrument in collecting data is a tool that is used by researchers to help them in collecting data in order to make it more systematic and easy. Here, the instrument is researcher herself.⁵⁶ Sugiono stated that in qualitative research, the instrument is the researcher themselves. Hence, the researcher should be validated by themselves about their ability in conducting research.⁵⁷

In qualitative research collecting the data mostly is done in participant observation, depth interview and documentation. Sugiyono stated that the fundamental method relied on by qualitative researchers for gathering information is participation in the setting, direct observation, in-depth interviewing, and documentation review. In this research, the researcher uses interview supported by questionnaire and documentation.

⁵⁵Gay, L. Mill & Air Asian P, *Educational Research*, 2000 page 145

⁵⁶Arikunto, Suharsimi. *Prosedur penelitian: suatu pendekatan praktek*, Jakarta: Rineka Cipta 2000 page 134

⁵⁷Sugiono, *metode penelitian kualitatif, kuantitatif dan R & D*, Bandung: alfa beta, 2008 page 222

1) Interview

Interview is activity that involves interviewer and interviewee where the interviewer will give some questions to be answered by interviewee. Aryet.al stated “in an interview, data are collected through face-to-face or telephone interaction between the interviewer and the respondent”.⁵⁸ Thus, in this case, the interviewer has to conduct collecting data with doing interaction or communication directly. But, it can be conducted face to face or through via electronic.

For additional, Syamsudiin stated that in qualitative research, interview activities has two functions. First function is as main strategy in collecting data like data in the form of interview transcript, and second function is as additional strategy for other techniques like participatory observation, document analysis and photography. Then Creswell also classify the interview into four types, those types are (1) one-on-one interview, (2) focus group interview, (3) telephone interview, (4) electronic E-mail interview. Based on the types of interview above, the researcher uses one-on-one interview. According to him, one-on-one interview is data collection process in which the researcher asks questions and records answers from only one participant in the study⁵⁹ The researcher prepares eight questions relate to

⁵⁸Ary, Donald, *introduction to research education*, 1985 page 342

⁵⁹Creswell, john W. *Research design: qualitative, quantitative and mixed method approaches*. By john W. creswell – 2nd ed.

vocabulary learning strategies by using English. To collecting data of interview, the researcher makes some procedures. Those are (1) preparing the concept of questions that want to be asked to subject and (2) the researcher transcripts the result of interview.

2) Documentation

A valuable source of information in qualitative research can be documentation. Sugiyono stated that documentation can be written and picture by someone that can be used to obtain information. In conducting documentation method. The researcher can provide magazines, books, documents, etc. The function of documentation method is to make credible the result of observation or interview. In this research, the documentation guide is subjects' grade transcript.⁶⁰

3) Class Observation

The condition of the teacher's and the students' activities in teaching and learning process was observed by using teacher and students' observation sheet. It was important to know how far the condition in the class because it related to the technique discussion itself in cycles. To get the data, the researcher took field note, so she knew the error made by the teacher. Observation were conducted to gain the information what the

⁶⁰Sugiono, *metode penelitian kualitatif, kuantitatif dan R & D*, bandung: Alfa beta, 2008 page 222

teachers did in teaching lesson based on academic skill development, the observation were conducted in three until five classes.

E. Data Analysis

In qualitative research, data can be categorized good data if the data are valid. To get validity of data, Creswell classified the validity of data into eight strategies. Those are:⁶¹

- a) Triangulate different data sources of information by examining evidence from the sources and using it to build a coherent justification for themes.
- b) Use member checking to determine the accuracy of the qualitative finding through taking the final report or specific descriptions or themes back to participants determining whether these participants feel that they are accurate.
- c) Use rich, thick description to convey the findings.
- d) Clarify the bias means the researcher brings to the study.
- e) Also present negative or discrepant information that runs counter to the themes.
- f) Spend prolonged time in the field.
- g) Use peer debriefing to enhance the accuracy of the account.
- h) Use an external auditor to review the entire project. In this research, the researcher uses triangulation technique. Cohen stated "Triangulation may

⁶¹Creswell, john W. *Research design: qualitative, quantitative and mixed method approaches*. By john W. creswell – 2nd ed.

be defined as the use of two or more methods of data collection in the study of some aspect of human behavior".⁶²

Thus, triangulation technique means the researcher uses two or more techniques in collecting the data to get validity. The purpose of triangulation is to increase the credibility and validity of the findings. Further, denzin stated that there are four techniques in triangulation those are: (1) source triangulation (2) investigator triangulation, (3) methodological triangulation, (4) theoretical triangulation.⁶³

a) Source triangulation

In source triangulation, the researcher uses many sources or participants to get the accuracy of data

b) Investigator triangulation

Investigator triangulation means technique that uses more than one researcher in collecting and analyzing data from some researcher's view in interpreting information and collecting the data, the validity of data can be increased.

⁶²Cohen Louis, *Research Method In Education*, 5th edition. 2000 page 113

⁶³denzin NK, *the research act: a thousand introduction to secondary methods* 2nd edition New Jersey, New Jersey: Prentice Hall, 1978 page 134

c) Methodological triangulation

Methodological triangulation refers to researcher uses more than one method in their search. Cohen explained "Methodological triangulation is using the same method on different occasions or different methods on the same object of study". Thus methodological triangulation is making different method to get validity of data⁶⁴

d) Theoretical triangulation

Theoretical triangulation means the researcher compares the data finding with perspective theory that is relevant. Here, the researcher is demanded to have expert judgment to compare the finding of research with the certain theory. From those types of triangulation, the researcher uses methodological triangulation to get validity of data. Besides, the researcher collects the data by using interview guide which is supported by questionnaire and the researcher also uses documentation which can give evidence if the participants are people that is proper to be used as subject of research.

F. Research Procedure

Learning strategies in Tarbiyah International Class Program to increase academic skills of Islamic education students is the research focus, and the procedures of this research are presented:

⁶⁴Cohen Louis, *Research Method In Education*, 5 edition. 2000 page 113

- 1) Literature reviews about the Learning strategies in Tarbiyah International Class Program to increase academic skills of Islamic education students to get the information and the data of this focus, this literature focused on the lecture learning strategy in Islamic education department.
- 2) Preliminary research that researcher have conducted Preliminary research about Learning strategies in tarbiya's international class program to increase academic skills of Islamic education students to get the data display with use online source, observation, interviews, and documentation.
- 3) Proposal devising and research instrument based on the preliminary research, the researcher propose research proposal that involve research method and research instrument that will be done in the research, proposal devising concept based on the background, objective, and research method that will be employed with research instrument.
- 4) Proposal seminar is approved by reviewers provided by department, researcher will present the proposal based on schedule.
- 5) Field research has been recognized acceptable as collaborative research lectures and students of Islamic education in Tarbiyah International Class Program. The researcher conduct researches though certain collecting data. For instance observation, interview, and documentation.
- 6) Data analysis used the denzin stated that are four techniques in triangulation. Those are: (1) source triangulation, (2) investigator triangulation, (3) methodological triangulation, (4) theoretical triangulation.

The researcher selectively chooses the collected data and analyzes the data to be reported.⁶⁵

- 7) The research report that has been completely revised and reporting the completed chapters and correcting it.



⁶⁵Denzin NK, *the research act: a thousand introduction to secondary methods 3rd edition*, enstewo1 cliff NJ, new York prentice hall, 1978 page 196

CHAPTER IV

DATA VIEW OF TEACHING AND LEARNING STRATEGIES, THE IMPLEMENTATION AND THE EFFECT THAT USED BY LECTURES

In this chapter, the results of the data analysis are presented. The data were collected and then processed in response to the problems posed in chapter one of this thesis. Two fundamental goals drove the collection of the data and the subsequent data analysis. Those goals were to develop a base of knowledge about the learning strategy that used by lecture, academic skill development of Islamic Education student , as it is perceived and utilized to social interaction skill and communication skill. The findings presented in this chapter demonstrate the potential for merging theory and practice.

This chapter also presents the research findings and the discussions of the learning strategies that used by lecture to increase academic skill especially social and communication skill, this collection used action research of the actions are based on the results of the observation sheets, interviews, and the documentations of the students scores for two cycles.

A. Profile of ICP Tarbiyah

As the burgeoning of internationalization and globalization towards World Class University (WCU) in this increasingly global era, Faculty of Tarbiyah and Teaching Training (FITK) of Maulana Malik Ibrahim State Islamic

University (UIN Maliki), Malang has offered promising chances for the students accross the world to discover the learning immersion as the global citizen through what so called Internatioal Class Program (ICP).⁶⁶

This program was firstly initiated for the students of Islamic Education Department that were projected to be the qualified Islamic scholars who can adjust themselves in diverse community. Then, this program has been maintained to accomodate the FITK students' intellectuals, based on the university policy. It means that the students from any departments in FITK can boost their intellectual interests in ICP learning atmosphere. Nowadays, the departments which promote ICP are Islamic Education Department (PAI), Islamic Elementary Teacher Education Department (PGMI), Social Science Education Department (PIPS) and Arabic Education Department (PBA).

Established in 2009, certainly, ICP of FITK UIN Maulana Malik Ibrahim Malang exhibits a uniqueness. Where most of the universities normally exploit the use of English as instructional language classroom, the ICP here is outspoken to perpetuate the deployment of Arabic language in learning and teaching process. Those international languages are the nutrients for the students to comprehend the essence of science, religion, culture, and other relevant informations. Those international languages also become a means of constructing

⁶⁶ Profile of ICP, Visi, Misi dan Tujuan Fakultas Ilmu Tarbiyah dan Keguruan, <http://fitk.uin-malang.ac.id>

solidarity and kindship among the local and foreign students who are from Indonesia, Thailand, Malaysia, Russia and other countries so as to build unity in diversity.

1) Cultivating the International Language Mastery and Global Community

To strengthen the international language mastery, the students are obliged to engage in Arabic Language Development Program (PPBA) and English Language Development Program (PPBI) that are well-set in the academic curriculum and integrated in the subject matter. Besides, the students are highly recommended to attend any activities that support their academic achievement through *Al-Qur'an interpretation*, *Study of Al-Hadith*, and *TOEFL/IELTS preparation program* that are usually done once a month.

In the part of institutional management, this program continuously innovates to encourage UIN Maulana Malik Ibrahim Malang for AUN-QA international standarization. One of which is by implementing partnership program for students either in ASEAN or Asia region. Automatically, the students will get involved in global atmosphere and share their perspectives in the international realm in which they can train their international language mastery in the overseas schools for partnership program. To do so, the lecturers and other officers of Tarbiyah and Teaching Training Faculty can also be delegated to discover

the multi-faceted experiences of their academic interests in global realm. This mutual cooperation will enrich the development and the right refurbishment of Islamic Higher Education.

2) The Vision and Mission of Tarbiyah Faculty

a) Vision

Being Faculty Tarbiyah and Teaching prominent in organizing tri dharma universities to produce graduates in Tarbiyah and Teacher who has a spiritual depth, grandeur character, breadth of knowledge, and maturity of a professional, and drives the advancement of people who are ready to compete at national and international levels.

b) Mission

- Education superior to generate environmental educators in madrasah / schools, boarding schools, and the community outside the school;
- preparing highly qualified graduates who have a depth of spiritual, moral grandeur, breadth of knowledge, and professional maturity;
- develop enabling management in the management of education and competency development Tarbiyah;

- conduct and support research and development programs that are beneficial to the development in the field of education and or contribute to the development of science;
- Organized a community service program on an ongoing basis with full responsibility.

3. Aims

- realization of graduates who have the competence: (a) pedagogic, (b) personality, (c) professional, (d) social, and (e) leadership;
- realization of graduates who have the ability to develop innovations in education and / or learning both national and international levels;
- realization of graduates who have the competence integrally religion;
- the creation of an atmosphere conducive to the implementation of the tri dharma college in the Faculty of Science Tarbiyah and Teaching;
- The creation of faculty governance that is transparent, equitable and integrated to support the effectiveness and efficiency of resource utilization;

- Achieving the outcomes of the study were used as a reference for the development of science education;
- The application of research results in the practices of learning at the school / school;
- The realization of its cooperation with the community in the development of educational programs at the school / school;
- The realization of its cooperation with the community in order to develop a program of religious, social, economic, and cultural.

B. Learning Strategies that Usually Used by Lectures

To begin this research, researcher spread the question to 50 students in Islamic education of Tarbiyah International Class Program, the question is “who the lecture that often use learning strategy in classroom?” The result of this is majority they choose three lectures namely Mr. Dr Rosyidin M.A, Mr. Istianah Abu Bakar M.A, and Mr. Triyo Supriyatno Ph.D. and then, researcher do some kinds of data collection like interview, observation, and data information.

1) Discovery learning with Mr. Dr. Rosyidin M.A

Before begin the interview and observation, researcher make five question, the one of question is “what is the learning strategy that you use in learning process?”The result of interview with Dr. Rosyidin M,Pd.I as

fiqh and *Hikmatut Tasyri'* lecture in Tarbiyah International Class Program, he said that⁶⁷

“proses pembelajaran yang biasa saya terapkan lebih mengarah kepada mahasiswa mencari pengetahuannya sendiri, posisi saya sebagai fasilitator dalam pembelajaran tersebut. Misalnya strategi pembelajaran *discovery learning* dan *inquiry learning*, mereka bisa memakai buku yang saya pinjam dari perpustakaan atau smartphone sendiri-sendiri”

This statement is encouraged by student answer, that the learning process of Mr. Rosyidin is effective and fun learning. his name is Fahmi Firmansyah 6th semester student of Islamic Education English Class.⁶⁸

“pak Rosyidin adalah salah satu dosen favorit saya, selain pak yahya dan pak trio. karena pak rosyidin selalu menggunakan strategi pembelajaran dalam proses mengajar beliau, berganti-ganti lagi. jadi tanpa pembelajaran tentang strategi mengajar kita akan dapat ilmunya secara langsung. seperti tadi itu, pak rosyidin menggunakan strategi *discovery learning* yang didalamnya ada diskusi kelompok dan presentasi, pembelajaran seperti ini sangat bermanfaat bagi kita”

Lecture will take the suitable strategy to succeed their learning process, and make the condition in the classroom be arranged and effective. Effective learning should create result of student who productive,

⁶⁷interview result with Mr.Dr. Rosyidin M.A in A building of UIN Maliki Malang at 11 december 2015, 09.50 WIB

⁶⁸interview result with Fahmi Firmansyah in Megawati building of UIN Maliki Malang at 13 April 2016, 11.30 WIB

creative, affective, based on strengthen of attitude and knowledge integrally.it is an active process in which the learner relates new experience to existing meaning, and may accommodate and assimilate new ideas and the process is influenced by the use to which learning is to be put: how the learning informs action in futuresituations is vital.Such as the discovery learning according to Mr. Rosyidin that⁶⁹

“jadi *Discovery learning* atau pembelajaran menemukan adalah pembelajran dimana mahasiswa dituntut untuk menemukan sendiri secara individual atau kelompok untuk mencari sendiri apa dan bagaimana materi yang diajarkan bisa dipahami. yang di dalam pembelajaran menemukan atau penemuan. Sehingga,pembelajaran diatur sedemikian rupa agar peserta didik mencari dan menemukan pengetahuannya sendiri secara aktif dan terarah”

Globally, discovery learning that used by Mr. Rosyidin is as a learning strategy that focused into student activities in studying. in the learning process, Mr. Rosyidin only to be a facilitator who givesinstruction to student to find concept, verse, procedure, and the systematic lesson based on the material.

2) Index Card-Matching with Mrs. Istianah Abu Bakar M.A

Every lectures have own strategy and goals, but the line purpose of learning is to increase academic skill also. For the second interviewee, researcher found different learning strategy that used. More detailed by the

⁶⁹⁶⁹interview result with Mr.Dr. Rosyidin M.A in A building of UIN Maliki Malang at 11 december 2015, 09.50 WIB

result of interview with Istianah Abu Bakar M.A that teach about teaching evaluation, as Islamic History and Pedagogy Development lecture of islamic education in Tarbiyah International Class Program. She said that⁷⁰

“dalam menentukan strategy saya akan lihat dahulu kualitas dan kapasitas mahasiswa yang akan saya ajar. termasuk kelas ini. berbeda dengan kelas mu dahulu yang anaknya lebih aktif dari kreatif, karena itu, saya lebih sering menggunakan pendekatan *student centered* dalam strategy pembelajaran, karena mahasiswa dituntut untuk mengetahui potensi diri melalui interaksi dengan orang lain baik dalam kelas maupun di luar kelas. Strategi yang dipakai seperti *Card-Match* yang mendukung mereka berkolaborasi dan berinteraksi sosial”

Based on the observation, this Index Card-Matching learning strategy is very suitable with the Islamic education especially in academic development of International Class Student. That time, the lesson is evaluation of education in Islamic education material. as researcher observation, this But, in the learning implementation lecture should prepare more because this strategy need encourage well situation and condition.

This statement is encouraged by student; she is Dahlia El-hiyaroh the 4th English student of Islamic Education. This learning process is done in

⁷⁰interview result with Mrs. istianah Abu bakar in Ulul Albab Mosque UIN Maliki Malang Tuesday, 10 April 2016

ulul albab mosque at 09.50 WIB until 11.30 WIB. In her opinion about learning strategy that used by Mrs. Istianah in her class. She said that⁷¹

“saya selalu senang jika ibu istianah yang mengajar, karena pasti ada sesuatu yang berbeda disetiap proses pembelajaran, terutama dibidang *Learning Strategy* ini, bu istianah menggunakan strategy diskusi kelompok dan menggabungkan kata atau kalimat. *learning strategy* ini sangat cocok jika digunakan untuk pembelajaran menyenangkan. meskipun aktunya 2 jam tidak terasa jika strateginya bagus.”

Dahlia's statement is giving explanation that Mrs. istianah's learning is very enjoy and fun learning. So, all students can feel comfortable. forum group discussion especially the good startegy to increase many indicators in the communication and social skill also in making Group Discussion be more exiting it's not enough for students to simply pay attention -- they need to be active participants to generate one of those great discussions that end far too quickly for both the teacher and students. The worst types of discussions are serial one-on-one talk between a student and teacher, leaving the rest of the class out of the process. Many students stop listening, begin to fade or disengage during this flawed procedure.

Index Card-Matching usually used by elementary education or high school education. But, it is not be problem if this strategy give to university

⁷¹interview result with Dahlia El-Hiyaroh in Ulul Albab Mosque UIN Maliki Malang Tuesday, 10 April 2016

student, it has purpose to give role model to implement this learning strategy, out of this, this strategy also have many important impact to social and communication skill. Such as give student way to respect to each other, problem solving and work together. This learning strategy is strengthen by Mrs. Istianah Abu bakar that⁷²

“strategi pembelajaran ini saya pakai karena saya ingin mahasiswa tahu bagaimana model pembelajaran ini dilaksanakan. sehingga sebagai mahasiswa fakultas pendidikan agar mereka faham. selain itu, *Card-Matching* juga akan meningkatkan social skill mereka, karena bagaimanapun mereka harus bersama-sama dalam menyelesaikan suatu tugas”

Generally known like a game learning or game-based learning, but Mrs. Istianah did not give group or some game attribute, but she only give one for one class. the reason is to create good collaboration and social interaction in one class.

3) Forum Group Discussion with Mr. Triyo Suprayitno Ph.D

As university student, they are very need social interaction building. This necessary can influence in the learning strategy that used in learning process by lecture. Also Mr. Triyo Suprayitno Ph.D who want to increasing

⁷²interview result with Mrs. istianah Abu bakar in Ulul Albab Mosque UIN Maliki Malang Tuesday, 10 April 2016

social skill and communication skill. And then, the researcher gets the result of interview with Trio Suprayitno P.hD. as Islamic thought and philosopher of education in Islamic education of Tarbiyah International Class Program state Islamic university of said that⁷³

“Pembelajaran yang saya gunakan adalah pembelajaran sesuai dengan kondisi dan situasi di kelas, dan mata pelajaran apa yang akan saya ajarkan. karena itu saya menggunakan pendekatan yang berbeda-beda di setiap kelasnya. Maka, banyak sekali strategi yang saya gunakan, intinya pembelajaran itu memberikan makna bukan hanya mentransfer ilmu, pembelajaran bermakna adalah bagaimana mereka faham secara dalam maksud dari ilmu yang disampaikan. Masalah mereka bisa itu urusan belakang. namun, ada pembelajaran yang saya gunakan yang cocok untuk konteksnya mahasiswa, yakni *Group discussion Strategy* termasuk hari ini”

Every lectures have own approach and strategy. In the implementation of their learning strategy, lecture should understand well what and how the strategy it self implemented. Unpredictable, in the learning strategy implementation, lecture will find any problems in classroom, well internal from the capability of student themselves or external from situation and condition of students before and after learning process.

⁷³interview result with Mr. Triyo supriyatno Ph.D in LKQS UIN Maliki Malang in library center Tuesday, 10 April 2016

All learning strategy should have instruction to give knowledge before learning strategy implemented based on purpose. As Mr. Trio Supriyatno said that⁷⁴

“penerapan startegi dalam proses pembelajaran sangat membutuhkan persiapan yang matang, hal ini untuk mengantisipasi adanya masalah di dalam kelas, baik yang bersumber dari mahasiswa atau juga dari dosen. Mereka membawa masalah masing-masing baik internal seperti intelektual dan pengalaman dan juga eksternal seperti motivasi dosen, pembekalan dan pelatihan. Sehingga mahasiswa bisa berkembang kemampuannya sesuai arahan dosen, bagaimana dan apa tujuan dalam pembelajaran tersebut”

So that, learning strategies that used by lecture in Tarbiyah International Class Program are variations, lectures always give new strategy and update the role of implementation. Learning strategy is based on the subject, student and situation that time. All learning strategies are functioned to transferring knowledge easily, but the other useful of learning strategy is to develop skill and behavior of student.

This statement is encouraged by student; she is Dearga Sukaria the 6Th English student of Islamic Education. This learning process is done in International Classroom Program at 09.50 WIB until 11.30 WIB. In her

⁷⁴interview result with Mr. Triyo supriyatno Ph.D in LKQS UIN Maliki Malang in library center Tuesday, 10 December 2015

opinion about learning strategy that used by Mr. Triyo Supriyatno in his class. He said that⁷⁵

“Pembelajaran berbasis diskusi kelompok ini memang sudah sering diterapkan di perguruan tinggi, begitu pun dosen-dosen yang ada di UIN Malang, seperti bapak Triyo yang besarnya adalah pendidikan Islam. apalagi ini kelas internasional yang diharuskan menggunakan bahasa Inggris dalam berdiskusi. namun pak triyo selalu membimbing kami untuk bisa berkomunikasi dengan baik di dalam forum.”

In this context, skills that will explore or researched are social and communication skill. The researcher will focus looking for some data from interview and observation with the successful learning of social and communication skill indicators. After with the question “What is the learning strategy that used?” researcher continues the question with “what the learning focus academic skill development between social and communication skill?” and will close by “how the learning develops the skill and what the effect of learning strategy implementation?” to know the impact of learning strategy.

⁷⁵interview result with dearga sukaria in rectorate building of UIN Maliki Malang Tuesday, 12 April 2016

C. Learning Strategies Implementation in Social and Communication skill

Development

Every learning strategies have own processes and goals, such as some lecture use strategy to develop academic skill especially social interaction and communication skill of Tarbiyah International Class Program. All learning targets should be expressed in observable behaviour or skills taht need step by step based on targets. In this research, researcher want to know the implementation step in academic development that will take by lectures in the using their strategy. These are learning process of Doscovery learning, Card-Matching and Focus Group discussion.

1) Discovery learning with Mr. Dr. Rosyidin M.A

Discovery or finding learning, is the task can range from implicit pattern detection, to the elicitation of explanations and working through manuals to conducting simulations. Discovery learning can occur whenever the student is not provided with an exact answer but rather the materials in order to find the answer themselves. As Dr. Rosyidin M, Pd.I said that⁷⁶

“dalam pembelajaran ini, sayaberharap mahasiswa akan terbiasa untuk mengasah *curiosity* atau rasa keingin tahuan yang tinggi, cara yang saya gunakan ada 4 langkah. *yang pertama*, menjelaskan dahulu kisi-kisi materi yang akan dibahas, *yang ke dua*, sayamembagi kelompok menjadi 3 dari sekitar 20 mahasiswa,

⁷⁶interview result with Mr.Dr. Rosyidin M.A in A building of UIN Maliki Malang at 11 december 2015, 09.50 WIB

yang ke tiga, mahasiswa menjelaskan sedikit tentang pokok materi, yang keempat, mahasiswa berdiskusi mencari pokok-pokok yang harus dijawab atau dicari sesuai dengan kisi-kisi. Kegiatan ini juga mengasah mereka untuk menguasai cara berdiskusi yang baik, tentu hal ini harus didukung dengan peran dosen. Contohnya dalam pengembangan kecakapan presentasi dengan memberikan poin-poin serta *literature* yang sesuai”

Based on observation, the discovery learning is more focus on social skill, because students try to collaboration with their friends such as make team discussion that have the leader and writer (it's show the help or support each other), give explanation twice to show responsible attitude, they discuss deeply the new argument comes from another friends to show encourage and understanding each other, and learn the presentation of others friend to show the sympathy and respect to each other's.



Image 1: discovery learning with Mr. Rosyidin

The statement (implementation of discovery learning strategy) is encouraged with student Based on the interview, Fahmi Fardiyansyah said that⁷⁷

“proses pelaksanaan pembelajaran menemukan atau yang dikenal dengan discovery learning ini sangat sesuai dengan mata pelajaran yang pak rosyidin ajarkan, langkah-langkah penerapannya juga sudah sesuai dengan teori yang ada, bahwa disana mahasiswa dituntut untuk menemukan jawaban dan mengeksplor data secara bersama serta mempresentasikan di depan teman-teman hasil dari diskusi kelompok. Dosen sangat berpengaruh sebagai fasilitator dalam pembelajaran ini. Tentu hal ini akan meningkatkan social dan communication skill mahasiswa”

Every indicator that mapped in development of social and communication skill by discovery learning strategy goals are presented. The steps application is suitable with the Theory. So, student is more managed in learning process. Based on observation, researcher found that the communication skill is not giving more priority in this learning strategy.⁷⁸

⁷⁷interview result with Fahmi Firmansyah in Megawati building of UIN Maliki Malang at 13 April 2016, 11.30 WIB

⁷⁸Observation result in Mr.Dr. Rosyidin M.A class in A building of UIN Maliki Malang at 11 december 2015, 09.50 WIB

| No | Skill | Indicator | Process |
|----|---------------------|-------------|--|
| 1 | Social skill | encourage | <ul style="list-style-type: none"> • Students discuss with team work include the leader and writer • Another friend strength the argument |
| | | responsible | <ul style="list-style-type: none"> • Students explain again or give clarification |
| | | respectable | <ul style="list-style-type: none"> • Another friend tries to accept and discuss the argument. • Discussion team encourages and understands friend argument. |
| | | Give noble | <ul style="list-style-type: none"> • Students Learn and respect when friend give reason • Give special reward to another friend present the discussion result. |
| 2 | Communication Skill | Clarity | <ul style="list-style-type: none"> • After explain, students give example • Intonation and style of speaking suitable |
| | | Softly | <ul style="list-style-type: none"> • Students Give example and call another friend with “Mbak” and “mas” • In the discussion student |

| | | | |
|--|--|----------|---|
| | | | use family language |
| | | Honestly | <ul style="list-style-type: none"> • Students present based on literature |
| | | Fluently | <ul style="list-style-type: none"> • Students use body language and not focus on literature, can explore |

Table 1: The Result of observation in Mr. Rosyidin M.A class

Discovery learning strategy gives direction to lecture and student to implement the process based on the social and communication skill indicator. Known as observation data above that one by one process makes student active and sportive when learning implemented by lecture.

2) Index Card-Matching with Mrs. Istianah Abu Bakar M.A

The way to habit student active and high curiosity is need steps. comes from habitual to be behavior that appear in student's life style. Because social and communication are much related and cannot separated, the learning strategy should used creatively and continuously. This statement is encouraged by Mrs. Istianah Abu Bakar with the Card-matching learning strategy, she said that⁷⁹

“bagi saya kedua kemampuan akademik itu tidak bisa dipisahkan, karena keduanya saling mendukung, dimana tidak akan bisa sikap sosial tanpa adanya kemampuan komunikasi yang bagus, namun

⁷⁹interview result with Mrs. istianah Abu bakar in Ulul Albab Mosque UIN Maliki Malang Tuesday, 10 April 2016

apabila sudah menguasai satu skill. maka, keduanya akan mengikuti, saya lebih akan memfokuskan pada komunikasi mahasiswa, selain itu saya sangat suka permainan. Sehingga, saya menggunakan *index card-matching*. Untuk melaksanakan card matching ini butuh persiapan dahulu dirumah, lalu kita harus menjelaskan secara detail bagaimana permainan ini, apa tujuannya nanti hingga bagaimana cara menyusun yang baik.”

Generally, the material that explained is not suddenly accepted by student that time. Usually three until five times possibility. Because of that, lecture should more pro-active in this; one of strategy that used to increase academic skill is index card-matching that more need special preparation.



Image 2 : index card matching with mrs. istianah

According to Silberman about Index Card Matching is one of strategy or technique instructional from active learning that include in

some reviewing strategies. Based on observation, researcher found some process and result of the process.⁸⁰

| No | Skill | Indicator | Process |
|----|---------------------|-------------|---|
| 1 | Social skill | Encourage | <ul style="list-style-type: none"> • Students implement good discussion atmosphere with supporting each other. • Another friend strength the argument |
| | | Responsible | <ul style="list-style-type: none"> • Student explain again or give clarification |
| | | Respectable | <ul style="list-style-type: none"> • Student tries to explain and give on both sides to the argument. • Discussion team encourages and understands friend argument. |
| | | Give noble | <ul style="list-style-type: none"> • Friend give code to the other friend to respect when the game begin. |
| 2 | Communication Skill | Clarity | <ul style="list-style-type: none"> • Student tries to explain well based on point to point. • Often informal discussion because the game learning based. |
| | | Softly | <ul style="list-style-type: none"> • Students enjoy and fun |

⁸⁰Observation result in Mrs. istianah abu bakar M.A classs in Ulul Albab Mosque of UIN Maliki Malang at 11 december 2015, 11.00 WIB

| | | | |
|--|--|----------|---|
| | | | learning, discussion and learning used speaking way and soft communication. <ul style="list-style-type: none"> • In the discussion student use family language |
| | | Honestly | <ul style="list-style-type: none"> • Students present usually not based on literature, because this learning is game. |
| | | fluently | <ul style="list-style-type: none"> • Students use good speaking and give response as good as possible. |

Table 1: Results of observation to Mrs. Istianah Abu Bakar M.A

Index Card-Matching gives direction to lecture and student to implement the process based on the social and communication skill indicator. Known as observation data above in Index Card-Matching that one by one process makes student active and sportive when learning implemented by Mrs. Istianah Abu Bakar M.A

3) Forum Group Discussion with Mr. Triyo Supriyatno Ph.D

One by one of skill has indicators to identify the successful how far of learning strategy, even social skill and communication skill, they have specialize indicator clearly, we know social skill has cooperated, responsible, understood and encouraged. And then, communication skill

has clarity, softly, honestly, and good speaking that all indicators are covered by al-*Qur'an* and *hadith*. And based on observation, researcher found involvement one by one of indicator. As in Mr. Triyo Supriyatno learning strategy that focus on communication skill.⁸¹

“pembelajaran yang sukses adalah pembelajaran yang bermakna. artinya bukan bisa atau tidaknya anak didik terhadap materi, namun bagaimana esensi dari materi tersebut. pasti ada sisi nilai moral dan hikmahnya, al-*Qur'an* telah menjelaskan banyak hal tentang ilmu pengetahuan termasuk bagaimana menyusun proses pembelajaran yang bisa mengembangkan skill peserta didik. Terutama skill komunikasi mereka yang dapat dibangun melalui strategi pembelajaran yang direncanakan. Perencanaan strategi bisa dengan menggunakan rencana pembelajaran atau hanya rancangan yang biasa dilakukan.”

According to Prof. Nagger well to be speaker in Harun Nasution building of Syarif Hidayatulloh State Islamic University that “al-*Qur'an* is not the knowledge book, but In the verse of *Qur'an* about world verse (*kauniyah*) is proving in research this century.” this statement also proved in learning strategies goals. for communication skill (*Qoulan*) surah an-*Nisa'*, al-*Isro'* and etc. Most popular with five *Qoulan* these are *Qaulan*

⁸¹interview result with Mr. Triyo supriyatno Ph.D in LKQS UIN Maliki Malang in library center Tuesday, 10 December 2015

Sadida, Ma'rufa, Baligha, Maysura, Layyina, and Karima. ⁸².This concept is very popular in Islamic *dakwah* theory; this concept will be the deeper analysis in this research.

Then, in this context the aims of learning strategy are to increase atmosphere of cooperation in group and student responsible in own job and to have good social interaction to another people. That covered also in Qur'an known as five grades of social interaction (*ukhuwah*) *Ta'aruf, Tarahum, Ta'awun, Itsar* and *Tafahum*. These two theories of Islamic perspective are supported by Mr. Triyo Supriyatno. He said that ⁸³

“harus dipersiapkan dan dipetakan, strategi pembelajaran yang seperti apa untuk meningkatkan kemampuan komunikasi, baik bagaimana mereka berargumen, presentasi, bertanya dan memberikan masukan dalam diskusi. Diskusi kelompok mungkin cocok dengan pengembangan skill ini, langkah yang saya pakai juga tidak terlalu banyak. Tentunya saya akan menjelaskan gambaran besar materi. Lalu saya membagi kelompok menjadi 4, semakin sedikit jumlah peserta setiap kelompok maka akan memaksimalkan diskusi. lalu mahasiswa berdiskusi sesuai tugas yang diberikan perkelompok. Namun bukan presentasi, mereka akan mendapat pertanyaan dari saya. hal tersebut tentu akan maksimal apabila diawali dengan persiapan yang matang”

⁸²Dr. H. Sofyan sauri, M.pd, pendekatan semantik frase qaulan *sadida, ma'rufa, baligha, maysura, layyina, dan karima* untuk menemukan konsep tindak tutur qurani

⁸³interview result with Mr. Triyo supriyatno Ph.D in LKQS UIN Maliki Malang in library center Tuesday, 10 December 2015

We know that a group discussion is a group of people are asked about their perceptions, opinions, beliefs, and attitudes towards a product, service, concept, advertisement, idea, or packaging. Questions are asked in an interactive group setting where participants are free to talk with other group members.⁸⁴Based on observation, researcher found some indicator result processes, like these⁸⁵

| No | Skill | Indicator | Process |
|----|--------------|-------------|--|
| 1 | Social skill | Encourage | <ul style="list-style-type: none"> • Student creates great discussion atmosphere with focus and supporting each student. |
| | | Responsible | <ul style="list-style-type: none"> • Student discuss with the literature book and give strengthen each other |
| | | Respectable | <ul style="list-style-type: none"> • Student explains and gives on both sides to the argument. • Student Discussion team encourages and understands friend argument. |
| | | Give noble | <ul style="list-style-type: none"> • Student givesmore attention to other friend |

⁸⁴https://en.wikipedia.org/wiki/Focus_group

⁸⁵Observation result in Mr. Triyo Supriyatno Ph.D A class in library classroom meeting of UIN Maliki Malang at 11 december 2015, 11.00 WIB

| | | | |
|---|---------------------|----------|---|
| 2 | Communication Skill | Clarity | <ul style="list-style-type: none"> • Student tries translate and explain based on discussion result • Lecture gives addition if student argument less |
| | | Softly | <ul style="list-style-type: none"> • Student use good speaking with family language In the discussion |
| | | Honestly | <ul style="list-style-type: none"> • Student present usually not based on literature, because this learning is game. |
| | | fluently | <ul style="list-style-type: none"> • Student prepares the speaking before give argument, so it can make student speak fluently. |

Table 3: the result of observation to Mr. Triyo Supriyatno Ph.D

Focus group discussion learning gives direction to lecture and student to implement the process based on the social and communication skill indicator. Known as observation data above in Focus group discussion that one by one process makes student active and sportive when learning implemented by Mr. Triyo Supriyatno P.hD

D. Learning Strategies Impacts to Social and Communication Skill

learning strategy have three goals, these are knowledge known as cognitive, skill known as affective and behavior known as psychomotor. skill or affective is the important goal that should reach after learning process, because student is not just mastering material, they will interaction socially with the environment. So, the learning process should compare and training student about the academic skill.

1) The Impacts of Discovery Learning Strategy to Social and Communication Skill

According to these goals of learning strategy, researcher found effect in implementation about affective side that is academic skill that will specialize to the social and communication skill, because campus student can identified success in social and interaction rising. This is that differentiation between high school student and campus student. Mr Rosyidin that have goal in his learning strategy, he wants to improve academic skill broadly as possible.⁸⁶

“pembelajaran yang hanya satu semester dengan akumulasi jam hanya 2 jam perhari dalam satu minggu, tentu tidak cukup apabila dikatakan menguasai bidang mata kuliah. Kita tahu mata kuliah sangat banyak referensinya apalagi bidang agama. Tentu ada tujuan lain dalam pembelajaran, dampaknya agar pelajaran tetap

⁸⁶interview result with Mr.Dr. Rosyidin M.A in A building of UIN Maliki Malang at 11 december 2015, 09.50 WIB

tersampaikan namun membuat mereka bisa mengeksplor dirinya dan ilmu yang didapatnya di luar kelas tentunya di lingkungan pendidikan dan masyarakat.”

From that statement, the impact is how student can involve their selves outside the classroom. Because, there are many benefit things to be a provision for their social life future. So, the knowledge or experience in the classroom can improve when student is joining together well in campus cavities of academic and society.

Based on interview from student, with the question “what the impact after learning process to your social and communication skill?”. Impact is the striking of one thing against another, so impact learning strategy is the effect learning strategy (discovery learning) to the student skill or ability well in academic or non-academic. As Fahmi Fardiyansyah said that⁸⁷

“pembelajaran tadi secara khusus mengajari saya untuk bisa berkomunikasi dengan baik. Bagaimana komunikasi menjadi tolak ukur kesuksesan sebagai mahasiswa. *Discovery learning* ini mengajari saya untuk bersosial yang baik dan berkomunikasi untuk menyampaikan argumen yang baik pula. Contohnya saya bisa lebih menghargai pendapat teman dan cara mengambil keputusan yang mufakat bersama”

⁸⁷interview result with Fahmi Firmansyah in Megawati building of UIN Maliki Malang at 13 April 2016, 11.30 WIB

Teaching students with the notion of discovering, critical thinking, questioning, and problem solving skills is one of the main principles of scientific learning in 2013 curriculum implementation, student practice the learning process in another context learning, so they always practice continuously the theory to real action. In order to after they graduate they can implement it their selves.

2) The Impacts of Index Card-Matching Learning Strategy to Social and Communication Skill

This is that differentiation between high school student and campus student. Like Mrs. Istianah abu bakar said that⁸⁸

“iya, dampak yang diharapkan kepada pembelajaran ini adalah tujuan bisa tercapai. terutama materi, disamping itu skill mereka dalam bekerja sama menemukan solusi terhadap masalah dan mengungkapkan pendapat bisa lebih baik dengan menggunakan bahasa inggris yang lancer serta tegas berpendapat. tentu hal ini sulit dilakukan, karena mengingat tidak semua peserta didik sama seperti peserta didik yang lain (dikelas yang lain)”

This answer is encouraged by some student after the lesson is over. Mrs istianah teach with using forum group discussion and link-match, learning that processed in the mosque is relax learning with

⁸⁸interview result with Mrs. istianah Abu bakar in Ulul Albab Mosque UIN Maliki Malang Tuesday, 10 April 2016

nothing electronic learning media but lecture prepare media with paper.

like Dahlia el Hiyaroh said that⁸⁹

“setelah pembelajaran tadi, saya mendapat ilmu baru bagaimana saya harus bagus dalam berpendapat, seperti bagaimana menjelaskan sesuai dengan poin inti dan menggunakan bahasa yang sopan telah dibangun dalam pembelajaran ini. karena kita harus sadar, bahwa berpendapat yang baik juga sulit dilakukan jika kita tidak membiasakan”

Based on the interview and observation of this leaning strategy. Besides the advantages using the index card match are learners learn to always take the initiative himself in everything that is given by the teacher, can foster a sense of responsibility because of result, working accountable in front teacher, encouraging learners in order to compete for achieving success, can deepen understanding and add liveliness and skills students.

As Mrs. Istianah Abu Bakar M.A learning process, based on observation, researcher found unconditional discussion, because lecture does not give clear instruction. Such as in clarity speaking student often unserious so it is influence in discussion process to be not maximally. But, if there is learning process like that, lecture should give the explanation again, because student cannot get material deeply.

⁸⁹interview result with dahlia el hiyaroh in ulul albab mosue of UIN Maliki Malang at 13 April 2016, 11.30 WIB

3) The Impacts of Focus Group Discussion Learning Strategy to Social and Communication Skill

The function of lecture to maximalist the learning strategy and get the purpose, lecture has three assignments that should do. These are given clear material (lesson), give good instruction, give and evaluation. The function of instruction in learning process is very important. Now more famous with instructional scaffolding that is learning process designed to promote a deeper level of learning. scaffolding is the support given during the learning process which is tailored to the needs of the student with the intention of helping the student with the intention of helping the student achieve his/her learning goals.⁹⁰

Based on the interview of Focus Group Discussion learning strategy with Mr. Triyo Suprayitno Ph.D that ⁹¹

“pembelajaran dengan strategi diskusi kelompok ini sangat populer pada anak-anak, namun mereka masih membutuhkan *guidance* yang baik untuk melaksanakan *the real Forum Group Discussion*, sehingga dampak yang diinginkan akan berhasil, seperti tadi saya menjelaskan detail bagaimana diskusi yang baik, bagaimana cara menyatakan argumen, bagaimana menghormati orang lain, bagaimana mahasiswa bertanggung jawab atas argumennya. yah, terutama dalam komunikasi tentunya perlu dan

⁹⁰R. Keith sawyer The Cambridge Handbook of Learning science. new York: Cambridge university Press, 2006).

⁹¹interview result with Mr. Triyo supriyatno Ph.D in LKQS UIN Maliki Malang in library centerTuesday, 10 December 2015

penting bagi mereka. sehingga dalam beberapa diskusi ini mereka mulai memahami intruksi saya.”

One of result goals of instructional is guidance on the development of cognitive and skills. Robert Gagne (1968) formulated suggestion for sequencing of instruction, condition by which learning takes place, and outcome of learning, or categories of human occurs. When learning is nothing instruction or just hearing the lecture explanation, it can make student bored and unconditional situation of class.

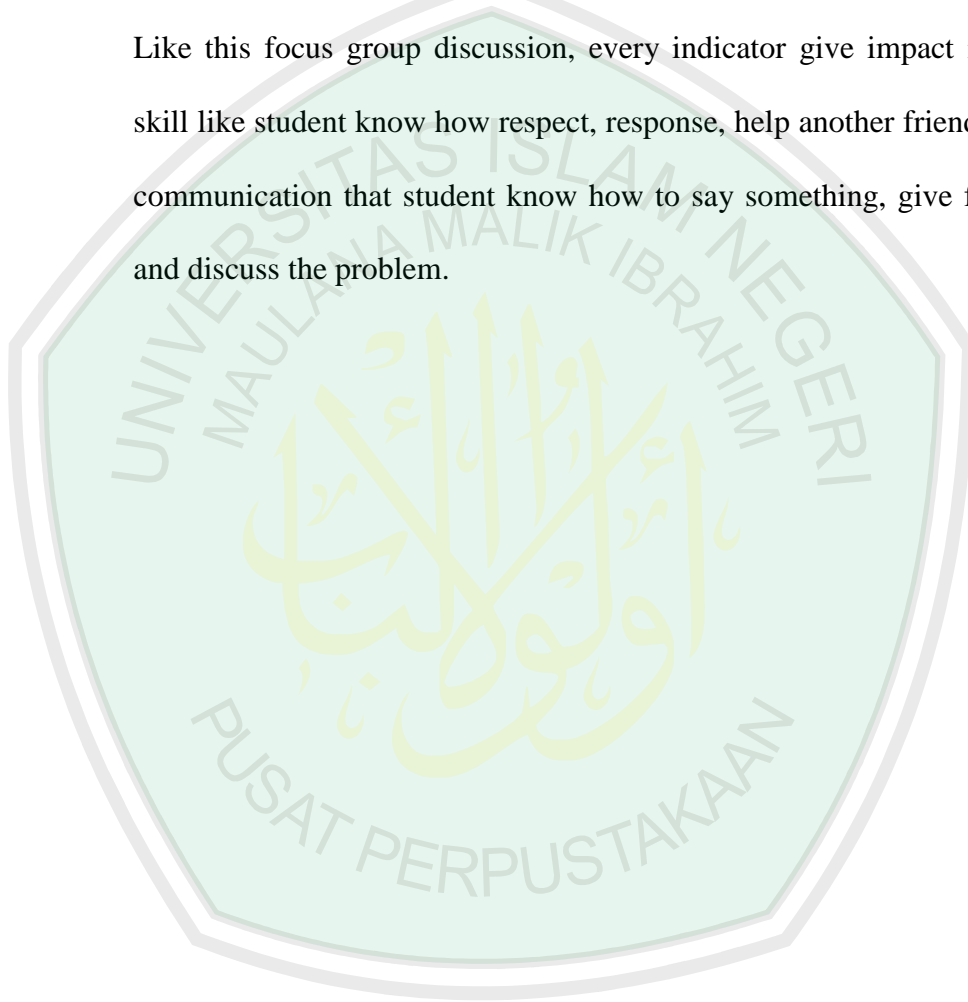
This answer is encouraged by some student after the lesson is over. Mr. Triyo Suprayitno teaches with using forum group discussion learning strategy, learning that processed in the classroom of Megawati Buildingis relax learning with using electronic learning media and lecture prepare media with paper. Like Dearga Sukariasaid that⁹²

“startegi pembelajaran diskusi kelompok ini telah memberikan dampak yang baik untuk akademik kita, selain memperdalam keilmuan, juga mengembangkan kemampuan kita dalam berkomunikasi dan menghargai atau bersosial. Beberapa indikator yang saya bisa data dari pembelajaran ini adalah saya dapat menegtahui sekaligus mempraktikkan ilmu presentasi secara langsung, dan saya harus belajar menghargai pendapat teman

⁹²interview result with dearga sukaria in rectorate building of UIN Maliki Malang Tuesday, 12 April 2016

dengan komunikasi yang baik. Apabila ada kesalahan ketika dalam diskusi dosen memberi pengarahan.”

Learning will give impacts if the process is aimed to the result. Like this focus group discussion, every indicator give impact in social skill like student know how respect, response, help another friend, and so communication that student know how to say something, give feedback and discuss the problem.



CHAPTER V
FORMING LEARNING STRATEGIES:
FOR ACADEMIC SKILL DEVELOPMENT AND FROM ISLAMIC
PERSPECTIVE

This chapter focuses on the explanation of the formation process of learning strategy to develop academic skill especially social and communication skill in Islamic Education Student of Tarbiyah International Class Program, and Islamic perspective (al-Qur'an and al-Hadith) to be interesting discussion. As it was explained in the previous chapter that each learning strategies have own academic skill goals and learning impact. And then, make new forming of academic skill (social and communication) as the aims from learning strategy. Here is the explanation.

A. Formation of Learning Strategies

In this sub-chapter, it deals with the learning strategies that used by lecture to increase social and communication skill for Islamic education in Tarbiyah International Class Program. Are the learning strategy suitable and it can develop academic skill of Tarbiyah International Class Program student? Here is the result of research and also will be connected with theory.

The first time student entered in International Class Program that used International or foreign language. Not all the students can learn and understand about the material that explained. Because all the learning

processes are used English or Arabic language in presentation, explanation of lecture, discussion and paper writing. Certainly, this gives influence of student with the material understanding especially academic (social and communication) skill development.

But, according to student, it happens only in second and third semester generally. To build adaptation is need socialization and reforming the learning strategies that used by lecture that suitable with International Class Program student, although according to some lectures, English and Arabic are language guidance that all material use English and Arabic literature and translate to foreign language well Islamic material like *Qur'an*, *Sharia*, and *Aqidah*. Also education material likes curriculum development, learning technique, and all education subjects.

Refer to chapter before, there are three kinds of learning strategies that usually used by lecture to make learning process be conditioned and related with academic skill especially social and communication skill, there are three kinds of strategies that used by lectures in Tarbiya's International Class Program. These are Discovery Learning by Dr. Rosyidin M.A, Forum Group Discussion with Independent Study by TriyoSuprayitno Ph.D., and Card-Matching by Istianah Abu Bakar M.A. Here is the learning strategy

1. Discovery Learning Strategy

Because there are three lecture who be interviewee, so there are three kinds of learning strategy. One of its discoveries learning that used

by Mr. Rosyidin M.A. he is the special Islamic law and Islamic knowledge lecture. When we ask about the learning that suitable and usually used international class program, the answer is the suitable learning is student centered that manage looking for their knowledge, their answer and their conclusion selves.

International students need foreign language literature, book and paper well in English or Arabic. Perhaps, English students; they will face Arabic literature if the subject is Islamic knowledge. Discovery learning is effective and fun learning according to Jerome Bruner (1967) first outlined the principles of discovery learning in a book about how people construct knowledge based on prior experiences.⁹³ In the explanation above, student should more active with their experience and knowledge based on discovery or inquiry learning.

When we asked the student in Mr. Rosyidin class, they didnot feel heavy process or facing the difficulties in learning process, but they feel that this learning strategy is very important to understanding way and practice knowledge about research and etc. Discovery learning refers to various instructional design models that engage students in learning through discovery. Usually the pedagogical aims are threefold:

- 1) Promote "deep" learning, the meaning that learning process to mastering *Ushul Fiqh* subject.

⁹³ Bruner, J. (1967). *On Knowing: Essays for the Left Hand*. Boston: Harvard University Press.

- 2) Promote meta-cognitive skills (develop problem-solving skills, creativity, etc.), the meaning to develop or practice academic skill of student. especially social skill and commonly communication skill and
- 3) Promote student engagement. the meaning is to collaborated and give chance to student to improve their knowledge selves.

So, this discovery learning is not only give way to understand the deep material. it also can involve meta-cognitive or behaviorist skill like social and communication skill of student. According to Bruner argues that "Practice in discovering for one teaches one to acquire information in a way that makes that information more readily viable in problem solving"⁹⁴ this strategy means student give chance to open mind as wide as possible.

As International Class Program, it is time to lecture use Active learning to be the instructional strategies or student centered learning strategies. Discovery learning Include a wide range of activities that share the common element of involving students in doing things and thinking about the things they are doing. Active learning instructional strategies can be created and used to engage students in some

⁹⁴Weibell, C. J. (2011). *Principles of learning: 7 principles to guide personalized, student-centered learning in the technology-enhanced, blended learning environment*. Retrieved July 4, 2011 from [<https://principlesoflearning.wordpress.com>].

characters.⁹⁵ Thinking critically or creatively, speaking with a partner, in a small group, or with the entire class, Expressing ideas through writing, Exploring personal attitudes and values, Giving and receiving feedback and Reflecting upon the learning process.

The task of lecture in discovery learning strategy is as facilitator, as Mr. Rosyidin said that “only to be a facilitator who gives instruction to student to find concept, verse, procedure, and the systematic lesson based on the material.”he always make student centered class condition, in order to student be more socialize well and practice the theory directly.

2. Index Card-Matching

To deciding learning strategy in Tarbiyah International Class Program is depend on condition and situation well in the lecture pedagogy or student quality. According to Mrs. Istianah Abu Bakarthat “in using types of learning strategy I will choose based on my student, are they can fun and enjoy the learning or not?” because of that, “I more often used student centered in learning strategy”to give superintend to the class is not more encourage the learning process as best as possible, it is influenced by some factor so the learning should more make student

⁹⁵Jim Eison, Ph.D. Using Active LearningInstructional Strategies toCreateExcitement and Enhance Learning Department of Adult, Career & Higher Education University of South Florida.

be interactive and cooperative. So, based on her statement, it is one of factor why she used the game learning in some class.

Index Card Matching is the one of game learning,,these types of activity encourage learners to 'have a go' as they can move the cards around if they change their mind. It also encourages discussion as learners have to explain to each other why they think certain cards match. These activities may be used as part of a longer session. There are many examples in this resource, and many more can be readily created for other topics. At their simplest, the cards may be dominoes or other shapes that fit together like jigsaws. They remove the need for written outputs and allow learners to focus all their attention on interpretation.

When we asked to the student namely Dahlia el-Hiyarohas English student, she said that the index card learning is pure game learning, the other friend especially her are very interest and enjoy the learning process. She also adds the explanation that the strategy of learning is a learning activity that must be done so that the teacher and student learning objectives can be achieved effectively and efficiently⁹⁶. And then, she and her friends did not feel bored although the learning is two hour.

⁹⁶WR. Wina Sanjaya, M.Pd, Strategi Pembelajaran berorientasi standart proses pendidikan (Jakarta: Kencana, 2008), cet ke-5, page. 12

In the theory according to Strategy index card match is one of the strategies used pleasant enough to repeat material that has been given previously. However, the new material can still be taught by this strategy with notes, learners are given the task of studying the topics that will be taught in advance, so that when they go to class already has a stock of knowledge.⁹⁷

The purpose the application of the index card match strategy is to train students to be more careful and more powerful understanding to a subject matter. So, this strategy is very suitable with the increasing or mastering subject for International Class Program that use foreign language in learning process. And not only that, if the index card matching learning process is successful it will influence in skill development like communication skill. In this context, social skill is not strengthen than communication that should manage well, because according to Mrs. Istianah explained that social interaction skill can explore out of the class, the real social interaction of them is in environment and society.

3. Forum Group Discussion

Group discussion learning process is an integral part of the classroom. They are essential for building background on specific

⁹⁷Hisyam Zaini, dkk. Strategi Pembelajaran Aktif, (Yogyakarta: Insan Madani, 2008) p.67

issues, creating motivation and interest, and giving students a forum for expressing and exploring new ideas and information.

When we asked to Mr. Trio Supriyatno about the learning strategy that used in learning process, he said that “I cannot define the learning strategy, because I used many strategies based on situation, condition and the subject of learning” but, the last he decides one group discussion strategy to explain that suitable in university context. The source said that Group work has been shown to enhance retention of knowledge and skills.⁹⁸ Working and role playing in groups can increase learners’ sense of participation, as they can work together and assess different communication skills in various situations. Small groups help in filling gaps in the knowledge and skills of the group members, and they use a learner-centered process with less didactic teaching.⁹⁹

The student gives statement and encouragement of Mr. Trio Group discussions learning strategy, her name is DeargaSukariathat this learning strategy is helping students learn to articulate student views and responds to opinions that differ from their own. She gives

⁹⁸De Jong Z, van Nies J, Peters S, Vink S, Dekker F, Scherpbier A. Interactive seminars or small group tutorials in preclinical medical education: results of a randomized controlled trial. *BMC Med Educ.* 2010;10(1):79.

⁹⁹Regan-Smith M, Young WW, Keller AM. An efficient and effective teaching model for ambulatory education. *Acad Med.* 2002; 77(7):593–9.

explained that International Class Program lectures are usual use this learning strategy, include Mr. Triyo who used the Group discussions that may involve the whole class or small groups, groups of two to six students work well. Participating in group discussions helps students consider other people's perspectives and develop effective problem-solving skills.

B. Implementation of Learning Strategies for Social and Communication

Skill Development

Commonly, every learning strategy has code or system in implementation. Well lecture will make teaching plan or make general description. Learning strategy plan should focus on two distinct kinds of learning: organizational and personal. Organizational learning is achieved through research and development, evaluation and improvement cycles, workforce and stakeholder ideas and input, best-practice sharing, and benchmarking.

1. Discovery Learning Strategy

There are some processes in learning strategy implementation, and the process has the steps itself. Start from the preparing learning until the evaluation way to create effective learning implementation, the successful of the learning is not depend on lecture, but the most important is in student responds. In international class program,

lecture more prepares well the learning than regular class, because of some factors. Like Mr. Rosyidin Learning that usually used by him, namely Discovery learning in Islamic law subject.

When we asked about the implementation process of discovery learning to Mr. Rosyidin, there are five Steps-by-steps application method of Discovery Learning. According to Muhibbin Shah in applying the strategy of Discovery Learning in the classroom, there are procedures that must be implemented in teaching and learning activities in general as follows:¹⁰⁰

- a) Simulation
- b) Problem statement
- c) Data collection
- d) Data procession
- e) Verification / generalization

As Muhibbin Syah explained that first at this stage students are faced with something that causes confusion, then proceeded to not give a generalization, that the desire to investigate itself. And then Mr. Rosyidin also gives four steps that collaborated data collection and data procession. So, he used four steps to implement the discovery learning strategy. *First*, he gives simulation or the stimulation of

¹⁰⁰Muhibbin, Syah. Psikologi Pendidikan dengan Pendekatan Baru. Bandung: PT Remaja Rosdakarya. 2004, Page 244

material background. *Second*, lecture and student identifies and decides the relevant problem to looking for the hypothesis. *Third*, lecture gives chance to student find the data and present general statement of material and problem. *Fourth*, the lecture helps student to explore the data and process to get the interpretation of data finding. From these steps, Mr. Rosyidin covered good step in implementation of discovery learning strategy.

Social skill is more strengthen here, as we asked to student namely Fahmi Fardiansyah that Discovery learning strategy implemented with the indicators complement, he describes enhanced the learning strategy as a process that involves preparing the learner for the discovery learning task by providing the necessary knowledge needed to successfully complete said task. In this approach, the lecture is not only provides the necessary knowledge required to complete the task, but also provides assistance during the task. This preparation of the learner and assistance may require some direct instruction.¹⁰¹

¹⁰¹The Perils and Promises of Discovery Learning” by Robert Marzano in Educational Leadership , September 2011 (Vol. 69, #1, p. 86 87), <http://www.ascd.org> ; Marzano can be reached at <http://www.marzanoresearch.com>

So, observation gives result that there are indicators goal development related with process implementation.

- a) Social skill development process based on learning implementation in group discussion learning strategy. These are encourage indicator makes student discuss with team work include the leader and writer, responsibility makes Students explain again or give clarification, respectable makes student Another friend tries to accept and discuss the argument, and the last is giving noble makes students Learn and respect when friend give reason.
- b) Communication skill development process based on learning implementation in group discussion learning strategy, these are clarity makes After explain, students give example, softy makes Students Give example and call another friend with “Mbak” and “mas”, Honestly makes Students present based on literature, and the last is fluently makes Students use body language and not focus on literature, can explore.

2. Index Card-Matching Learning Strategy

Card match is the learning process based on the game, this method is quite fun strategy used to repeat material that has been given previously. However, much of the new material can still be taught by

this strategy with notes, learners are given the task of studying the topics that will be taught in advance, so that when entering the classroom they own stock of knowledge in applying the Index Card Matching learning strategy. When we asked about the implementation of index card matching learning strategy in fourth semester of Islamic education English class, Mrs. Istianah explain the step-by-step of realization. She hoped the card match can develop the communication skill after that social skill, she has perspective that these academic skill cannot separate, and they will be one product learning goals.

These are steps for implementing the index card match learning strategy in Mrs. Istianah class:¹⁰²

- a) Make the pieces of paper a number of learners in the classroom.
- b) For the amount of paper into two equal parts.
- c) Write questions about the material that has been given earlier in the half papers were prepared. Each paper contains one question.
- d) On another piece of paper, write answers to questions that have been made.
- e) Mix up all the paper so it will be mixed between questions and answers.

¹⁰²Hisyam Zainidkk, Strategi Pembelajaran Aktif, (Yogyakarta, Pustaka Insan Madani, 2008), hal. 67-68.

- f) Distribute to each learner a piece of paper. Explain that this is an activity that is done in pairs. Some participants get questions and others will get the answer.
- g) Give a few minutes for learners to find their partner. If there is finding a partner, ask them to sit close together. Explain also that they do not provide the materials they get to another friend.
- h) Once the learners find the pair and sit adjacent, have each pair take turns to read the questions aloud obtained to another friend. Furthermore, these questions are answered by the other spouse. For those who can answer these questions correctly will get extra value.
- i) End the process by making clarification and conclusions.

And then, observation gives result that there are indicators goal development related with process implementation.

- a) Social skill development process based on learning implementation in group discussion learning strategy. These are encouraging indicator makes Students implement good discussion atmosphere with supporting each other, responsibility makes Students explain again or give clarification, respectable makes student Another friend tries to accept and discuss the argument,

and the last is giving noble makes students Learn and respect when friend give reason.

- b) Communication skill development process based on learning implementation in group discussion learning strategy, these are clarity makes Student tries to explain well based on point to point, softy makesstudents enjoy and fun learning, discussion and learning used speaking way and soft communication, Honestly makes Students present usually not based on literature, because this learning is game, and the last is fluently makes Students use good speaking and give response as good as possible.

3. Focus Group Discussion Learning Strategy

University context gives the chance for student explores and enhances the ability and the intellectuality in forum and society; there are some advantages that they know how the real social and communication system implemented. To get the result, group discussion is the learning strategy suitable that often used by Mr. Trio Supriyatno. When we ask about the group discussion learning steps that implemented based on social and communication skill development, he answered that “the success learning is the meaningful learning; we know that al-Qur’an gives guidance as knowledge resource well in teaching and learning strategy”. Guiding the learning

strategy to create the good result, not only based on local theory but Islamic theory give the best guidance to realize it.

According to Prof. Nagger well to be speaker in Harun Nasution building of Syarif Hidayatulloh State Islamic University that “al-Qur’an is not the knowledge book, but In the verse of Qur’an about world verse (kauniyah) is proving in research this century.” this statement also proved in learning strategies goals. for communication skill (Qoulun) surah an-Nisa’, al-Isro’ and etc. Most popular with five Qoulun these are *Qaulan Sadida, Ma’rufa, Baligha, Maysura, Layyina, and Karima*.¹⁰³

In implementation of group discussion learning strategy, Mr. TriyoSupriyatno not use steps same with the theory of application. But, he only uses three steps to encourage skill development in his learning. The first he give the instruction how this learning and the goals of this learning, after that he divides the student to be four groups (minimal group for 4 until 5 people) that maximal in discussion. Then, he gives general statement or material paper that should read and learned by student to discuss in focus group discussion with the focus material. Presentation is the show up discussion result.

¹⁰³Dr. H. Sofyansauri, M.pd, pendekatan semantic frase qaulan sadida, ma’rufa, baligha, maysura, layyina, dan karima untuk menemukan konsep tindak tutur qurani

Discussion learning strategy is strategy to group discussion is a group of people are asked about their perceptions, opinions, beliefs, and attitudes towards a product, service, concept, advertisement, idea, or packaging. Questions are asked in an interactive group setting where participants are free to talk with other group members. So, observation gives result that there are indicators goal development related with process implementation.

a) Social skill development process based on learning implementation in group discussion learning strategy. These are encourage indicator makes student creates great discussion atmosphere with focus and supporting each student, responsibility makes student discuss with the literature book and give strengthen each other, respectable makes student Discussion team encourages and understands friend argument, and the last is giving noble makes student gives more attention to other friend.

b) Communication skill development process based on learning implementation in group discussion learning strategy, these are clarity makes student tries translate and explain based on discussion result, softy makes Student use good speaking with family language In the discussion, Honestly makes student present usually not based on literature, because this learning is

game, and the last is fluently makes student prepare the speaking before give argument, so it can make student speak fluently.

C. Social and Communication Skill based on Islamic Perspective

The resource of knowledge is Qur'an and hadith, based on this statement, researcher want to explore more about social and communication skill in perspective in Qur'an and hadist. Researcher believe many theories that explain detailed more than common theory that written in third chapter. in this sub chapter, researcher will show and analyze verse that explain social skill and communication skill that should had by people.

Social in Arabic is *Ukhuwah* and Communication in Arabic is *Qoulan*. As explain before, *Ukhuwah* (social) has five types or grades these are *Ta'aruf*, *Tafahum*, *Ta'awun*, *Takaful* and *Tarahum*. Then, *Qoulan* (Communication) has *Qoulan Kariima*, *Qoulan Maysuro*, *Qoulan Syahiida*, *Qoulan layyina*, and *Qoulan Baliigho*.

1. Social Interaction or *Ukhuwah* in Islam Perspective

According to Imam Hasan al-Banna said "*Ukhuwah* is the relationship between heart and soul with the faith (*Aqidah*) because *Ukhuwah* is the close friend of Faith, and united is the first strengthen with love, the minimal of love is *Ikhlās* and maximal is *Itsar* (give priority to person than individual)". And hasan al-Banna divides

Ukhuwah to be five kind, these are *Ta'aruf*, *Tafahum*, *Takaful*, *Tarahum* and *Itsar*.

a) *Ta'aruf*

Language is introduction, and terminology is the way to understand or know clearly about personal and environment. That explains in surah al-Hujurat verse 13 “o mankind, we have created you from a male and female and made you into nations and tribes, that you may know one another. Verily, the most honorable of you with Allah is that (believer) who has at-Taqwa. Verily, Allah is All-Knowing, All-Aware.

b) *Tafahum* as Respectable

Language is understood, and terminology is the way to understand between people to person. Well the shortage and surplus of person.

c) *Ta'awun* as Encourage

Language is helping, and terminology is the result of *Tafahum* that can implemented by three ways well heart (praying), thought (advice) and action (help another). That explain in surah al-Maidah verse 2 “....help you one another in goodness, and righteousness. But, don't help another in sin and transgression....”

d) *Takaful* as Responsible

Language (responsible and encourage), and terminology is sad and happy feeling that solve together, if there is problem will looking for solution together.

e) *Itsar* as Give Noble

Language is priority to another; terminology is the highest level of *Ukhuwah* as the hadist of Rasulullah “no one faith person between you, until you love people like you love yours” (HR. Bukhara- Muslim)

2. Communication Skill or *Qoulan* in Islamic Perspective

According to Imam Mudjiono (Indonesia Islamic University) in his paper discussion these are 5 *Qoulan* that explain deeply in Qur'an.

a) *Qoulan Syadida* as Clarity Speaking

Language meaning is the clarity communication, Qur'an explain it in al- Ahzab verse 70 “oh you who believe! Keep your duty to Allah and fear Him, and speak (always) the truth”. Hamka¹⁰⁴ interpreted that the truth speaking comes from heart, so speaking is the heart view of people. If there is people said bad speaking is deciding dishonest people. Rahmat explain meaning of *Qoulan Sadida* is truth speaking, honest, straight, not arrogant, and not curve.

¹⁰⁴ Hamka., Tasawuf Modern, Jakarta: Pustaka Panjimas, 1987. page 275

b) *Qoulan Maysuro* as Softly Speaking

Language meaning is good and soft speaking or received by common people. Qur'an explain in surah al-Isro' verse 28 "and if you (Muhammad) turn away from them, and you are waiting a mercy from your lord for which you hope, then, speak unto them a soft kind word". Katsir (2000, Jilid3:50) explain meaning *qaulanmaysurawith* the suitable speaking, that is promise that pleasing, and at-Tabari (1988, Juz 15: 50) add the meaning with beautiful meaning and hope. Hamka (1983, Juz 15: 50) gives mean to *Qaulan Maysurawith* wonderful speaking, good, soft, alms, and want to help each other.

c) *Qoulan Baligho* as Fluently Speaking

Language meaning is fluent speaking, Qur'an explains in surah an-Nisa' verse 63 "they are those of whom Allah knows what is in their hearts, so turn aside from them (do not punish them) but admonish them and speak to them an effective word to reach their inner selves." This speaking means as fluent speaking, clear meaning, bright, and suitable with condition. Hamka (1983:Jilid V:142) explain that *Qaulan*

Baligha means speaking that appear from soul to soul that is *Fashahat* speaking and *Balaghoh* speaking.,

d) *Qoulan Karima* as Noble Speaking

Language meaning is the noble speaking, Qur'an explain in al-Isro' verse 23 "and your lord has decreed that you worship none but Him. And that you be dutiful of them attain old age in your life, say not to them a word of disrespect, nor shout at them but address them in them in terms of honors". IbnuKatsir (1999) explains meaning *Qaulan Karima* with softly, good, and respectful based well manner and respectful. The speaking that means *Qaulan Karima* softly speaking contain of noble, appreciation, glorification, and respectable to people.

e) *Qoulan Layyina* as mildly Speaking

Language meaning is softly or mildly speaking, Qur'an explains well in surah *Thaha* verse 44 "and speak to him mildly, perhaps he may accept admonition or fear Allah" (Katsir, 2000:243) give meaning *Qaulan Layyina* as soft speaking or mildly. And then, Assiddiqi (1968: 829) give meaning to *Qaulan Layyina* as softly speaking that have purpose to persuade people be remember with the obligation or afraid to lose it.

D. Impacts of Learning Strategies for Social and Communication Skill

The discussion of the study shows that there are a significant impacts to differ when the learning strategy between traditional learning and used active learning strategy. In favor of the experimental group over the control group regarding the average of academic achievement, scores of retention of learning, and perception of inquiry learning skills scores, both on cognitive and affective levels. Both of learning strategies have way to reach and develop academic skill especially social and communication skill of student Personal skill. It is a way for people to assess their skills and qualities, consider their aims in life and set goals in order to realize and maximize their potential.¹⁰⁵

1. The Impacts of Discovery Learning Strategy

When we asked to student about the impact of discovery learning in their social and communication skill that “discovery learning teach me to have good sociality and communication to present the argument in order to be perfect, give respect and encourage to other friends”. Discovery learning pushes students to a deeper level of understanding. The emphasis is placed on a mastery and application of overarching skills.¹⁰⁶ This is explained that Mr. Rosyidin learning strategy that used in sixth class of Islamic education is suitable strategy. Because, every

¹⁰⁵<http://www.skillsyouneed.com/ps/personal-development>.

¹⁰⁶Bonwell, C. C. Active Learning: Energizing the Classroom. Green Mountain Falls, CO: Active Learning Workshops. 1988

indicators give impact to create good student in social and communication skill.

This is related by lecture statement that “impacts of learning in two hours can observe the development, the goals this learning is not all in every day, the impact is how student can involve their selves outside the classroom and explore their selves and their knowledge to the academic and society.” Because, there are many benefit things to be a provision for their social life future, Teaching students with the notion of discovering, critical thinking, questioning, and problem solving skills is one of the main principles of scientific learning in 2013 curriculum implementation, student practice the learning process in another context learning, so they always practice continuously the theory to real action. In order to after they graduate they can implement it their selves.

The last discussion, discovery learning strategy gives advantage or impact in social and communication skill, for social skill makes student be aware to help and respect to each other like hearing the presentation and give feedback or argument of friend, for communication skill makes student be managed of speaking attitude well as group or audience.

2. The Impacts of Index Card-Matching Learning Strategy

When we asked about the impact of index card-matching to the student, Dahlia El-Hiyaroh said that “We got a new science of how I

should be good at the discussion, such as how to explain in accordance with the key points and use polite language has been built in this learning”it is clear that the index card-matching is veryfunction in delivering learning materials. Need also into consideration that the material in respect of with dimensions of affective and psychomotor, and no matter whomregarding the affective dimension, all of whichapproach requires different methods.¹⁰⁷

This statement encouraged by Mrs. Istianah that “besides that, the impacts are their skill in working together to find solutions to problems and expression could have been better using the English language is smooth and firmly believes.” She always wants to gives the best learning strategy because the use of a good and effective teaching technique is very crucial in the process of learning goals development.

The last discussion, Index Card-Matching gives advantage or impact in social and communication skill,students have encourage attitude, responsible, respectable, and give noble to prove that student develop their social skill, and they practice and implement their development in communication like they have clarity in their speaking, softly in communication, honest in the argumentation, and fluently in presentation.

¹⁰⁷Ismail, *Strategi Pembelajaran Agama Islam Berbasis PAIKEM*, page. 17-18.

3. The Impacts of Focus Group Discussion Learning Strategy

Make group discussion be translator to the social and communication skill is the aims of this learning process and plan to be the famous learning strategy, FGD (forum group discussion) is more intention to the communication skill. When we asked to student about the impact, he said that “Some of the indicators that I could have the data from this study is that I can know once practiced science presentations in person, and I have to learn to respect the opinion of friends with good communication.” Communication is based on how a message is delivered and how it is received. Miscommunication occurs when one person doesn’t deliver information in the same pace or priority as the other person processes.¹⁰⁸

The last discussion, forum discussion learning strategy gives advantage or impact in social and communication skill, students have encourage attitude, responsible in their statement, respectable to another friend, and give noble for another student to prove that student develop their social skill, and they practice and implement their development in communication like they have clarity in their speaking, softly in communication, honest in the argumentation, and fluently in presentation to prove that student increase communication skill.

¹⁰⁸<http://aboutleaders.com/tips-for-communication-skills-with-groups> at 22.05 WIB on 20 may 2016

CHAPTER VI

CLOSING

A. Conclusion

As written in the first chapter this study mainly deals with three objectives, to know the learning strategies that used by lecture in Tarbiya's International Class Program especially Islamic Education Department, explaining the implementation or step by step of learning strategies to develop academic skill especially social and communication skill and the last researcher was describing the impact of learning strategies in social and communication skill development as the result of learning study.

First, Dealing with the learning strategies that used by lectures in Tarbiyah International Class Program, there are three kinds of strategies that used; these are discovery learning strategy, index card-matching learning strategy, and forum discussion learning strategy. This identification was getting result that they have own planning, procedure, technic, and goals learning in academic skill development. Academic skill especially social and communication skill that increased is balanced with the learning strategies process, balanced means that the goals indicator are related with step by step of learning process and social-communication skill. Lectures used these strategies are not only because of the situation and condition. But, also the academic skill indicator that wants to increase by lecture, so these strategies

are directed to the aims of institute and society damage that university student mastering subject and understanding social environment.

Second. As active learning strategy, it is more focus on how he learning strategy implemented and student enjoy in this learning, the active can show in the social interaction and communication process of student when the learning implemented. The indicators of learning strategy are based on social and communication skill increasing, well from the social-communication theory or social-communication Islamic Perspective that comes from Qur'an and hadith. The indicators of social skill successful are respectable (*Tafahum*), encourage (*Ta'awun*), responsible (*Takaful*), and give the noble (*itsar*). Then the communication skill successful indicators are Clarity Speaking (*Qoulan Syadida*), softly speaking (*Qoulan Maysuro*), fluently speaking (*Qoulan baligho*), Noble Speaking (*Qoulan Karima*). Then the conclusions of these learning strategies are

Third, Dealling the impact of learning strategy that used to develop social and communication skill in Tarbiyah International Class Program of Islamic Education Student give some enhancements like Discovery Learning strategy deliver student be appreciate and honor, student have management and avocation, student has conscientious soul, student has humble or modest behavior, student has smooth speaking, student has correct and valid speaking, and student has articulate style in speaking. And then Index Card Matching delivers student has advanced thinking, student has accountable mindset,

student has appreciated and honor attitude, student has humble, and student has arrangement speaking. And the last Forum Group Discussion delivers to student has accountable mindset, deliver student has appreciate and honor attitude, student has smooth speaking when presentation, student has correct and valid speaking when give argument, and student has articulate style in demonstration.

B. Recommendations

This thesis is significantly useful for the institution and academic to understand the genuine reality of the learning strategy implementation, that suitable to increase social and communication skill to help academic skill development of International Class Student in this university. Understanding the learning strategies that used by lecture can be served as one of ways for creating suitable strategy between material teaching and affective development as skill. In addition to that it is also equally important to equip all lectures on academic skill development (psycomotoric) goal learning process, so that it can improve the educational quality in order to be labeled as world class education system (WCU). When we know that International Class Program (ICP) student can improve their academic skill especially social and communication skill in their life and competition achievement it will be automatically will elevate the status if this institution.

As the nature of any research, this thesis has also limitations that need to be perfected or completed by other researcher in the future. This thesis just focuses on learning strategies that have purpose to increase social and communication skill in ICP Islamic education student. It will be surely be interesting and enriching to conduct a research with other learning strategies, in order to identify one by one procedure and goal in International Class Program Learning activities. This research site is also limited within the classroom of Tarbiya's International Class Program and their other academic skills development indicator will definitely bring about more nuanced finding.

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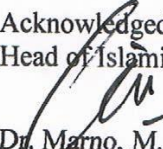
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| No | Date of Consultation | Consultation Material | Signature |
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| 2 | 2 Desember 2015 | CHAPTER II | 2. AA |
| 3 | 5 Desember 2016 | CHAPTER III | 3. AA |
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DOCUMENTATION



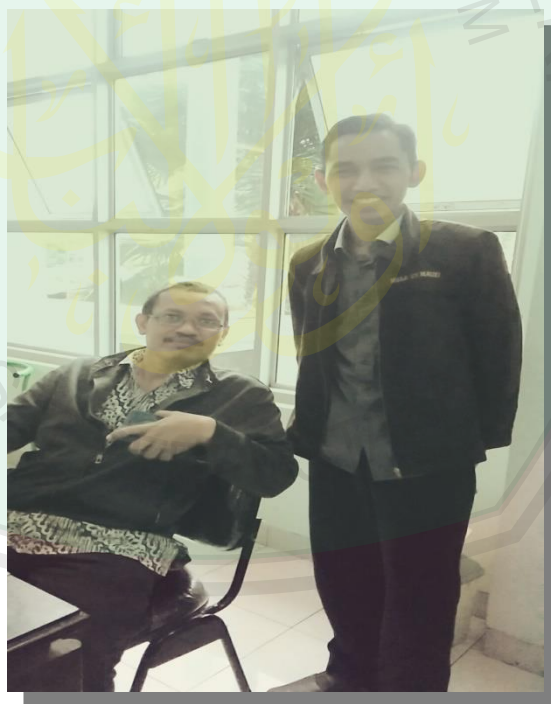
Interview with Fahmi Firmansyah (6th semester)



Interview with Mr. Dr. Rosyidin M.Pd.I (Sharia and educational lecture)



Interview with Mrs. Istianah A Bakar M.Pd.I (Islamic History lecture)



Interview with Mr. Triyo Supriyatno Ph.D (Education Phylosopy lecture)



Index Card-Matching in ICP 4th Semester



Session in Discovery Learning Strategy



Session in Index Card-Matching Learning Strategy