

PSYCHOLOGICAL ANALYSIS ON THE THINKING STYLES OF ISLAMIC EDUCATION IN THE HIGHER EDUCATION OF NORTH SUMATRA

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ABSTRACT

The study on the psychological analysis of thinking styles in the teaching learning process of the Islamic education in university level is very seldom conducted by university researchers. This research showed how the psychological analysis on the thinking styles of instructors during the learning process in the Islamic education in higher education institutions of North Sumatra Province. An observational research result revealed that the Islamic education comprised of three different teaching styles and various thinking models. The results of correlation analysis also showed a significant relationship at .01 levels between the dominant thinking styles of students' achievement in Islamic Education Students. Further study correlation analysis also shows that there is a significant relationship at .01 level between the dominant thinking style of student and their achievement in Islamic Education Students.

Keywords: Islamiceducation, higher education, psychological analysis, results.

INTRODUCTION

Islamic education as one of the courses at the university level is necessary to apply the style of thinking and teaching among lecturers; style of thinking and learning among students. Islamic Education has its own functions, namely the development and improvement of faith and piety, the distribution of talent and interest in studying religion, fixing errors in confidence, understanding and practicing of religion, prevention of things worse than the surroundings or foreign cultures dangerous, or the source of life to achieve happiness in the next world; and teaching or imparting religious knowledge.

The effectiveness of the teaching and learning process implemented lecturers and students need to be supported by their thinking style. This is in accordance with the opinion of Sternberg (1997) that the style of teaching and learning are influenced by a combination of dominant style of thinking. He also mentioned that the dominant style of thinking will affect lecturers teaching style and the style of thinking will affect the dominant student learning styles. Sternberg (1997) found that the quality of teaching in the classroom depends on the suitability of thinking styles between lecturers and students.

For the purpose, thinking style theories used as the theoretical background for this research is theory of Sternberg (1997) and teaching style of Grasha (1996), the teaching model of Keirse-Bates (1984), Orientation Teaching of Kember & Gow (1994), and Teaching Model of Trigwell et al (1994). And then learning style theories used is Grasha (1996), Guild (1994) and Reid (1995). According to Sternberg (1997), style or way of thinking is the tendency of a person to use intellect to seek comfort in the face of a situation or perform a task.

Teddy (2004) argued that in Islamic education was found three dimensions, namely (A) the dimensions of life that motivates human beings as God's servants to increase their knowledge and values of Islam as the basis of life; (B) the dimensions of the afterlife that motivates

people to improve their relationship with God that will always lead to human activities in accordance with the teachings of Islam; (C) the dimensions of the relationship between life and the afterlife that motivates people to always work and make himself a servant of God who is knowledgeable and is implementing the teachings of Islam. Therefore, Islamic education is more indicative of the moral and spiritual or affective dimensions of cognitive and psychomotor, in the sense of cognitive and psychomotor dimension, it is directed to the construction of affective (moral and spiritual), which contrasts with other courses.

God has made each individual vary in terms of physical, behavioral, style of processing received information, thinking style and a lot of other (Curry 1991; Sternberg, 1997). Rayner and Riding (1997) also argued that the differences of each individual are comprehensive in terms of physical, spiritual, emotional and intellectual. Thus, in the context of teaching and learning in the classroom, a lecturer should realize and accept the fact that the existed differences among the student is a privilege rather than a weakness (Sternberg, 1997; Rayner and Riding (1997). It is necessary to lecturer to understand and appreciate the differences owned by the students (Ingham 1992).

RESEARCH METHOD

Kerlinger (1986) stated that design of study is a procedure of processing the collected data based on specific and systematic planning of the concept of the establishment of linkages between the variables involved in the study. Gay (1992) considered a combination of these methods can strengthen the design and findings of a study carried out. This opinion is in line with the opinion of Babbie (2001) in which a combination of quantitative and qualitative data will mutually reinforce and complement each other. In accordance with the purposes of this study, survey research can investigate that the number of independent variables is greater and its relation to any independent (Levin and Fox 1991). The researcher used questionnaires to collect data regarding the background of the sample, style of thinking, style of teaching or learning. Data collection research used this method because researcher is able to get in the form of descriptive and quantitative (Frankael & Wallen, 1993). Qualitative methods were also carried out by using the interview as a way of collecting data. The interview data is useful to explain the factors that led to the phenomenon of thinking styles, teaching styles and learning styles are dominant among lecturers and students of Universitas Islam Sumatera Utara (UISU).

The aim of researcher used qualitative methods is as an anchor to the quantitative findings. This is in line with the recommendations of Denzin & Lincon (1994) which stated that a combination of several methods of research is important in order to understand the social situation. Merriam (2001) had previously suggested that qualitative research is used as a technique that allows researchers to understand and explain the real situation. This research study is focused on the thinking style, teaching styles and learning styles of students and lecturers. Therefore, it is important for researcher to collect information concerning the thoughts, actions and practices in the context of the study sample and double action where the process takes place. Method of collecting information in this section is based on interviews with structured questions.

FINDINGS

The obtained data were analyzed by using Statistical Package for Social Sciences (SPSS for Windows, Version 13). This discussion is to know well the differences between thinking style and teaching style of lecturers and between thinking style and learning style of students. Next relationship between thinking style and teaching style of lecturers as well as the

relationship between thinking style and learning styles of students and the relationship of both to the achievement of Islamic Education Students. Next in this section were also discussed contributions to the thinking styles of lecturers teaching style and the style of thinking contributions to the learning styles and the second contribution contributions - which are against Islamic Educational attainment Students. Finally, this section reported the influence factors of lecturers to implement the dominance of thinking style and the dominance of learning style. Factors that affect the students to implement the dominance of thinking style and the dominance of learning style are also reported in this section.

Two types of statistics used in data analysis, namely descriptive and inferential statistics. For descriptive analysis (frequency, mean, standard deviation), it was used to see the profile of thinking styles and teaching style of lecturers and thinking style and learning styles of students. Descriptive statistics are used to determine thinking style and teaching style among lecturers and thinking styles and learning styles are dominant among students. Inferential statistical analysis was used as an extension of the analysis carried out before, it was for the third question to the eighth research questions. Statistical inference is a technique used to analyze the data that allows researcher to make generalizations to the population when the sampling methods and statistical tests were selected in accordance with predetermined rules. To answer these questions studies that have been built in this study t test, ANOVA, correlation and regression analysis were used.

DISCUSSIONS

Students practice the dominant thinking style associated with students using guidelines established. There is a theme of students in practicing thinking styles associated with students in using established guidelines; the study participants thought that the guidelines that were established by faculty especially in doing work related to academic tasks always have to be a guide. It is clear from the opinion given by Student 1, that is:

"... I always use the rules and guidelines that have been specified faculty especially in doing work related to academic tasks, because by using the guidelines, when working on academic tasks our brains be more focused."

The opinions expressed by Student 2, that students should always use guidelines in doing the coursework. The coursework that is done by using the guidelines is certainly more accountable. His opinion can be seen as follows:

"Yes, of course I always use the rules and guidelines that have been established in academic tasks, because the result will be more accountable ..."

A similar statement is given by Student 4:

"... doing work related to academic tasks, I always use the rules and guidelines that have been set. Due to academic tasks there should be a rule, a guide, so the results will be acceptable to others ..."

The opinions expressed by Student 3:

"... I always use the rules and guidelines that spell out the duties set out in the academic, academic task because it is a scientific work that would not do it any time."

There is also an opinion that to do the academic tasks, it necessary to guide the rules that have been set by lecturers and faculty because it can create a more focused way of thinking, so that the goal can be achieved.

- a. Students implement the dominant thinking style associated with the assessment of students on how to deliver lecturers teaching materials.

There is theme for students to implement thinking style judically associated with students assesment on how to deliver teaching materials of lecturers. It was found, study participants assumed that the way of lecturers should be more focussed on discussion. If there is a problem in delvering materials, it will be discussed together.

Next, student 3 argued that learning style of lecturers should not only talk but students must be given the time to discuss and ask questions. Lecturers should also discuss with other students in order to solve the problem arise. A similar opinion was expressed by Student 4 and 6 argued that teaching methods should be preceded by a lecture lecturer, provide time for students to ask questions and discuss the materials at issue in the teaching-learning process.

Other study participants thought that the teaching style of lecturer favored by students is that lecturers presented the materials by talking and then give a time to students to convey their opinions. Lecturers give students a college assignment group, then at a specified time lecturers and students discuss the project work

- b. Students implement the dominant thinking style associated with students complete tasks

There is a theme for student to implement thinking styles associated with students complete the task. It was found student who assumed that students should focus in doing the task and able to use the existing time and facilities. This student is usually fast pass.

Student 2 argued that the best way to do the task is always focus in using the existing time and facilities. If the task is not done focusly, it will not be completed well.

There is student thought that the student who always focus in doing task with the existing facilities is not smart student. Smart student should always focus and may also look for other facilities to complete the task.

There is a student assumed that student who focuses on 1 task with the existing time and facilities, the result must be better. But there are times when doing the coursework lacks focus, because a lot of jobs done in a limited time.

- c. Student implement the dominant thinking style associated with the priority of student

There is a theme for student to implement hierarchy thinking style of student between courses and other activities. It was found student argued that student should more prioritize courses than other activities either inside or outside of campus. Because other activities is done to add experience and fill remaining time. Other student said that the important thing for student is that following the course and other activities inside or outside of campus can decrease time for study and hold up time to pass.

Futhermore, there is student argued that learner can devide time for doing courses and other activities inside or outside of university so student should follow the course as well as other activities. And some students thought that university is a place to increase knowledgement and other activities to practice learners' ability such as organization and submission of opinion.

- d. Student implement the dominant thinking style associated with student's response for developing issues

There is a theme for students to implement the dominant thinking style associated with student's response for developing issues. It was found student who said that learners need to respond the developing issues. It is clear from the opinion given by student 1:

The study was conducted in two phases. The first phase of the quantitative study is exploratory survey and conducted by using questionnaires. The second phase of the qualitative study is done by interviewing the lecturers and students of UISU. In the first phase the researchers used questionnaires to collect data regarding the background of the sample, style of thinking, style of teaching or learning style. The questionnaire was administered to 124 lecturers and 438 students in UISU. The total amount is around 21 lecturers and 71 students from the Faculty of Law, 23 lecturers and 69 students from the Faculty of Economics, 24 lecturers and 84 students of the Faculty of Science Teaching Education, 18 lecturers and 68 students of the Faculty of Agriculture, 19 lecturers and 83 students of the Faculty Medicine and 19 lecturers and 63 students of the Faculty of Engineering. While in the second phase, the qualitative data collection has enabled the researcher to detect and reinforce the findings of quantitative research that was carried out earlier. Interviews were conducted on 6 lecturers and 6 students. Researcher has selected 1 lecturer and 1 student for each faculty.

Quantitative data were obtained through an inventory of 3 Thinking Style Inventory (Sternberg & Wagner, 1992) with the reliability of (.544 to .875), Teaching Style Inventory (Grasha 1996) with reliability is between (.793 to .908) and inventory Style Learning (Grasha 1996) with reliability in between (.700 to .900). While the qualitative data, it was obtained through Interviews Lecturer Protocol Practicing Thinking Style and Teaching Style and Protocol Dominant Interviews Students Practicing and Thinking Style Learning Style Dominant in UISU.

In the Thinking Style Inventory (Sternberg & Wagner, 1992), the types of thinking styles were lecturers and students style legislative, executive, judisil, monarchy, hierarchy, oligarchy, anarchy, global, local, liberal, conservative, internal and external. Next in Teaching Style Inventory (Grasha 1996) species measured lecturers teaching style is a style expert, formal authority, personal model and facilitator. While the Learning Style Inventory (Grasha 1996) the types of learning styles of students were competitive, collaborative, dodge, get involved, relying and free. Quantitative data were analyzed by using SPSS 13.0. The type of statistics used to analyze quantitative data is descriptive statistics (mean, standard deviation and percent) and the inference statistics. Further qualitative data were analyzed manually using the method proposed by (Seadman 1998).

FINDINGS

There are also three expert lecturers teaching style, formal authority and facilitator. Furthermore, learning styles available are three dominant styles that are collaborative, competitive and participate. Based on Pearson correlation, the results showed a significant relationship at .01 levels between the dominant thinking style of lectures and dominant teaching style of lecturers. In addition, correlation analysis also showed no significant relationship between the dominant thinking style and dominant teaching style of lecturers. The result of correlation analysis also showed a significant relationship at .01 levels between the dominant thinking styles of students and the dominant learning styles of students, except

in the style of thinking monarchy and learning styles also showed no significant relationship at .05 levels. The results of correlation analysis also showed a significant relationship at .01 levels between the dominant thinking styles of students' achievement in Islamic Education Students. Further study correlation analysis also shows that there is a significant relationship at .01 level between the dominant thinking style of student and their achievement in Islamic Education Students.

CONCLUSIONS

Lecturers and students have a thinking style, teaching styles and learning styles are appropriate and should be continued to make UISU as a science center was chosen. Nevertheless there are styles that need to be changed because of the outrageous style as lecturer legislative and executive students, for example it can be a barrier to the onset of each job function. The finding and the description will hopefully help everyone to realize the importance of taking into account the style or styles in education at the tertiary level. This is due to the above premise that the style is a way to use existing intelligence or abilities. Style can be changed and learned while there are styles that benefit individuals and some are less valued by the institution. Awareness to the diversity of thinking styles, teaching styles and learning styles is the first step to improve the quality of teaching and learning process. For successful learning, the responsibility of the lecturer is to understand the students. These include learning style assessment and selection of appropriate strategies that can ultimately help students. However, the more important thing is the willingness of lecturers and students to break through the gap at the approach of teaching and learning more dynamic and progressive.

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