

Investment Value Tauhid on Primary Student Through Realistic Mathematics Education Based on Indigenous System

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Abstract. The learning process in primary school is an effective foundation of education in the investment of tauhidism values. Tauhid is the Islamic foundation of individuals. An individual who is strong in tauhidism will get the salvation of the world and the hereafter. The characteristics of the people who have tauhid are (1) faith and fear of Allah, and knowledgeable; (2) responsible; and (3) noble character. The effort to the investment the value of tauhidism should not only be taught in the subjects of Islam but also must be integrated-interconnected with other subject matter in general, including in mathematics subjects. One approach to investing the value of tauhidism in mathematics subjects is realistic mathematics education based on indigenous system. Realistic mathematics education based on indigenous system is a teaching and learning approach that is able to accommodate various concepts of tauhidism to be taught to primary students through discussion of problems based on the reality of local wisdom where the student lives. The preparation of this paper aims to review the literature in the application of realistic mathematics education based on indigenous system that can be used as a model to investing tauhid values in primary school students. The scope of this paper, i.e. : (1) the concept of realistic mathematics education based on indigenous system shapes students' self-awareness of the values of tauhidism; and (2) students are able to invest their tauhid values not only in classroom learning but also in students' daily lives.

Keywords: Indigenous system, Realistic mathematics education, Tauhid

INTRODUCTION

Tauhid is the foundation of Islam that brings one to salvation in the world and the here after. Allah SWT said in the Qur'an the letter An-Nisa 'verse 48, "Surely Allah will not forgive the sin of shirk, and forgive those who are lighter than those for those whom Allah wants". The call of "my son" in the Qur'an letter Luqman verse 13 is the importance of teaching monotheism as early as possible, with the continuation of the verse "do not associate partners with Allah". The sentence concluded that worship would not be accepted as long as it was in idolatry. Tauhid is the decisive pillar of the salvation of a servant before his Lord. The adzan and iqāma are carried in the ears of newborn baby contains optimistic hopes that the sound heard by the baby's ear is an adzan call which implies the majesty and greatness of Allah and syahādāt which is the main requirement for someone who converts to Islam. The same thing is also recommended so that the person concerned is required to pronounce the sentence of monotheism when he is dying to leave this mortal world. But on the contrary, if someone does not believe in the existence of God (Allah) in his life, then he will do deviations in his life. In this growing age, more challenges must be faced. If it is not accompanied by a strong religious foundation, especially 'aqidah monotheism, then humans will increasingly fall prey to negative behavior. Because there is no awareness of religious principles and norms that must be upheld. So what appears in the community that does not care about religion is that they commit deviant behavior, such as taking illegal drugs, drinking, free sex, rape, etc.,

regardless of the sin or wrath of Allah SWT. As has happened now, many facts that show negative behavior are carried out by various layers of society in this country. And what is very worrying, these negative behaviors have been very mushrooming done by young children as well as adolescents, and this has been considered commonplace by the majority of the people.

The high number of juvenile delinquency in Indonesia is quite worrying from the results of the assessment conducted by PMI, which concludes that more than 65% of teenagers have problems in the family, such as financial problems, divorce problems, and family members die. This has an impact on the many problems that arise, such as alcohol abuse, drugs and weapons, violence, etc. In this regard, the high number of juvenile delinquency that occurs, often raised by some people and parents as one of the manifestations of the low value of elementary school monotheism.

The tauhid value of elementary students can be invested through learning. One of the lessons that can increase the value of monotheism is mathematics. The reason, mathematics can teach realistic thinking, logical thinking, and lead to thinking wisely. These teachings are in accordance with the teachings of Tauhid. Unfortunately, many students have difficulty with mathematics. Mathematics must be packaged concretely so that it is easy for students to understand. To package mathematics in a concrete way, realistic mathematics learning is needed. PMR is realistic mathematics learning, one of its characteristics is based on local wisdom.

MATERIALS AND METHODS

Study Area

The object in this study is the value of tauhid of primary school students through realistic mathematics learning based on local wisdom, while the subjects in this study were elementary school students.

Procedures

The research method is the scientific way that is done to get data with a specific purpose. The scientific word in the Large Indonesian Language Dictionary (KBBI) has scientific meaning or meets the requirements (rules) of science so that the truth can be justified.

The author uses descriptive research methods because this study has the purpose of obtaining answers related to opinions, responses or perceptions of someone so that the discussion must be qualitative or use a description of words. "Descriptive research tries to find the right and sufficient description of all activities, objects, processes, and people".

Descriptive research recognizes various forms that can be categorized such as surveys, case studies, studies, causal-comparative, correlation studies, and so on. This study uses literacy study methods.

RESULTS AND DISCUSSION

Result

In printing tauhid in the world of education, there are three aspects of the target. First, the target of filling the brain (transfer of knowledge). Here the most emphasized is to fill the cognitive of students, ranging from simple things like memorizing to analysis. Second, filling the heart, giving birth to a positive attitude (transfer of value), the goal is to foster a love of kindness and hate crime. Third, actions (transfer of activity), arises the desire to do good and stay away from bad behavior (Haidar Putra Daulay, 2004: 39). But in the practice of education, an educator is still oriented to the cognitive approach only and lacking in the effective and psychomotor approach, so that it can be seen in the reality that the value of tauhid possessed by students is still contrary to learning received in school.

Discussion

Tauhid is the most important thing in the aqīdah aspect, so the planting of tauhid values is the foundation of children's education. In addition, every human being has never been separated from the element of monotheism and since humans were born, humans have been introduced to monotheism. Studying monotheism is the main thing that has become a necessity for someone to learn it. For this reason, it has become a necessity for parents to prioritize the culture of Tauhid from an early age to their children. Tawhid is one aspect of the character.

Character development in students will be more effective if done through learning, because the character will be absorbed faster by students because in learning, the teacher can immediately exemplify and practice the values of monotheism in daily life and there is supervision from the teacher to students regarding things that are not in accordance with the value of monotheism, the teacher can freely oversee and teach tauhid values in learning because one of the functions of the teacher is as a facilitator.

One of the lessons that can integrate tauhid values is mathematics. When viewed from the character of mathematics, mathematics is a human activity which is basically the use of reality and environment that is understood by students to facilitate the learning process of mathematics so as to achieve the goals of mathematics education better than the past (Fruedenthal (Treffers. 1991)). For this reason, a down-to-earth mathematics learning is needed. Basically what is meant by down-to-earth mathematics is mathematics that is integrated with real or concrete things that can be observed or understood by students through imagining, while what is meant by environment is an environment where students are both in the school, family and community environment, understood by students. This environment is also called everyday life, and mathematics is the "reflect" of the real world, through empirical abstraction processes. But what happened in the field, based on the research results of Wahyu Widada (2005), Dewi Herawaty's initial study (2001) that the Mathematics learning material in SMP in Bengkulu City was delivered very theoretically and students studied mechanically, so that learning was not meaningful (not in accordance with the previous schema). It means there is a "rape" of the cognitive process of students, because it does not match the level of intellectual development of Bengkulu Middle School students is still at the stage of concrete operations. This study also found that the 2006 curriculum (Education Unit Level Curriculum) was less implementation, and until now teachers have not implemented the curriculum perfectly. Researchers felt very confident that the development of a mathematical learning model based on character education could be created in a curvature because Indonesian people's attitudes and personalities were honest, disciplined, confident, caring, independent, persistent, assertive, responsible, creative, critical.

CONCLUSIONS

Mathematics is a human activity which is basically the use of reality and environment that is understood by students to facilitate the learning process of mathematics so as to achieve the goals of mathematics education better than the past. Mathematics is the "reflect" of the real world, through empirical abstraction processes. But there's something different from the field. Math material does not match and was

not meaningful. And the 2006 curriculum (Education Unit Level Curriculum) was less implementation, and until now teachers have not implemented the curriculum perfectly. It is because the development of a mathematical learning model based on character education could be created in a curvature because Indonesian people's attitudes and personalities were honest, disciplined, confident, caring, independent, persistent, assertive, responsible, creative, critical.

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