THE DEVELOPMENT OF INDONESIAN INTEREST MATERIALS IN INTEGRATED AL ISLAM AND KEMUHAMMADIYAHAN TO IMPROVE PGSD STUDENTS 'LITERATURE LEARNERS

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ABSTRACT

Students of PGSD as a teacher candidate in elementary level must have professional ability in their field to misrepresent the concept to learners, one of them is the ability in delivering Indonesian language material. Research leads to Indonesian subjects because PGSD students must be able to deliver Indonesian language subjects. It is a forerunner of knowledge to be taught at the elementary level before other subjects such as mathematics, science, or social. As prospective elementary teachers, they should be prepared to confront and teach the transition from mother tongue to standard Indonesian language and as a language of instruction other subjects. The fundamental problem is the implementation of development of integrated teaching materials of Al Islam and Kemuhammadiyahan in field study which lies in the problem of the limited understanding of knowledge in creating and developing creative and innovative teaching materials by exploring the scholarship based on Al Islam and Kemuhammadiyahan that is education value and character to face Moral degradation. The development of the era with all dynamics demands a superior person with creative characteristics and high imagination that is able to adjust to the changing times. Motivation to continue to creativity and imagination should be done from an early age, especially at elementary school level. Traffic literacy of PGSD students is required as a prospective educator in Elementary School. Literacy is a conceptual framework used as a guide to carry out activities in the classroom. The integration of Al Islam and Kemuhammadiyah becomes very important as a demand to increase spiritual intelligence and apply Islamic values and Kemuhammadiyahan in each subject studied by students as prospective elementary school teachers, so that lecturers not only transfer knowledge but animate every each of science with value- Islamic values that are sourced to the Qur'an according to the teachings ofMuhammadiyah.

Keywords: teaching materials, Integration of Al Islam and Kemuhammadiyahan, literacy skills

PRELIMINARY

Indonesian language learning in college, of course, have obstacles, especially among students who feel that learning Indonesian language they have felt in elementary school to high school. This is something that must be studied, in order to know how to present learning that doesn't getting bored. One of the main objectives of language teaching is to prepare students for meaningful interaction with the scientific language. The results of Scimago's research show that the number of scientific publications of Indonesian society in the year of 2012 is 3,232, while Malaysian publications are 20,838, Singapore 16,032 and 537,308 (ScimagoReseacrh Group, 2014). In addition, it can be seen from the ranking of universities in Indonesia under the universities of Singapore and Thailand in 2014 as proposed by webometrics website. This shows that the ability of Indonesian students is still low in terms of scientific work and university rankings with other countries. For that required a meaningful interaction for students, it needs to be designed in depth program and teaching materials learning Indonesian language.

Quotes from Albert Einstein, the father of the World Physicist said that "Religion without knowledge is blind, and science without religion is paralyzed," also believed by us as lecturers at the Muhammadiyah University of Sukabumi (UMMI). UMMI not only prioritizes academic education in equipping students in the future, but also facilitates its students to learn the science of Islam more deeply through the integration of Al Islam and Kemuhammadiyahan in every subject. For that it is necessary to develop teaching materials especially Indonesian language courses that can improve academic and spiritual intelligence that is needed in facing the era of globalization that demands literacy culture in academia.

The literacy culture is also strongly related to the pattern of learning in schools and the availability of reading material in the library. According to Naibaho (2007, pp. 3-4) basically the sensitivity and critical power of the surrounding environment is preferred as a bridge to the generation of literacy, the generation who has critical thinking skills on all information to prevent emotional reactions. This culture which isalmost Indonesians do not seem to have. This is evidenced by the number of events that occur in the midst of society that resulted from miscommunication, misunderstanding, and instant emotional outbursts. Indonesian society is easily into conflict, quickly acting without trying to find out the problem, quickly judge without knowing what causes and consequences. Therefore, looking at the exposure of global conditions and challenges that students need to face, it is clear that all education stakeholders must have a Comprehensive awareness of the fulfillment of competence to competein the national and international arena. This should be realized by PGSD students as prospective elementary school teachers and the first milestone that provides the basic or basic concept of knowledge that will be used by learners until they are adults.

A. Development of Indonesian Language Resources

The teaching materials or teaching materials are a set of systematically arranged teaching materials, showing the complete social skills of the competencies to be mastered by learners (In Dikmenjur website) Based on the National Center for Vocational EduacationReseacrh Ltd / National Center for Competency based Training in Abdul Majid (2007: 174) teaching materials is a form of materials used to assist teachers / instructors in implement teaching and learning activities in the classroom can be written or unwritten material.

In relation to the main duty of lecturers as stated in Tri Dharma college that the duty of lecturers is to carry out teaching, research and dedication, the development of teaching materials is one of the elements that must be fulfilled primarily in teaching. The development of teaching materials is based on the analysis of student needs. The development of the teaching subject of the subject can not be separated from the development of the curriculum course curriculum.

The teaching materials product refers to the competencies and needs of graduate users. Analysis of the field shows PGSD students as prospective teachers of elementary school require teaching materials that can improve their skills can be realized primarily in teaching in elementary school after they graduate from college in accordance with the Curriculum 2013. This study leads to the required skills of students in teaching PGSD Bahasa Indonesia Namely in the ability of the ability to include the ability to listen, the ability to speak, the ability to read, and the ability to write.

With the development of teaching materials also help learners to gain new knowledge and reduce the dependence of learners to educators as the only source of knowledge (Chomsin S. Widodo and Jasmadi, 2008: 40). Abdul Majid (2007: 174) classified teaching materials into four namely:
1) Printed materials: handouts, books, modules, student worksheets, brochures, leaflets, wallcharts, photographs or drawings, models or makets.
2) Teaching materials with (audio): cassette, radio receiver, and audio compact disc.
3) Hearing audiences (audio visual): video compact disks and movies.
4) Interactive teaching material (interactive teaching material): interactive compact disk
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B. Al Islam and Kemuhammadiyahan

Muhammadiyah is an organization that upholds the value of da'wah in the community, but in addition to preaching, the main aspiration of Muhammadiyah is the importance of education and teaching based on Islamic teachings, whether education in schools / madrasah or education in the community. Based on the data, until 2010 Muhammadiyah has 4,623 kindergartens; 6,723 Early Childhood Education; 15 Special Schools; 1,137 Elementary Schools; 1,079 Madrasah Ibtidaiyah; 347 Madrasah Diniyah; 1,178 Junior High School; 507 Madrasah Tsanawiyah; 158 Madrasah Aliyah; 589 High School; 396 Vocational High School; 7 Muallimin / Muallimat; 101 PondokPesantren; And 3 Pharmaceutical High Schools. In the field of higher education, until 2010, Muhammadiyah has 40 Universities, 93 High Schools, 32 Academies, and 7 Polytechnics. From the above data, it appears that Muhammadiyah today has a number of educational institutions, ranging from PAUD level, basic and secondary, to higher education, ranging from madrasah to school, from formal to nonformal.

In the 45th Muhammadiyah Congress, Muhammadiyah has a vision of "The formation of human learning learner, morality, advance and excel in science and technology as the embodiment of tajdîdda'wahamarma'rûfnahymunkar". There are six basic values built into Muhammadiyah education:

1. Muhammadiyah education is held referring to the values that originate in the Qur'an and Sunnah.
2. Ikhtiar establish and run a business charity in the field of education keikhlasanhanya received ridhoAlloh.
3. Implementing the principle of cooperation (mushârakah) by maintaining a critical attitude, both during the Dutch East Indies, Dai Nippon (Japan), the Old Order, the New Order until the post-New Order.
4. Maintain and revive the principle of renewal (tajdîd), innovation in running a business charity in the field of education.
5. To have a culture to side with the suffering people (d} u'afâ and mustad} 'afîn) by performing creative processes in accordance with the challenges and developments that occur in the Indonesian society.
6. Taking into account and running the principle of balance (tawassut) or moderate) in managing educational institutions between common sense and purity of heart.

Of the six basic values of Muhammadiyah education above, the educational curriculum developed in the Muhammadiyah education appears in sharpening the characteristics of Muhammadiyah education contained in the curriculum of Al-Islam and Ke-Muhammadiyahan, mathematics and integrated in every subject that exist in the educational institutions under Muhammadiyah organization.

According to Mohamad Ali (2010), the subjects of al-Islam and the Muhammadiyahan are typical of Muhammadiyah education, which is different from other educational institutions. Because these subjects are characteristic, it becomes an "objective identity" accepted by the public outside Muhammadiyah. Zamahsari in the seminar "Integration of Islam and Discipline of Science" (2015) said that Muhammadiyah integrate Western disciplines with Islam is a continuation of the realization of the idea of KH Ahmad Dahlan, who since 1920 wants an integration between the knowledge gained from the West and Islamic science.This integration, according to Zamahsari, requires enormous energy because it must dupersiapkan human resources, among others, to criticize the secular science of the West by using Islamic concepts and comparing the two at the empirical level. From the above description it is concluded that there are different nuances of Muhammadiyah educational institutions with government education institutions or other Islamic institutions. In addition there are subjects of Islam and kemuhammadiyahan, in order to become a learner who bertaqwa and smart other than cognitive secra alone then at every level of science teaching requires the integration of Al Islam and Kemuhammaiyahan in every discipline

C. Literacy Ability

In the literature of language learning, literacy is defined as literacy, literacy, literacy or literacy in reading and writing (Teale&Sulzby, 1986; Cooper, 1993: 6; Alwasilah, 2001). Understanding of literacy based on the context of its use stated Baynham (1995: 9) that literacy is an integration of listening, speaking, writing, reading, and critical thinking skills.

James Gee (1990) defines literacy from an ideological point of view of literacy that states that literacy is "mastery of, or fluent control over, a secondary discourse." Gee uses the rationale that literacy is a skill a person possesses from thinking, speaking, reading , And write. Stripling (1992) states that "literacy means being able to understand new ideas well enaugh to use them when needed. Literacy means knowing how to learn ". This understanding is based on the basic concept of literacy as kemelekwacanaan so that the scope of literasi it revolves around all efforts made in understanding and mastering information. Robinson (1983: 6) states that literacy is the ability to read and write well to compete economically in full. The National Assessment of Educational Progress defines literacy as the ability to read and write performance that is necessary throughout life (Winterowd, 1989: 5).

Based on the descriptions above, it can be concluded that literacy are: (1) literacy or literacy; (2) the ability to integrate between listening, speaking, reading, writing and thinking; (3) the ability to be ready for use in mastering new ideas or how to learn them; (4) the ability device to support its success in the academic or social environment; (5) the ability to read and write performance is always required; (6) the competence of an academic in understanding discourse professionally.

Research in the campus environment and the current globalization that we are witnessing about the learning of Indonesian today, then the direction of learning should be changed. Learning Indonesian language is directed at building a culture of literacy, especially learning that can increase the activities of learners using teaching materials in live. Learners learn to speak language or literature for the real world, not the school world.

Di Yanni (1995: 40) states that literacy-based learning is done by developing ideas or ideas through the development of questions at the time of writing, then developing them through inter-ideas and controversy of ideas. , Which is the development of the potential of learners to become human beings who believe and piety to God Almighty, berneak noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible (Depdiknas, 2003).

Acquisition of this goal can be done students if they have become a literary figure. The students have the provision of literacy in him so as to equip themselves with the expected ability. The process of developing language and literacy skills is carried out by developing cognitive abilities, analysis, synthesis, evaluation, and creation through a direct study of social conditions using the ability to think carefully and critically. The process of understanding learners of social phenomena with the introduction directly will make it easier for learners in developing competence. Learners should be familiar with reading various information and accessing information from electronic media or written media. In addition, he needs to follow the development of civilization that is going on factually. Therefore, in developing the competence of literasi needs to be supported by the availability of facilities in building human litera, one of which is the teaching materials of Indonesian language which is integrated with value education.

CONCLUDE

The development of teaching materials also help learners to acquire new knowledge and reduce dependence learners to educators as the sole source of knowledge Quotes from Albert Einstein, the father of Physicists World said that "Religion without science is blind, and science without religion is lame, indeed Should be a reflection for us as educators. Science given each of us will teach without accompanied by imu religion will not be meaningful for the students, because it will make them as a scientist for himself instead of scientists who realize their knowledge with animated by the divine spirit. Literat Students will not be realized if the teaching material is given less give information theorists, practical and integrated with religion science. In Muhammadiyah Sukabumi University is an organizations which attempting to establish a human learner pious, noble, mumble and superior in science and technology as the embodiment of propaganda tajdidamar ma 'Rûfnahymunkar ". There are six basic values that built the Muhammadiyah education, then at every level of the teaching of science requires the integration Al Islam and Kemuhammaiyahan in each discipline.

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