



Integration Pattern of Ulul Albab Values in Research-Based Learning

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Abstract

This research aims to determine the internalization of ulul albab value in research-based learning. This research was conducted because the research-based learning model is one of the suitable learning models for Generation Z. This suitability arises because students learn to solve problems systematically and methodologically in research-based learning. This model is based on the goal of internalizing the ulul albab, which is the main characteristic of Universitas Islam Negeri (UIN) Maulana Malik Ibrahim Malang students. This research was conducted at the Islamic banking study program, Faculty of Economics, UIN Maulana Malik Ibrahim Malang. This research is a qualitative case study because it is conducted on a particular entity. The results of this study indicate that the research-based learning model can foster student curiosity, search for appropriate theories, search for data, solve problems according to the data, and draw conclusions. This result also aligns with the value of ulul albab; spiritual depth, moral majesty, breadth of knowledge, and professional maturity.

Keywords: *Research Based Learning; Case Study; Ulul Albab Value*

Introduction

Generation z has a different learning style and environment from the previous generation (Purnomo et al., 2016). The learning process that requires Generation Z to sit, be silent, and listen to teachers' lectures is incompatible with their learning style, which demands innovation and active involvement in the learning process (Purnomo et al., 2016). The active involvement of Generation Z in learning is important to stimulate students' critical, creative, and reflective thinking skills (Supit & Winardi, 2024) so that they can use all their senses to achieve learning goals. One of the learning models that can be used is a research-based learning model that requires students to find real-life problems and solve them by thinking structurally, systematically, and methodologically.

Research-based learning is a learning model that allows students to find information through phenomena analysis, compile hypotheses and prepositions according to phenomena, collect data to answer hypotheses, analyze the collected data, and conclude the analysis results (Rangkuti, 2016; Ratnawati & Idris, 2020; Yulhendri et al., 2018). The long, structured, and methodological research process makes students accustomed to thinking whole about each problem. In addition, this model can also provide students with awareness about the limitations of student understanding according to the specified phenomena. Understanding the limitations of understanding can open up broader insights so that students do not stop learning to continue to find new things in life (Fadriati, 2016; Supit & Winardi, 2024; Zulkarnaen, 2020).

This benefit also shows the potential for collaboration to increase student understanding by internalizing values that benefit students. One of these values is the value of *ulul alba*, which is based on spiritual depth, moral majesty, breadth of knowledge, and professional maturity (Azis, 2012; Mulyono et al., 2020; Sumbulah, 2017). The internalization of *ulul albab* values in learning can increase student learning motivation, problem-solving skills, collaboration with teams because research is carried out in groups, and resource management skills to achieve learning goals (Kholilah et al., 2021). Therefore, this research was made to provide input in learning that is not only centred on students' academic abilities but also internalizes the value of *ulul albab* in forming student learning character.

Methods

This study is a case study (Kholilah et al., 2022) on applying a research-based learning model at UIN Maulana Malik Ibrahim Malang, Indonesia. This research was conducted at the UIN Maulana Malik Ibrahim Malang because it has a high enough emphasis to internalize the value of *ulul albab*. This research was done by applying research-based learning to the sharia insurance class. This class was chosen because the course has sharia values that students must possess. The data collection technique involves distributing questionnaires, conducting interviews, and making direct observations to students. The data was analyzed by linking the data collection results with the research objectives.

Result

The learning model is developed by making model descriptions, implementation guidelines, and learning tools that internalize the value of *ulul albab* in learning, namely spirituality, morality, science, and professionalism (Azis, 2012). The development of the learning model is adjusted to the graduate achievement standards. The stage of learning model development is to develop an assessment rubric in each meeting before internalizing the value of *ulul albab*. The assessment rubric is presented in picture 1-4 by the Sub CPMK.

Sub CPMK 1.1 : Students can read carefully, study and analyze problems that exist in Sharia insurance institutions

Learning Stage : Discovery of the root cause of risk and definition of sharia insurance

No	Indicators	Description	Score
1.	Analytical techniques	Creativity and innovation in the problems raised	
		Feasibility of sharing the workload of group members.	
2.	Contribution in Groups	The activeness of members in group discussions.	
		The contribution of members' ideas to group work.	
3.	Communication	Confidence, clarity, and accuracy in communicating ideas in discussions	
		Confidence, clarity, and accuracy in presentations	
		Intensity and tolerance in interpersonal interactions	
4.	Technical Adequacy of Group Work Results	Ability to study the history of sharia insurance.	
		Ability to understand the role and function of sharia insurance	
		Ability to determine problems that occur from tracing the history, role and function of sharia insurance institutions	

Figure 1. Assessment Rubric of the Problem Analysis Stage

Sub CPMK 1.2 : Students can analyze and determine sharia insurance problems in Indonesia

Learning Stage : Determination of research ideas about the history, role, and function of sharia insurance

No	Indicators	Description	Score
	Analytical techniques	Creativity and innovation in the problems raised	
		Feasibility of sharing the workload of group members.	
	Contribution in Groups	The activeness of members in group discussions.	
		The contribution of members' ideas to group work.	
	Communication	Confidence, clarity, and accuracy in communicating ideas in discussions	
		Confidence, clarity, and accuracy in presentations	
		Intensity and tolerance in interpersonal interactions	
	Technical Adequacy of Group Work Results	Ability to study the history of sharia insurance.	
		Ability to understand the role and function of sharia insurance	
		Ability to determine problems that occur from tracing the history, role and function of sharia insurance institutions	

Figure 2. Assessment Rubric of the Problem Analysis Stage

Sub CPMK 1.3 : Students can create a background of problems related to the theoretical and regulatory foundations of Sharia insurance

Learning Stage : Making a background for the problem of Sharia insurance theory and regulation

No	Indicators	Description	Score
	Background drafting techniques	Creativity and systematization in compiling the background of the problem	
		Feasibility of sharing the workload of group members.	
	Contribution in Groups	The activeness of members in group discussions.	
		The contribution of members' ideas to group work.	
	Communication	Confidence, clarity, and accuracy in communicating ideas in discussions	
		Confidence, clarity, and accuracy in presentations	
		Intensity and tolerance in interpersonal interactions	
	Technical Adequacy of Group Work Results	Ability to study theories used in sharia insurance	
		Ability to understand sharia insurance regulations	

Figure 3. Background Creation Stage Assessment Rubric

Sub CPMK 1.4 : Students can explain and study conventional and sharia insurance differences.

Learning Stage : Making a literature review of the difference between conventional insurance and sharia insurance

No	Indicators	Description	Score
	Presentation Techniques	Creativity and systematic in choosing words to present the presentation.	
		Feasibility of sharing the workload of group members.	
	Contribution in Groups	The activeness of members in group discussions.	
		The contribution of members' ideas to group work.	
	Communication	Confidence, clarity, and accuracy in communicating ideas in discussions	
		Confidence, clarity, and accuracy in presentations	
		Intensity and tolerance in interpersonal interactions	
	Technical Adequacy of Group Work Results	Ability to explain the difference between conventional insurance and sharia insurance.	

Figure 4. Assessment Rubric for the Literature Review Making Stage

Week	Sub-L.O-Course (Sub-Learning Outcome of the Course)	Indicator	Criteria and Assessment Forms	Teaching Methods	Learning Material	Weighting of Assessment (%)
1	Students will be able to: 1. Understand the fundamental concept of risk from both Islamic and conventional perspectives. 2. Identify risks in Islamic insurance (Takaful).	Students are able to explain the definition and concept of risk, risk categories, and risk mitigation methods. Furthermore, students understand the definition of Islamic Insurance (Takaful) and explain the relationship between risk and Islamic Insurance	Criteria: Accuracy and completeness in explaining and completing the tasks. Format: Class discussion and task completion.	TM (Discussion Time): 2x[1x3x50'] Discuss research ideas on the Definition of Risk and Definition of Sharia Insurance, and identify at least three referenced articles TT (Thinking Time): 2x[1x3x50'] Develop research ideas based on the discussion BM (Material Searching): 2x[1x3x60'] Search for at least three articles in English about the Definition of Risk and Definition of Sharia Insurance	Definition of Islamic Insurance (Takaful)	5
2	Students will be able to: 1. Understand the history of Conventional Insurance and Sharia Insurance. 2. Explain their functions and roles in society.	Students are able to explain the origin of insurance and Islamic insurance (Takaful) and are able to describe the functions and roles of Islamic insurance in society.	Criteria: Accuracy and completeness in explaining and completing the task. Form: Non-test	TM: 2x[1x3x50'] Discussion on the main literature and literature review about the History, Role, and Functions of Conventional Insurance and Islamic Insurance in society, including references to at least three cited articles.	History, Role, and Function of Conventional Insurance and Sharia Insurance in Society	10

Figure 5. Sharia Insurance Experimental Class Syllabi

The figure shows that the focus of the learning method used is the main activity of the research process, namely the search for research ideas to the making of research conclusions. The experimental class in this course is class A, with 17 students. The class is divided into six groups, so the average number of group members is between 2-3 people. Each group chose its research topic according to the main topic of the study, which was Sharia insurance. The learning process is carried out by discussing the progress of each meeting in one week. An example of a note at the first meeting is to look for three references related to risks and the definition of sharia insurance. This learning model can broaden students' horizons, especially when implementing existing Sharia insurance financial institutions. It can also open students' critical thinking, followed by discussions about problems ranging from risks to mitigation attitudes from Sharia insurance institutions.

This model directs students to exceed the standard of the RPS indicator itself, namely being able to explain the definition and concept of risk, risk categories, and risk mitigation methods. Furthermore, students know the meaning of Sharia Insurance, explain the relationship between risk and Sharia Insurance and can find ideas for problems related to risks and mitigation of Sharia insurance institutions. Figure 15 shows the process of completing learning by submitting articles to specific journals.



Figure 6. Article Submission Completion

This research-based learning is carried out from the beginning of the meeting to the Midterm Exam. The Mid-Semester Exam assignment requires students to complete the research taken and submit it to the national journal. Of the six studies conducted by the class A student group, two journals were published in the M-IEC (Maliki Islamic Economics Journal) journal Vol 1 (2) with the title The Role of Virtual Accounts for Policyholders in Islamic and Conventional Insurance, and the other was published in Al Hisab (Sharia Economics Journal) STIES Baktiya North Aceh Vol 2 (2) with the title Faktor Masyarakat lebih Memilih Asuransi Konvensional daripada Asuransi Syari'ah. Figure 7 shows evidence of article publication in two national journals.





Figure 7. Publication in the Journal of Sharia Insurance Experimental Classes

Afterwards, students were asked to fill out a five-question reflection sheet (Anastasia et al., 2015; Fadriati, 2016). The five questions are to describe your impressions of research-based learning, describe your experience with research-based learning, describe the challenges you face in research-based learning, describe the obstacles you face in research-based learning, whether the research-based learning model can be used for other courses in the future period, and what courses are suitable for the model this learning. An example of a reflection sheet answer is presented in the following figure 8.

Number	Questions and Answers
1	<p>What are your impressions of research-based learning?</p> <p>1. I am pleased with the research-based learning approach in the Financial Accounting 2 course because it allows us to apply the knowledge gained through conducting research on a company.</p> <p>2. The teaching method employed by our lecturer was excellent, as she patiently explained and reviewed each group's research outcomes.</p> <p>3. Although the learning process was research-based, the materials provided in the Financial Accounting 2 course were still aligned with the syllabus.</p>
2	<p>Please describe your experience with research-based learning?</p> <p>The experience I went through is:</p> <p>1. I once experienced the difficulty of requesting a survey from roaming ice cream cart vendors, commonly referred to as "Es Tung Tung" which I was unable to complete for a sociology assignment. This task, conducted weekly, became a burden for students. This is part of my personal experience, which I haven't encountered very often.</p> <p>2. Another experience is studying an issue in depth and finding a less complicated solution for research. Gaining research-based learning has been a way to study material more deeply and critically.</p>
3	<p>What challenges do you face in research-based learning? The challenges faced are:</p> <p>1. It requires a significant amount of time and effort to complete this research properly.</p> <p>2. Managing information from various sources and presenting the results clearly through detailed reports while addressing challenges in the validity of the collected data.</p>
4	<p>What benefits do you gain from research-based learning?</p> <p>1. I believe the greatest benefit of research-based learning is the ability to think critically, manage information, and solve problems independently.</p> <p>2. This learning approach also enhances understanding of the material more effectively through the analysis of specific test results.</p>
5	<p>Can a research-based learning model be applied to this course in the upcoming period? Which courses would be suitable for implementing this learning model?</p> <p>In my opinion, research-based learning models can be implemented for this course in the upcoming period because this model aligns well with the context of research learning and encourages engagement by allowing direct practice in real applications.</p>

Figure 8. Student Reflection Sheet

Some of the challenges and obstacles in research-based learning are communication that cannot be intense because learning is carried out online so that every problem that arises cannot be solved directly, limitations in understanding research methods and analysis tools that can be used, and difficulties in determining research gaps due to limited knowledge in finding good reference sources. This conclusion was obtained from the results of the reflection sheet sent to students. The following is an example of Citra Dwi Meita's statement on the following questions.

Question 1: What are the obstacles faced in research-based learning? "The obstacle faced is that there are already many article titles such as the title that was chosen, so there is a need for something interesting that can be used as a characteristic and attraction of this research learning article. Then when testing data carried out through SPSS media, sometimes they still encounter difficulties such as lack of understanding so that it is difficult to analyze the test results." Citra Dwi Meita (April 2022).

Research-based learning in Islamic insurance courses can actively involve students in the learning process. This activeness arises because the research-based learning process requires students to examine problems and do simple research related to group learning topics (Forijati, 2019; Musa & Hardianto, 2020; Pirozhkova, 2021). In addition, students are also asked to present and discuss the results of their research to other class members (Masfingatin et al., 2017; Slameto, 2015). Learning with a research-based model can require students to have a systematic mindset and work system, starting from the preparation stage, collecting data, solving problems according to the data, and drawing conclusions. This learning can optimize student potential from scientific aspects, goal orientation, creativity, interest, methodology, and material substance. This optimization aligns with the value of *ulul albab*; namely spiritual depth, moral majesty, breadth of knowledge, and professional maturity (Azis, 2012; Kholilah et al., 2021; Mulyono et al., 2020; Sumbulah, 2017).

Conclusion

This study showed the application of research-based learning at the Faculty of Economics UIN Maulana Malik Ibrahim Malang and found the integration pattern of research-based learning with *ulul albab* values. The benefit of this research is to determine the impact of the research-based learning model in the internalization of *ulul albab* values, namely spiritual depth, moral majesty, breadth of knowledge, and professional maturity so that it can increase public attraction data for education at UIN Maulana Malik Ibrahim Malang. For the academic community, it is to get input on a research-based learning model that can be used in learning to improve the quality of human resources and graduate competencies. Increasing the number of lecturer citations is one of the leading performance measurements universities use to compete globally. This research can be carried out in other courses emphasizing students' critical thinking patterns.

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