

ISLAMIC LEARNING METHOD ON FILM *I NOT STUPID TOO 2*

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Abstract

The study aims to analyse and classify the Islamic learning methods contained in the film *I Not Stupid Too 2*. The results of this research are expected to give a thought donation about the delivery of Islamic education methods both at home and in the school environment for children and adolescents as well as a reflection material for parents and educators. This research is a research *study library*, and includes *qualitative descriptive* research that seeks to reveal a problem or event as it is. Data collection is done using the documentation method. This research uses *content analysis* (content analysis) or document analysis, which means giving meaning to the data that is successfully collected and from that meaning is drawn conclusions. The results showed that the film *I Not Stupid Too 2* contains many values of Islamic religious education, especially in terms of methods of learning used, so that the film is safe to consume the general public and highly recommended for educators. The result of this research is the Islamic learning methods found in the film *I Not Stupid Too 2* include; Method of *Mau'idzah* (advice), *al Targheeb* method (gift giving), *Tarheeb* method (penalty given), *amtsal* Method (Parable), method of precision, exercise method, and question and answer method.

Keywords: Islamic learning methods, Film *I not Stupid Too 2*

I. INTRODUCTION

Falsafati, education is a long and ongoing process to transform learners into human beings that fit The purpose of its creation, which is beneficial for himself, for others, for the universe, along with all its contents and civilization. In Law number 20 of year 2003, about the National Education system (Sisdiknas Law), become beneficial it is formulated in strategic indicators, such as believers, noble morality, healthy, knowledgeable, capable, creative, independent, and be a democratic Citizen and responsible. (M. Nuh, 2013:31)

While education in the sense of Islam according to Syed Muhammad al-Naquib al-Attas in Toto Suharto, (2014:85) is something that is specific only to humans. This statement indicates that the philosophical Islamic education should have a clear and assertive conception of human beings. If the education in Islam is only for human beings, what kind of human being desired by Islamic education? Marimba in Toto Suharto, (2014:85) mentions that the

human being desired by Islamic Education is a Muslim-based human. (Toto Suharto, 2014:85)

One of the keys to teaching success when teachers possess and Master the Teaching methodology (didactic and methodic) well. No Slight failure of teachers in teaching is caused by the weak mastery of the teaching methodology. (Basyiruddin Usman, 2002: VII)

In the process of Islamic education, the method has a very significant position to achieve the goal. Even the method as an art in the Mentransper of science/lesson material to learners is considered more significant than with its own material. An adigum says that "*al-Thariqat Ahamm Min al-Maddah*" (method much more important than material), is a reality that the way communicative delivery is more favors by learners even though actually the material delivered is not very interesting. Rather, the material is quite good, because it is delivered in a less attractive way then The material itself is less digestible by learners. Therefore, the proper application of the method affects the achievement of success in the teaching and learning process. Improper methods will result in inefficient time usage.

The use of methods in one subject can be more than one kind (varies). The Variative method can inspire the motivation of learning students. In the selection and use of a method should Consider the aspect of its effectiveness and its relevance to the delivered material. (Armai Arief, 2002:39-40)

Methodological development in the course of the Nation's educational process, experiencing development. In the past methodological elements tend to be applied conventionally. The use of methods such as Lecture methods, discussions, questions and answers, resitation, demonstrations, and many more methods are used monotonically. (Janawi, 2013:35)

Education is the process of changing the attitude and behavior of an individual or group in an effort to immature themselves through the efforts of Teaching and training, process of action, and the search process. The position of film in education is as an educative medium. This is One of the responses to the demands of the Reformation movement in 1998, which is a reform in the field of politics and culture, including in the field of film. The development of science and technology that resulted in the flow of information distribution so quickly influential on the paradigm Change about film. The Film is not only a media of entertainment and political propaganda equipment, but has a cultural and educational role. (Teguh Trianton, 2013: IX)

In the world of cinema that is full of educational values, it is not excessive that Indonesian films need to look into the world of cinema in neighbouring countries, especially Singapore, which is full of educational values. Over the years, Singapore has evolved from a traditional English-style education system to an education system aimed at meeting individual needs and developing talent.

The excellence of the education system in Singapore lies in the two-language policy (English/Malay/Mandarin/Tamil) and the complete curriculum in which innovation and entrepreneurial spirit become a priority. Individuals demonstrate talents related to each other and the ability to endure an environment full of competition, prepared for a brighter future.

Call it a film directed by Jack Neo, a notable director from Singapore, which was released on January 26, 2006 with the title *I Not Stupid Too 2*. The film is not much different from the Film *Laskar Pelangi*, directed by Riri Reza. The Film also criticised the education system in Singapore which still uses the old methods of learning and the gap between parents and children in the family and in the school environment due to the lack of good communication built between parents and children. This is because the stigma that has inherent that the adults are always right, communication between the parents and the child is the old man is speaking and the child must be silent listening without giving reason let alone the objection.

The Film teaches, how to appreciate someone, especially children, for all their achievements. Do not see them by the eye, from the *Kekurangan-kekurangannya* side, but rather see and pay attention to the talents and their strengths. It can be seen from the following dialog snippet.

A: *"Now, children are hard to set." "They locked themselves."*

Mr. Fu : *"Locking yourself?"*

A: *"You need A key."*

Mr. Fu: *"The key?"*

A: *"Focus on their talent, not their lack." "This is the key. With this key, you can communicate. "*

As for the way to appreciate the talent, the pros and accomplishments they have gained are by giving them an appreciation that suits their efforts and encourages them to become even better.

Mr. Fu: *"Jingjing!"*

Jingjing: *"Wow! Cool man! "*

Mr. Fu: *"What is your Nilaimu?"*

Jingjing: *"12 digits."*

Mr. Fu: *"You climb two numbers!."*

"That's good, than not. Keep it up. " "Up another five digits time, Ok?"

Jingjing: *"Five numbers? Can I do that? "*

Mr. Fu: *"You can, if you think you can!"*

Departing from the background of the use of film, its advantages and use as the educational media above, the author wants to analyse and study about the Islamic education methods contained in Film *I Not Stupid Too 2*.

II. THEORY STUDY

The method in the language comes from the word *methodos* (Latin) which means way or way. Prof. Mahmud Yunus refers to a method as "*a path taken by a person to get to a specific goal, either in a corporate or business environment, or in another science.*" Hence the teaching method can be interpreted as a way of learning the subject matter, so as to achieve the specified objectives.

The methods of teaching that can be applied in PBM Islamic religious education, among others:

1. Exemplary method

In the Qur'an, the word example is projected in the word *Uswah* which is then given the nature behind it as a trait that means teacher. The *Metodi* is considered important because the most important aspect of the religion is the morality that belongs to the affective area that is manifested in behavioral form.

2. Method of advice (*Mau'idzah*)

The Qur'an also uses phrases that touch the heart to direct people to the idea they desire. This is what became known by the advice. But this given counsel must always be accompanied by a role model or an example of the content of the Giver or the presenter of that counsel. This suggests that between one method is advice with other methods that in this case the transparency is complementary. (Abuddin Nata, 2005:150)

3. Method of Discourse

The method of lecture is a method of teaching by conveying verbal information and knowledge to a number of students who generally follow passively. The lecture method can be said to be the only most economical method of conveying information, and is most effective at overcoming the scarcity of literature or referrals that fit the reach of purchasing power and understanding students. Talks should be combined with other methods, such as discussion, memorization, questioning, etc.

4. Discussion method

The method of discussion is a method of teaching that is closely related to solving problems (*problemsolving*). This method is also commonly referred to as *group discussion* and mutual recitation (*socialized recitation*). The steps are as follows:

- a. presentation; An introduction to the problems that will be requested for opinion, evaluation and problem-solving by students.
- b. guidance; teacher direction during discussion towards the goal.
- c. the recommendation, which is the recapitulation of important mind in the discussion.

5. Method *problem Solving* (problem solving)

This method was first used by John Dewey, with the principle of its use, as follows:

- a. *Trial and Error*; Keep trying even if it has to experience mistakes.
- b. *Try and try again, you will succeed at last*; Keep trying, you will succeed eventually.
- c. *Learning by doing*; learn while working.
- d. *experience is the best teacher*; experience is the best teacher.

6. Demonstration method

Demonstration methods are methods of teaching by displaying goods, events, rules, and the order of conducting an activity, either directly or through the use of instructional media relevant to the subject or the material being presented.

7. Experimental method

The experimental method is a way of teaching with experiments on a process, whose weighing point is done by the students. The implementation steps for this method are:

- a. Setup Tools/Support tool.
- b. Material presentation, explanation of how the tools work/functions and direction of learners.
- c. Determination of a hypothesis.
- d. Students conduct experiments to test hypotheses.
- e. Analysis of test results.
- f. Reporting of the/simpulanresults.

8. Drill method (workout Ready)

The drill method is a skill training method (training ready) to achieve a certain dexterity, which is repeated in nature.

9. Question & answer method

The question and answer method is a method of teaching by doing questions and answers, either in One Direction (learners-educators) or multi-way (learners to educators to the students again, and so on). This method is purely not preceded by a lecture, but previous pupils have been given assignments, reading certain lesson materials from a book or more. (Hadari Nawawi, 1993:263)

10. Prizes (*targhib*)

Al Targheeb method is a promise accompanied by persuasion and seduction to delay the benefits, delights and enjoyment. (Abdurrahman An-Nahlawi, 1995:296)

11. Punishment (*tarhib*)

Tarheeb method is a threat or intimidation through punishment caused by the implementation of sin, mistakes, deeds that have been banned by Allah SWT. (Abdurrahman An-Nahlawi, 1995:296)

III. RESEARCH METHODOLOGY

This type of research in research is *Library* research. Zainal Arifin (2012:32) defines the *library* Research of research conducted in the library.

This research includes *qualitative descriptive* research that seeks to reveal a problem or event as it is. The research results are emphasized objectively about the actual state of the examined object. However, to gain broader benefits, it is necessary to be accompanied by strong interpretations. (Iskandar, 2009:64)

1. Data source

Primary Data DNatural Research This primary data used is data sourced from the website <https://youtu.be/WwlkKLAN2eA>. While secondary data in this research is taken from a part of a liter set like books, articles, Internet and other things related to the object of discussion.

2. Data collection techniques

The data collection techniques used in this research are documentation that is looking for data on things or variables in the form of notes, Transkrip, newspapers, books, magazines and so on. Nana Syaodih (2008:221) reveals that documentary study is a data collection technique by collecting and analyzing documents, whether written document, or electronic.

In this study conducted observations on the film *I not Stupid too 2*, notes and evidence in the video as well as books that have to do with the research. In detail, the data collection steps in question are:

- a. Recording and playing the film as a research object, i.e. the film *I Not Stupid Too 2*
- b. transferring recordings into a text or script form.
- c. Analyze the contents of the film and classify it about The essence of the film and the methods of the teaching methods found in the film *I Not Stupid Too 2*.
- d. integrate it with the framework of the theory used.
- e. draw conclusions.

3. Data analysis techniques

According to Suharsimi Arikunto (1998:321) research conducted on the information documented in the recording, whether images, sounds, writings or other forms of recording are commonly known by research analysis of documents or content analysis (*content Analyisys*). A document or text study is a study focused on the analysis or interpretation of written materials based on context. Materials can be published notes, textbooks, newspapers, magazines, letters, movies, diary, scripts, articles, and the like. (Zainal Arifin, 2012:152)

The data analysis steps are as follows:

- a. play the film as the research object.
- b. transferring recordings to text or Sekenerio.
- c. analyze the contents of the film and classify it on the
- d. material and content of the education contained in the film.
- e. communicate it with the theoretical framework used.

IV. RESULTS OF RESEARCH AND DISCUSSION

The Islamic learning methods found in the film *I not Stupid Too 2* include:

1. Method of advice (*Mau'idzah*)

This method is an explanation of the truth to the one advised. In this film there are several scenes that are a form of a method of advice. Among them is when Mr. Hao advises Mr. Fu to focus on the talents of the students not in their shortcomings, Grandma advised Jerry's father to not always reaptised his son and focused on good intentions and did not see mistakes made, the principal advised Tom and Chengcai parents to be a good example, Father Chengcai's friend advised him to better improve his communication with his son and

understand his child's talent , the headmaster advised Mr. Fu to abandon the old method of teaching, and when his father's friend Chengcai advised Chengcai to have his father in him and realize his father's affection for him.

2. *Targhib (Reward)method/Gift*

The Al Targheeb method is both verbal and material gift giving to a person's good deeds. In this film there are several scenes that are a form of gift giving. Among them is when Mr. Hao will give a prize CD Jay Chou for students who get an increase in value. He then gave a compliment with the word "good" to his students. Then when the teacher Jerry gave a reward in the form of praise to him by using the word "good". The next scene is when Mr. Fu praised the value of Jingjing by giving praise and motivation in order to increase the value for the next.

3. *Tarhib (Punishment)method/Penalty*

This method of Tarheeb is a punishment for mistakes made. In this film there are several scenes that are a form of punishment. Among them when Jerry's father gave him punishment to face the wall because of the mistakes he made, the headmaster sentenced Tom and Chengcai to the rules of the school for fighting, then when the headmaster sentenced Tom and Chengcai to be expelled from school for hitting the teacher, Tom was sentenced to whip in front of all students due to his actions, and when Jerry's father hit Jerry's hand with a whip for stealing money.

The giving of punishment can provide a deterrent effect to the students in order not to make mistakes, but it should not be done excessively because it will cause negative effects to the child.

4. *Question and answer method*

The question and answer method is the student's enquiry to the teacher or vice versa. In this film the question and answer method we can see in the scene when Mr. Fu asked Jingjing in the classroom about Chinese proverbs.

5. *Precision Method*

The method of sampling we can find in the words of the headmaster to parents Tom and Chengcai in the sentence "*The actual parent is a role model, an example for his son, if you can not give an example, the children will emulate*". From that sentence we can know that the parent is an example for his child, it is a form of the method of transparency.

6. *Exercise Method*

The exercise method is a repetitive deed to become skilled. This can be seen in the scene when Jerry and his classmate practice playing the show they will be performing later.

7. *Amtsai Method (parable)*

The Parables method is a suitable sampling to make more explanations easier to understand. The method can be seen in the scene when Mr. Hao advised Mr. Fu to focus on the talent of the students. He offered students talents with a motorcycle lock where the motorcycle could be turned on then

had to have a lockdown, as well as students, should be able to understand the talent because it was key to teaching.

V. CLOSING

Based on the analysis and assessment of the method of Islamic education in the Film *I Not Stupid too 2* which has been outlined above, it can be concluded that on film *I Not stupid too 2* there are methods of Islamic education contained therein. From sharing these methods are almost all very relevant to the methods in Islamic education, which can make learners able to play an active role in every learning. The methods include: *Mau'idzah* Method (advice), *Targhib* method (Gift Giving), *amtsal* Method (Parable), method of transparency, exercise method, and question and answer method. However, there is one method that is still very relevant, but if used inappropriately and excessively, it will exacerbate the child's personality, such as being low self, and could be child injured physically or mentally, namely *Tarhib* Method (punishment).

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