

LEARNING MODEL IN THE DEVELOPMENT OF ISLAMIC CIVILIZATION AT THE STATE OF ISLAMIC RELIGION INSTITUTE OF LHOKSEUMAWE

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ABSTRACT

This study aims to determine the learning model for the development of civilization at IAIN Lhokseumawe. The method of research that is used is to use approach qualitative. This means that the data collected is not in the form of numbers, but the data comes from the results of interviews, field observations, personal documents, memo notes, and other official documents. The research results are Islamic Religious Education in the scope of face-to-face lectures in class for one semester and Islamic Religious Education in activities that are outside the classroom such as seminars scheduled by the department as a form of development of PAI lectures carried out in class. There is also an activity that is an advancement for IAIN Lhokseumawe, namely student mobility to Malaysia, which involves PAI students. The learning model in the PAI department at IAIN Lhokseumawe whose learning is based on the *Student Center Learning* (SCL) is to combine two learning models, namely a learning model that uses a Sufism approach and a learning model that refers to modern learning theories. The learning model with the Sufism approach used is the ta'lim model, the repetition model, the directive model, and others. Meanwhile, the learning model in the PAI department regarding modern theories used includes the *cooperative model*, the *Contextual Teaching Learning* (CTL) model, the inquiry model, and various other models.

Keywords: *Learning Model, Islamic, Civilization*

INTRODUCTION

Civilization is already supposed to be the purpose of an institution of education. To realize this goal, it is necessary to build policies on the components of education. To achieve this goal, of course, it is inseparable from the history of the Islamic civilization which has reached the peak of glory in various aspects.

Glories in various aspects of this occurred beginning of the process of education of Islam quality. Without the process of education of Islam is not possible awakened civilization, because Islam was himself directing his followers to use the mind to think that gave birth to the thought that a creative, innovative, and constructive for the progress of civilization. It's certainly become a capital principal in carrying out activities of economic, political, social-cultural, military and activities of others with based education that is good (Qadri, 1956 : 260-261).

In theory, thinking that builds and promotes civilization should refer to the Quran and Sunnah. In practical terms, this can be observed in the history of civilization Islam who never experienced the development of the rapid -century middle. Characteristics of the civilization that developed at the time were based on two things, namely: First, the development of the values of society are open (*open society*) which resulted in contact with the cultures of others. This cultural contact then gave birth to new values that are

modern and egalitarian. Second, the development of humanism which bore attention to the problematic relationship between fellow human beings. In the perspective of this man has authority that is more extensive in determining the meaning of life and civilization. Both grades have become a spirit in building a civilization of modern. This means that is the values of tolerance, open and also the value freedom is the root of civilization Islam in achieving development that brilliant and able to build a community of Medina into society civil are moralists.

Therefore, it becomes a necessity for Islamic education to adopt the values of tolerance, openness, the value of freedom in realizing civilization. Islamic education in Indonesia requires reform efforts to produce graduates who build civilization.

Ahmad Syafi'i Ma'rif (2008 : 13)said that Islamic boarding school-style education that has developed in Indonesia and with all its advantages, has not yet been shown to be prepared to produce graduates who have an impact on efforts to build civilization. It's the same as with the system of madrassas ever evolved in the century to 9th in the Muslim world that is more focused on the purpose of seizing victory Hereafter (*theology oriented*). Meanwhile, the character of Islamic education that is built and developed is more oriented towards anti-colonialism, modernization, and tends to break away from victory in the world.

Thus also to university campuses high- Islam. The concept of education that is adopted by the college of high Islam only impressed as education in a "one-stop" and not the education that is expected with the concept of Islam or education Islamic we expected Qur'an. faculty or field of study are developed they are dichotomous and have not been integrated into a single system of education Islami. The concept of spirituality and religious moral content has been developed in each study program, but not yet in an integrated curriculum format.

The issue of public universities high in Indonesia, the first is the increasing number of students at the university high good college high state or private, where they are difficult to find work that is due to factor the quality of education it, that both the low productivity, which is the third issue of quality of lecturers and students, plus again with the nature of the lecturer who feels he is right (Lubis, 2017 : 669-670).

IAIN Malikussaleh Lhokseumawe Campus is one of the pride campuses of the Acehnese people. It is of course people put hope big the campus is to give birth to generations who excel among others in the formation of character noble and skills of life (*life skills*). *Life skills* can be interpreted by generations who can create or open fieldwork alone without relying on a field of work that is already there. Countries in Asia experiencing a problem of quality of education that is equal in terms of lack of personnel are professionals, the availability of the Quran were minimal, weak management, lack of

supervision in learning. Adams & Chapman (2002 : 5) These all are global things, of course, all parties must render a case of this. Every State has a team controlling the quality of education, especially Indonesia, which every moment occurred changes the curriculum. However Thus, changes in the curriculum only cause panic to the public, do not give the settlement of the problem of the quality of education.

Campus, in particular, must be able to perform the processing of science so that the message that wants to materialize. Messages are desired is something that is directed to the orientation of value, namely a society which is still bound with values that are traditional to the community that is more oriented to the values of the rational. If the case is to be realized, it will happen repetition of the history of the civilization that had occurred a few decades in the past. People History by science that they have as a whole, they become successful and succeed in various fields of life both ideological, political, economic, military and social culture. This means how important the role of education is in contributing to civilization. The education meant here is education that puts forward the values of the hereafter without ignoring worldly values.

The good civilization should refer to the Quran and Sunnah. Campus, especially PTAIN as the scorer source power of a man who morals in karima , must be able to ensure that the sciences are studied to be on target-oriented values so that people feel the presence of the campus as the settlement of the problem they are. It is the sole responsibility of which is very important for PTKIN like IAIN and UIN, which not only have the faculty of Islam but also there is a faculty common as technology, science social and political, psychological, health and others. It is intended to integrate the science of religion and the public. Especially considering the amount of education high in Indonesia most of the world, where its development since the two centuries that then, at the end of 2014, 11 UIN, IAIN 19, 26 STAIN, and education high- private PTAIS 674. Looking at the figure is, of course, all parties put expectation great to institute This is in producing graduates who are scientists and professionals (Azra, 2010 : 85).

College of Islamic Higher (PTAI), especially IAIN Lhokseumawe with various job descriptions of the science is expected to direct the order of life of the community which is good. It is certainly in need of attention serious of various parties, both the campuses, government, and public users graduates must work together to realize the expectations of those.

Campus IAIN Lhokseumawe's location is very strategic, which greatly facilitates access to various parties to undertake the development of the campus. The word " Malikussaleh " was once attached to IAIN Lhokseumawe, then removed and added with the word civilization so that it became *the civilization campus of IAIN Lhokseumawe*. Of course, naming it had hoped to develop a campus that to become a campus of civilization.

So that all parties, especially the IAIN Lhokseumawe campus must think of an appropriate education model to be applied to the civilization campus.

The word 'campus civilization' is not just a slogan or motto that is used on campus IAIN Lhokseumawe, but this is something that wants to be pursued and achieved by the institute. And the case is already included in the statutes IAIN Lhokseumawe, where institutions have opened themselves to the science that is growing too global to realize the ideal of ideals sublime to the campus of civilization. (IAIN Lhokseumawe, 2016 : 12) To strengthen the case have included also a strategy institute, the first is, to transform the science of Islam through education and teaching; second, to develop the science of Islam through the study of multi-inter- disciplinary were based peoplehood; and third, improving the quality of service to the community. By reason was, this became a reason strong to examine the study is to education in IAIN Lhokseumawe particular model of learning PAI.

Education in the campus into the capital as a contributor early in childbirth progress that is non-physical which will over time run will evolve to be physical. That is either directly or not directly packaging education that both will be able to realize the civilization. Therefore, in specific, the researchers focused on education in the model learning PAI which includes curriculum, strategies, Qur'an, and facilities infrastructure in IAIN Lhokseumawe, where aspects of these highly contribute to the progress.

The learning model at IAIN Lhokseumawe still needs to be addressed. If you want to give a contribution to the problems of empirical-sociological, then IAIN Lhokseumawe should revise back the vision, mission, objectives, materials or curriculum, methods, management governance to manage and source power human.

In terms of materials and methods refer on the results of the study revealed that in the line of a great process of learning to walk with goodwill, but the knowledge of students IAIN Lhokseumawe on a strategy learning experience difficulties because of the strategy seems fixated on some strategies alone. The experience of this happened because of a point of emphasis they choose the material to be taught to not at the point of use strategy certain to be taught to experience them (Buto, 2018 : 199).

Need to be observed back that before becoming IAIN, at the time still STAIN how expectations towards civilization want to be realized which was delivered by the Chairman STAIN Malikussaleh that to develop a knowledge of Islam and morals of Islam, School Journals Malikussaleh emphasize on epistemology scientific Quranic. This is urgent, amid Western epistemology that urges entry into our scientific realm. As a source of the power of man that has continuity between thought and remembrance, intellectual and spiritual, to the process moved from homanisasi to humanization, then towards transient science. Dilanjutnya an effort that makes the science is not only again

pleasure intellectuals alone, but also exploration towards patience essential that spirituality-ruhaniyah.

Given the more remote the institution IAIN Lhokseumawe that the system of education of Islam that there is not yet having a pattern of regular and consistent to be applied. This pattern of education of Islam that is applied does not show the results that significant. It is seen one of the aspects of the curriculum is not yet able to produce graduates who excel. Problems curriculum, for example, based on the experience of the lecturers of IAIN Lhokseumawe on when teaching student PAI in the eyes of college public such as mathematics, they still assume that the science of mathematics is not required. Whereas science is a tool that will facilitate the understanding of the science that exists in PAI 's own. For example, such as calculating inheritance, zakat, Qibla direction, determining 1 Ramadan, and others. In case this should be a concern together to develop a system of education of Islam good for developing civilization in IAIN Lhokseumawe.

Referring to the case mentioned above, be a concern of its own for the IAIN Lhokseumawe in realizing the vision of the mission of education Islam. Vision for the year 2015-2019 is that the realization of education of Islam superior, moderate, and became a reference the world in the integration of the science of religion, science, and technology through the mission access to the equitable, high-quality, improve the relevance and power of competitiveness, as well as system management, are good.

weaknesses and shortcomings that face education Islam are quite complex, ranging from aspects of thought, purpose, the orientation of education, curriculum, methodology, management, and management education, until the source of the power of man (Sanaky, 2017 : 6).

The field of education that quality will realize the system of economic, military, politics is great because the point the focus of the problem is to be the availability of education is professional. Education should be applied in expanding not be partial, let alone speak of civilization the dichotomy of science should be discarded. This means that there is no separation of religious and general knowledge if you want to uphold the truth. This view refers to a paper that explains that knowledge and the Qur'an have the principle of unity and integration. Zulkifli and Ghar (2018 : 54) Science should be taught as a whole, do not to be half so will result in a skill that will be able to steer students on the skills of life. Therefore it is appropriate, campuses must synergize in conveying knowledge with a combination of theory and practice. In terms of practice, the campus can attempt the inside or the outside of the campus so that campus will have income. So that students not only just get a piece of the diploma, which sometimes are not able to show the skill that has been written on the diploma. The phenomenon that is more

common again is the graduate is not accepted/ passed on when enrolling themselves into a force working in the institutions that already exist. If you want graduates to have morals noble, the provision of the life of the world hereafter, the spirit of scientific, professional in his field, and can create a field of work, of course, must be considered a model of education that can realize the thing is.

RESEARCH METHODOLOGY

This research uses a qualitative approach. It means that the data collected is not in the form of numbers, but the data are derived from the results of interviews, observation field, document the personal, note memo, and document formal others, which became the purpose of the research qualitative is describe the reality of the empirical reversed phenomena in-depth, detail and complete. Research that is done is researching the problem that the approach qualitative, in research that is intended to understand the phenomena (events) about what that experienced by the subject of research produces the data descriptive form of words written or spoken of people and behavior were observed. Moleong (2012 : 6) In terms of this, research is using approach qualitative to choose the method of research descriptive based on the properties of the problem. Haidir & Salim (2019 : 46) That is, researchers analyze and describe the research in an objective and detailed to get an accurate result.

In theory, the study of descriptive is research is intended to gather information about the status of a symptom that exists, namely the state of symptoms according to what their at the time of the research carried out so that only the disclosure of facts to analyze the data. Arikunto (2007 : 234) This research is expected to provide an in-depth understanding and interpretation of the learning model in the development of Islamic civilization at IAIN Lhokseumawe. Similarly, also in basically trying to describe the problem comprehensively through the activities to observe the subject of research as well as their interactions

RESULT AND DISCUSSION

The curriculum of the PAI major in the development of Islamic civilization at IAIN Lhokseumawe

The curriculum department PAI at IAIN Lhokseumawe has been prepared following the vision and mission of the institution's own and experience the changes that have been agreed upon in a group discussion or focus group conducted by IAIN Lhokseumawe. the concept of the pillars of the development of Islamic universities used are *At-Tazkiyah An-Nafsi* , *At-Tarahim* , *At-Takhallus* , *Ar-Ruhul Mustaqbal / Al-Khayaly* , *At-Ta'abbudiyah* , *Dinamis (dinamikiyah)* , *At-Tarikhiyah / Mihnatut At - Dates* . These seven

pillars are incorporated into the PAI curriculum, where the curriculum contains a composition of courses consisting of institutional courses that lead to general science and study programs that lead to special sciences. In percentage terms, it can be seen that more courses lead to special science, which is 77, 18%. This means that if it is associated with civilization itself, it shows that graduates are more directed to the moral order, this is as explained in an article that morality is the main thing to be mentioned as a form of civilization (Sudiatnika, 2018 : 140-145).

Many other activities that are outside the curriculum are also carried out to improve intellectual and noble character to form a strong person in carrying out God's commands. These activities include seminars, training, workshops, competitions, and hafiz 30 juz 2nd winner 2017, the 2019 North Aceh museum ambassador champion, and many others.

For more details, the following data on IAIN Lhokseumwe students who obtained non-academic achievements can be seen in appendix 2.

All of these achievements are a process that leads to a civilization, where Yusuf al-Qardawi in his book *al-Sunnah Mashdaran li al- Ma'rifah wa al- Hadhara*: " A collection of forms of progress; well that shaped the progress of the material, the science of science, art, literature, or social, which exist in the community or society is similar. Civilization is the stage of certain of the culture of the community a certain well, which has reached the culture of a particular well, which has reached the advancement particular is characterized by a level of scientific knowledge, technology, and art that has been developed.

PAI Learning Strategy at IAIN Lhokseumawe in Civilization Development

The learning process accompanied by a good strategy and by the characteristics of the course will at least bring the lecture process much better. The learning structure is structured according to the needs of lecturers, students, and teaching materials as an important reference in determining learning strategies. Determining learning strategies for lecturers is neither difficult nor easy, some considerations that must be made by a lecturer in choosing or determining what strategies to use in a learning process are as follows:

- a. Learning objectives (teaching materials) to be achieved
- b. Changes in the three domains of education (cognitive, affective, and psychomotor)
- c. Creativity of teaching lecturers (motivator, inspiration, facilitator, and evaluator)
- d. Characteristics of students (educational background)
- e. Availability of learning facilities and infrastructure.

Per the scales are small portion considerations to do in choosing a learning strategy. learning objectives or the objectives of the material to be taught are the initial considerations in choosing a learning strategy. Furthermore, the intended strategy will

be able to provide changes to students, changes can be in the form of cognitive changes, affective changes, and psychomotor changes. The next consideration is the ability and creativity of a lecturer in teaching. This means that even though the lecturer has set a certain strategy in the learning process, it is only a concept, of course, it is very unfortunate. Consideration of the ability of the lecturer is the consideration or decision of the lecturer to choose the strategy to be created in the learning process. When the lecturer has chosen at least he is already responsible for implementing it in the learning process.

Another consideration that must be made is the characteristics of students included in their educational background. Seeing the various backgrounds of students who enter educational colleges is a concern for a lecturer. The background of students' abilities is also a factor in the success or achievement of learning objectives. The ability of students to be able to absorb the three educational domains (cognitive, affective, and psychomotor) is a crucial consideration in learning. This error in consideration can lead to a vacuum and student passivity in every learning process. In theory, there are several student traits or characters, such as visual, auditory, and kinesthetic.

The consideration of the student's character above is a stepping stone for learning. The ability and involvement of students in learning is of course a determinant of these activities. Learning that is dominated by only two or three students does not reflect a good learning process. Learning activities that rely on individual students or three students give a bad or unfavorable feel to other students. Equity and balance for all students have a good impact on the learning that is carried out. It depends on how creative a lecturer is in operationalizing the learning strategy. as well as considering the availability of learning facilities and infrastructure. Planning learning certainly cannot be separated from the completeness of the facilities and infrastructure owned by the institution. The availability of facilities and infrastructure cannot be imposed by every individual or an institution, because it influenced other fields (the financial elements of the institution and the ability of the institution).

The method of learning that is used in teaching at the Department of PAI is very varied under the topic and purpose of learning. Of course, with the learning that is centered on students or *Student-Centered Learning (SCL)*, in whom are (1) *Small Group Discussion*; (2) *Role-Play & Simulation* ; (3) *Case Studies*; (4) *Discovery Learning (DL)*; (5) *Self-Directed Learning (SDL)*; (6) *Cooperative Learning (CL)*; (7) *Collaborative Learning (CbL)*; (8) *Contextual Instruction (CI)*; (9) *Project-Based Learning (PBL)*; and (10) *Problem Based Learning and Inquiry (PBL)*. In principle, the selection of learning methods is also very important to pay attention to students' abilities and the topics to be delivered so that learning objectives are achieved. In terms of the development of a method of learning that is used in the course majors, PAI also organizes activities such as

seminars, workshops, training well organized by the Department of PAI 's own or by institutions IAIN Lhokseumawe.

Taking into account the above, the PAI department has tried to improve the quality of its learning through one of the factors, namely a more appropriate learning method. Speaking method of learning must not be separated from parts or aspects of the management of institutional education Islam needs to be addressed seriously in building a strategy for the improvement of education Islam. Apart from the management of the institution, the learning method in the PAI major should be the main focus. Allah has prepared two important tools for learning and teaching, namely the mind (*'aql*) and the heart (*qalb*). But between the two, the emphasis and the use of the mind when it is more dominant compared to the liver. The Islamization of knowledge movement was encouraged which reformulated the thoughts, visions, mental and psychological constitutions of Muslim individuals. It is caused by the assumption that the problems of the people of Islam are caused by the disruption in terms of the discourse of ideological, cultural, intellectual, and educational. Reform and reconstruction of mind Muslims and improve relations with al-Qur ' an and Sunnah into the substance of the renewal of thinking Islam and the Islamization of knowledge.

One of the ways for the renewal of this is to form a re-thinking Muslims in terms of culture, thinking, and behaving as well as improve knowledge. This is important without neglecting the heart. If the liver is ignored, then it will affect the method of learning that is directed only to ' mind to mind ' and leave a method that is called ' from the heart to heart '. Methods *mind to mind* (mind to mind) in the process of learning to use the tools mentally that ' *aql*. Because the concentration is more to rationality and reasoning scientifically. Methods *heart to heart* (heart to heart) in the process of learning to use the tools mentally namely *qalb* . Because the concentration is more to the collection and dissemination of knowledge in the scientific with the reasoning based on the Qur ' an and Sunnah. Among the two methods is, *heart to heart* more effectively as a cornerstone of faith someone is not thinking. Model learning should emphasize on the method of heart to heart that occurs blend of science and charity so that will realize the generation ulul albab with three characters lodging namely memorizing da n understand and practice the Al-Qur'an, master knowledge in a comprehensive and last able to decide matters contemporary for the betterment of the people.

While *mind to mind* can give birth to someone to knowledgeable spacious but not to be carried out. And this is what is known as a characteristic of the *mind to mind* method, namely the disintegration between knowledge (*'ilm*) and practice (*'amal*). It more into a discussion, for example, the aspect of accountability into the study, but not practiced, aspects of the importance of purification of oneself (*tazkiah an-nafs*) into the study, but the rich will label vices (*mazmuumah*). Intellectuals like this, even as educators Islam has been a lot of and participant

students who graduated from educators such as this possibility are not to be expected for the development of civilization of Islam. The strategy further that should be done in advancing the education of Islam is stressed in the method *of heart to heart* and of course by balancing methods *mind to mind* to improve the realm of the spiritual and the realm of science. The method *of heart to heart* will happen if there is the purification of the heart of a person or a whole community that exists in an organization (Salleh, 2015 : 8-9).

Referring to the case such that the majors PAI in terms of the method of learning that is used must emphasize the method of *heart to heart* and balancing methods of *mind to mind* that in the case of this use of learning that is centered on students or *Student-Centered Learning (SCL)*, for example, methods of *small group discussion*, methods of contextual and methods of the other. To realize the thing is, needs to be awareness together to purify the soul of every person who is involved in a component of education, above all in establishing the pillars of the first is *tazkiyatun nafs*. Strategies for education Muslims can be enhanced through three aspects, namely implementing the management of Islam to the institution, emphasizing methods of teaching *heart to heart*, and create innovation, standards, and place or location alone in running the activities of the institution.

The book texts are used in the teaching of Islamic education in IAIN Lhokseumawe

The book texts are used by lecturers majors PAI IAIN Lhokseumawe also pays attention to the feasibility of a book to facilitate understanding of the student. In case these authors analyze the book text of the philosophy of science published literature study and independent publishing in 2012 showed that of the terms of the aspect of material, aspects of language, aspects of the presentation, and aspects of obtained scores respectively are 75% and 65.63%, 66.65 % and 62.5%, 70.82%, and 62.5%, and 64.29% and 60.71%, value percentage is derived from two people assessors and by the acquisition of the percentage of those are in the category of good. Because it is a book of philosophy of science feasible to use for students and faculty. That is a lecturer in the use of the book text also considers the feasibility of making it easier for students to understand the eyes of college-eye lectures at the Department of PAI. It is in line with the principle of BNSP regarding the feasibility of a book should be considered in the fourth aspect of the aspect of contents, aspects of language, aspects of the presentation, and aspects. Noting the terms of this course will give you passion and attention to the book textbook text that will be used, and can enrich the science of both faculty and students because there is the process of selecting and sorting books of text that are used. It is also able to provide sensitivity to the faculty and students in analyzing a book. If it already is a habit of certainly later would become a tradition or culture of academics who would give birth to civilization in the field of education. Or can be said that the terms of this is an increase of an intellectual in the field of education and can be also referred to as a civilization. This

is following the statement that explains that civilization is a collection of forms of progress; well that shaped the progress of the material, the science of science, art, literature, or social, that exist in the community or society is similar (Qaradawi, 2018 : 334).

This means that in case this can be communicated that there is a form of progress in preparing and to generate intellectual through the selection and sorting of books text in is used dal am lecturing on the subject of PAI.

Infrastructure facilities to support PAI learning at IAIN Lhokseumawe

Means infrastructure is a matter that is very supportive of the implementation process of learning. Means it's own associated with fixtures that are directly used in the process of learning, while the infrastructure associated with the facility does not directly support the process of learning, such as roads, courtyard, where parking. As a means of infrastructure that exists in IAIN Lhokseumawe is very supportive of the objectives of learning PAI, where the availability of the mosque campus, library, lab center, lab micro, computer lab, ma'had 'Ali, and the others will provide convenience for students to develop scientific them.

With activities are carried out by ma'had 'Ali in the form of consolidation of language, books, and even also the activities entrepreneurs craft bag Aceh Students are expected to be able to better work with their means of infrastructure that exist. Masjid campus also has an agenda routine as study commentaries of the Quran every day Wednesday afternoon, library with activities literacy Qur'an, literacy write, activities creativity students are directed to form the soul entrepreneur the students equipped with the skills to sew are implemented week two times, where the library is not just a place to read, but also can distribute hobbies such as sewing and continue to be developed following the needs and interests of students. Conditions This all shows that the means of infrastructure into a tool essential in the running process of learning to achieve the objectives that are expected. It is following the opinion of Suryosubroto that the facility means the infrastructure is very necessary for the achievement of the objectives of learning that goes with regular, smooth, effective, and efficient (Suryosubroto, 2009 : 305).

Referring to the explanation above can for reviews that model of learning in the development of civilization in IAIN Lhokseumawe, with explanations of things following this.

The PAI Department of IAIN Lhokseumawe continues to make efforts to improve the quality of learning. In terms of this, the mindset of learning that on the faculty is replaced by learning that is centered on students to generate ideas that critical and growing. The process of learning that many practiced today is mostly great from submission in face-to-face (*lecturing*), unidirectional. At the time of follow lectures or listening to lectures, students would

be difficult to follow or catch the meaning of the essence of matter of learning, so that its activities are limited to make a note that the truth is doubtful. This pattern of the active lecturer learning process with passive students has low effectiveness, and can not develop the process of active participation in learning. Circumstances have occurred as a result of the elements of the formation process of participation that form, the urge to acquire expectation (effort), (ii) the ability to follow the process of learning, and (iii) the opportunity to express the material of learning that is gained in the world real / community does not exist or is very limited. The intensity of learning students generally increased (but still not effective), occurs at the moment the end of the approaching exams. As a result, the quality of the materials and the process of learning is very difficult to be assessed. Lecturers become the center of the role in achieving learning outcomes and seem to be the only source of knowledge.

Improvements pattern of learning this has much to do with a combination of lecturing, question-answer, and administration tasks, which are all carried out by "the experience of teaching" faculty were concerned and is trial-and-error. Outcomes process of learning still not be assessed, and requires a longer execution improvement. Patterns of learning at college high that takes place when the current need to be studied to be mapped patterns of diversity. By therefore need to do changes in processes and materials learning at school height no longer shaped *Teacher-Centered content-oriented (TCCO)*, but was replaced by using the principles of *Student-Centered Learning (SCL)* which is adapted to the state college high.

Patterns of learning which centered on the faculty as practiced at the moment are less adequate to achieve the objectives of education based on competence. A variety of reasons that can be mentioned among others are : (i) the development of science and technology and art are very rapidly with a variety of convenience to access it is a matter of learning that is difficult to be met by a lecturer, (ii) changes in the competence of the workmanship that lasts very quickly need the material and the process of learning which is more flexible, (iii) the need to accommodate the democratization of participation in the process of learning at college high. Because it is learning to forward driven be centered on the student (SCL) with a focus on the achievement of competence that is expected. It means that students should be encouraged to have the motivation within themselves their own, then strive hard to achieve a competent man who desired. The third pedestal late shift in learning which is described above is a reason beyond the essence of the process of learning it.

When the essence of the terms, the shift of learning is shifting the paradigm, that paradigm in the way we look at science, the paradigm of learning and learning it themselves. Paradigm long view knowledge as something that is already finished, the stay was transferred to another person/student with the terms of transfer of knowledge. The new paradigm, knowledge is a result of the construction or formation of people who learn. So that learning is a process of seeking and forming/constructing knowledge, so it is active, and in a specific way.

While the paradigm long learning is receiving knowledge, passive, because with who had considered formed so that the stay was transferred to the students of the faculty, consequently shaped in the form of delivery of materials (lectures).

Lecturers as owners and givers of knowledge, students as recipients of knowledge, this activity are often called teaching. With the pattern is planning teaching (GPPP and SAP) over many describe activities that must be carried out by teachers, was for the students planning the more lots are instructions that must be executed. The consequence of the new paradigm is that lecturers only act as facilitators and motivators by providing several learning strategies that allow students (together with lecturers) to choose, find and organize knowledge and how to develop their skills (*method of inquiry and discovery*). With the paradigm of this is the process of learning (learning process) is done. With the illustration below it will be clearer the difference between TCL and SCL.

In more detail the differences between the methods of learning centered on the teacher (*Teacher-Centered learning*) and *Student-Centered Learning* among others as follows :

1. Knowledge is transferred from the faculty Students are actively developing the knowledge and skills are learned.
2. Students receive knowledge in passive vs students who are actively involved in the.
3. Managing knowledge.
4. More emphasizes mastering the material not only emphasizing on mastery of the material but also in developing student character (*life-long learning*).
5. Usually, utilize media single vs Utilize multiple media (*multimedia*).
6. Function professors or teachers as providers of information major and evaluators vs . The function of the lecturer as a facilitator and evaluation is carried out together with the students.
7. The process of learning and assessment is carried out by separate v.s. The process of learning and assessment is done continuously and integrated.
8. Emphasizing the answers are just v.s. Emphasis on the knowledge development process. Error is rated to be one of the sources of learning.
9. In accordance to develop knowledge in one discipline only v.s. Suitable for the development of science utilizing an interdisciplinary approach.
10. Climate learns more individualistic and competitive v.s. A climate that developed more is collaborative, supportive, and cooperative.
11. Only students are considered to be doing the v.s. learning process. Students and professors studying together in the development of knowledge, concepts, and skills.
12. The lecture is part of the biggest in the process of learning v.s. Students can learn not only from lectures alone but can use a variety of ways and activities

13. The emphasis on the completion of material learning v.s. The emphasis is on the achievement of competencies of participants learner and not the completion of the material.

Emphasis on how the way professors do learning v.s. Emphasis on how students can learn to use a variety of materials subjects, methods, interdisciplinary, emphasis on problem-based learning and skill competency.

Conclusion

The curriculum department PAI at IAIN Lhokseumawe has been prepared following the vision and mission of the institution's own and experience the changes that have been agreed upon in a group discussion or focus group conducted by IAIN Lhokseumawe. the concept of the pillars of the development of Islamic universities used are *At-Tazkiyah An-Nafsi* , *At-Tarahim* , *At-Takhallus* , *Ar-Ruhul Mustaqbal / Al-Khayaly* , *At-Ta'abbudiyah* , *Dinamis (dinamikiyah)* , *At-Tarikhiyah / Mihnatut At - Dates* . These seven pillars are incorporated into the PAI curriculum, where the curriculum contains a composition of courses consisting of institutional courses that lead to general science and study programs that lead to special sciences. In percentage terms, it can be seen that more courses lead to special science, which is 77, 18%. The process of learning which is accompanied by a strategy well and following the characteristics of the eye college at least will bring the course much better. The learning structure is arranged according to the needs of lecturers, students, and teaching materials as an important reference in determining learning strategies. In general, model learning in pengembangan civilization in IAIN Lhokseumawe do with two models, namely the Islamic Education in the spatial scope of the lecture face-to-face in class during one semester and Islamic Education in activities that are outside the classroom such as activities of a seminar scheduled by majors as a form of development of PAI lectures carried out in class. There is also an activity that is an advancement for IAIN Lhokseumawe, namely student mobility to Malaysia, which involves PAI students. The model of learning in the majors PAI in IAIN Lhokseumawe that learning principle in the *Student Center Learning (SCL)* is combining two models of learning is a model of learning that using the approach of Sufism and a model of learning which refers to the theory of learning modern. Model learning to approach Sufism that is used is among others a model study group, the model of repetition, models referrals, and more. While the model of learning in the majors PAI regarding the theory of modern used among other models of cooperation, *models Contextual Teaching Learning (CTL)*, a model of inquiry, and various models of other.

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