



REFLECTION METHOD IN SHAPING STUDENT CHARACTER ON ISLAMIC EDUCATION: IBN THUFAIL'S PERSPECTIVE

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ABSTRACT

Facts about the character of students who are not good are still found; however, solutions to these problems must continue to be done as a process of educating students on an ongoing basis. Such is the case with this study, Qualitatively descriptive, which aims to describe the implementation of the reflection method in Islamic Religious Education subjects in helping student character at Hidayatul Mustafidin High School, Kudus, Indonesia, from the perspective of Ibn Thufail's thought. In-depth interviews involve extracting data, observing, taking documentation, and validating it with triangulation. The data were analyzed through data reduction, presentation and verification/conclusion stages. Applying Ibn Thufail's perspective reflection method in PAI subjects in shaping student character at Hidayatul Mustafidin High School is carried out in several ways, including holding regular reflection sessions, and PAI teachers provide direction and motivation to students. In the discussion groups in the classroom, students are given one theme and then asked to discuss and write a report on the results of the discussion. Furthermore, they are holding field trips in the form of nature *tadabbur* activities. These activities certainly provide benefits to students, especially in shaping character. Students become aware of what has been done, how to improve poor attitudes, understand each other's characters, and increase gratitude and an embedded attitude of responsibility for what has been done.

Keyword: Reflection Method, Ibn Thufail, Islamic Religious Education, Student Character

A. Introduction

Character building in students is significant, considering that at this time, the Indonesian nation is experiencing a crisis of national character values, characterized by the rise of crime and other actions that do not reflect the values of national character (Abdullah et al., 2019). The number of deviant behaviours committed by students both in the school environment and outside of school is of particular concern to educators. Students today need a sense of responsibility and discipline. This can be seen from the high rate of school absenteeism, involvement in juvenile delinquent behaviour, and lack of commitment to their student duties and responsibilities (Jeynes, 2019; Magier et al., 2020).

The following fact is that students' behaviour today tends to be influenced by excessive media and technology consumption. Overusing social media and the internet creates a lifestyle that leads to a lack of social interaction with others. It also leads to a lack of empathy and social care both in the school environment and outside of school. Many of today's students are individualistic, lack a sense of caring for others, and lack the motivation to contribute to helping others. In this case, the role of an educator in the school environment is vital in overcoming the problem of student character crisis (Tarabini et al., 2020). In this case, the role of an educator in the school environment is essential in overcoming the problem of student character crisis (Tarabini et al., 2020), as well as how the student acts, gets along, communicates, has good manners in interacting with friends, parents, teachers, or with their environment (Indraswati & Sobri, 2019; Yuliawati et al., 2021). Teachers are the spearheads of education, and one of the successes of education is the extent to which the level of credibility of a teacher in the sense of how high the teacher's professional level is (Anggraini, 2022; Indraswati & Sobri, 2019).

One of the teacher's breakthroughs in character building is applying the correct method, which is the reflection method (Demina, 2016). Reflection in learning is how we understand students' ability to understand the content delivered by the teacher. The results of the reflection also provide an overview of the strengths and weaknesses of students who are undergoing learning. This becomes a benchmark for the teacher to determine whether the learning objectives have been achieved. Teachers can also use learning reflection to evaluate how to teach students (Nurwahidin, 2021). Demina reinforces the results of applying the reflection method; it can change students' bad habits into good individuals. Novianti Saragih supports the findings that the reflection method can also attract students' attention and make them more active in achieving learning objectives optimally (Saragih, 2022). Still, on the issue of character, Elza Amalia Salsya Bani et al. have conducted a reflection method because it refers to the problem of character and unstable emotions of children. She creatively used the help of a daily journal. Children are asked to write positive and negative activities

to become material for reflection. The result was that the reflection method was effective (Bani & Komariah, 2023). This reflection method is a method of acquiring knowledge initiated by Ibn Thufail (Iqbal, 2020).

However, based on the initial search, the application of the reflection method still needs to be improved, although it has been proven to play an influential role in learning. This research wants to continue and complement the previous one by setting a goal to find out how the application of the reflection method in building student character in Senior High School (SMA) from the perspective of Ibn Thufail's thought. From the search for previous research, it is clear that Ibn Thufail's thoughts on the reflection method have yet to be discovered by many educators. This research seeks to provide important insights related to applying the reflection method from the perspective of Ibn Thufail to build student character.

To obtain valid results, this research was conducted in a qualitative-descriptive manner to discover the reflection method in Islamic Religious Education subjects in helping student character by taking a locus at Hidayatul Mustafidin High School, Kudus, Indonesia. The data were extracted by in-depth interviews, observation, and documentation collection and then validated by triangulation. The data were analyzed through data reduction, presentation and verification/conclusion stages (Cohen et al., 2018; Sugiyono, 2012; W Creswell, 2016). The results of this study further strengthen and add new insights for teachers to make the character one of the learning objectives that can be achieved by applying the reflection method, especially by using the thoughts of Muslim figures, namely Ibn Thufail.

B. Ibn Thufail's Educational Thought

Ibn Thufail has the full name Abu Bakr Muhammad bin 'Abd al-Malik bin Muhammad bin Thufail al-Qaisi al-Andalusi. Ibn Thufail has titles, namely al-Andalusi and al-Qurtubi. Ibn Thufail is more famous as Abu Baser in the western region. Ibn Thufail was born in 508H/1110 AD in the fertile town of Wadi As (Guadix) near Granada. As a descendant of the Kaisii, an essential Arab tribe, he had easy access to learning opportunities, especially his love for books and learning. This made him a scholar in medicine, literature, mathematics and philosophy. He studied medicine and philosophy in Seville and Cordoba (Iqbal, 2020).

Ibn Thufail began his career as a government doctor in Granada, Seville and Cordoba. After becoming famous as a doctor in Granada, he was appointed a secretary in a provincial governor. In 549H/1154 AD, he was transferred to the Palace of the Muwahidun Dynasty in North Africa. Then, he was made secretary to the governor of Sabita (Ceuta) and Tanja (Tanger), the son of the first ruler Abd al-Mumin. Then, the Spanish Muwahidin Dynasty conquered Morocco from 542 AD to

1147 AD. finally, Ibn Thufail occupied the highest position, becoming *Qadi* and *Wazier* of the palace. Ibn Thufail also devoted himself to education, justice, and writing (Junaidi 2020). Ibn Thufail's philosophy in Islamic education is twofold, namely, based on the source of knowledge and how to obtain this knowledge.

1. Source of Knowledge

Ibn Thufail is a Muslim philosopher whose ideas are called the philosophy of Enlightenment (*al-Faylasuf al-Ishraqi*), a combination of the power of reason and human intuition. Rational power is the human ability to understand all facts rationally, empirically, and through discursive knowledge tests. Intuition, on the other hand, is the ability of the human soul, feelings, and emotions to understand the physical nature of all existing truths (Bakri dan Rohmadi 2023). According to Ibn Thufail, the source of knowledge consists of two sources: human sources (physics) and divine sources (metaphysics).

2. Knowledge Acquisition Method

According to Ibn Thufail, there are three ways of acquiring knowledge: 1) Ratio-based method. This method is divided into comparison and experimentation. 2) Sensory-based method. Divided into observation and analogy. 3) Intuition and soul-based methods. This method is divided into several parts: reflection and imitation of intangible practices based on the power of the human soul to interpret the nature (essence) of all that exists through wisdom (supreme morality) in religious teachings. It contains. Next are the discovery and similarity methods (Solihin, 2021).

C. Ibn Thufail's Perspective Reflection Method in Shaping Student Character

The country's fragile nature is worrying, given the current situation of globalization and the advancement of communication and information technology, which has led to openness to information coming from outside. Only by having a solid individuality and personality will the country be able to eliminate the influence of wrong information from outside. It is only natural that serious attention should be given to developing the nation's character. Education is one of the alternatives to solve the problem of low morality and poor character in Indonesian society (Baehr, 2017; Rosita, n.d.).

Education is responsible for shaping the character and personality of the nation. The goal is to develop students' potential (Rosita, n.d.). School is a place to form students with good character so they can become the nation's successors in the future. Character building in students can be done in various ways; one discussed in this paper is the reflection method. Hidayatul Mustafidin High School is one of the private high schools in Kudus, where general lessons are taught and religious values are emphasized. The subjects taught in the school are not only general subjects like other schools, but also subjects that contain religious values

such as PAI, Qur'an Hadith, Qur'an Tajweed, Tafsir and Tasawuf, Aswaja and Tahfiz Flagship Program.

The reflection method in Ibn Thufail's educational thought can be understood through his famous work, "Hayy ibn Yaqzan". In this philosophical novel, Ibn Thufail presents his main character, Hayy ibn Yaqzan, who grows up and learns on a remote island. Through his spiritual and intellectual journey, Hayy ibn Yaqzan undergoes a process of deep reflection on the universe, himself, and his relationship with the creator.

Ibn Thufail uses Hayy ibn Yaqzan's character to represent the intense reflection process. Hayy ibn Yaqzan experiences a journey of truth-seeking through observing the universe and contemplating himself. In this process, he closely examines the universe around him, notices natural phenomena, and delves into his own existence. This reflects the method of deep reflection in Ibn Thufail's educational thought, where the process of critical thinking and deep introspection is emphasized (Solihin, 2021).

Reflection is not only limited to intellectual understanding but also includes spiritual and moral dimensions. Hayy ibn Yaqzan sought an understanding of the universe rationally, underwent a spiritual transformation, and searched for the meaning of life. The process of reflection he experienced went beyond mere rational thought, involving profound spiritual and moral aspects. In this case, Ibn Thufail's method of educational reflection emphasizes the importance of considering the spiritual and moral dimensions to achieve deep understanding (Ritonga et al., 2022).

The process of reflection requires solitude and deep contemplation. "Hayy ibn Yaqzan" lived an isolated life on the island, allowing him to reflect, think deeply, and pay attention to the universe without external distractions. Ibn Thufail asserts that adequate reflection often requires an atmosphere of calm and solitude to allow the individual to reflect deeply without external distractions.

Thus, the reflection method in Ibn Thufail's educational thought includes a process of critical thinking, spiritual contemplation, and profound observation of the universe and oneself (Nantara, 2022). This approach emphasizes that education should teach knowledge mechanically and facilitate a process of deep reflection to achieve a holistic understanding of the universe and human existence.

Ibn Thufail's thoughts on the reflection method in education can inspire contemporary educational practices, especially in terms of the emphasis on critical thinking skills, spiritual exploration, and the development of deep understanding (Bakri & Rohmadi, 2023). Through applying these principles, education can become more oriented towards the holistic development of individuals, thus creating learners who are more self-aware, intellectually skilled, and have a deep understanding of the universe and their role in it.

D. Analysis of the Practice of the Implementation of Ibn Thufail's Perspective Reflection Method on Islamic Religious Education in Shaping Student Character at Hidayatul Mustafidin High School, Kudus, Indonesia

Reflection occurs after the experience. Teachers provide opportunities for students to think more deeply to reconstruct the experience. Reflection involves thinking about what happened, asking how and why the action contributed to learning, and exploring alternative approaches. This reflection activity can be carried out after the activity or according to the provisions of each party (Munif et al., 2021).

Implementing Ibn Thufail's perspective reflection method in Islamic religious education can play an essential role in shaping student character. Ibn Thufail's perspective, known as "cage experience" or "mirror for the mind", emphasizes the importance of self-reflection and deep understanding of reality for spiritual and intellectual growth. In Islamic religious education, students are invited to understand the wonders of God's creation through structured learning about the universe, the human body, and various other wonders (Nurwahidin, 2021). This helps students develop a deep sense of awe and appreciation for God's creation, which becomes the initial capital in forming strong character.

The reflection method teaches students to reflect on their daily experiences. In this case, Islamic religious education can facilitate a reflection space for students to consider their actions and social interactions in the context of Islamic teachings. Through this process, students can see the impact of their behaviour on themselves, others, and the environment, thus encouraging the growth of good character.

Ibn Thufail's perspective reflection method also teaches students to explore Islamic religious knowledge and the moral values contained therein. By understanding the teachings of Islam in depth, students can sharpen their moral and spiritual sensitivity and strengthen the foundation of good morals in everyday life. This reflection method also emphasizes the process of introspection and self-contemplation.

Mr. Mohamad Rifai, as the PAI teacher at Hidayatul Mustafidin High School, invites students to reflect on the purpose of life, the meaning of existence, and their role in society. Through this reflection, students can gain a deeper understanding of the values of wisdom, honesty, patience, and compassion, which are very important to form students with superior character.

The implementation of the reflection method in shaping student character in PAI subjects at Hidayatul Mustafidin High School is carried out through various activities as follows:

1. Organizing regular reflection sessions, students are invited to reflect on the religious lessons they have learned in the context of everyday life. Then, students are asked to make personal reflection notes; they can record their

experiences, thoughts, and reflections on the teachings of Islam. Through this activity, students' character can be formed by reflecting on what they have done, what the impact of this behaviour is, and what the right solution to improve poor behaviour is (Rifai, 2023). Regular reflection session activities for students have many significant benefits in their personal development and learning, including: a) Helping students to understand how they learn, process information, and complete tasks. b) Increase self-awareness related to emotions, strengths, and weaknesses in themselves. c) Understand how to learn and can improve their learning process. d) Help students to analyze learning experiences and identify what works and what needs to be improved. This promotes the development of critical thinking and problem-solving skills, which are essential for success in education and life. e) Students learn to plan and manage their learning progress. Students become more independent in identifying goals, seeking resources and evaluating their learning outcomes. f) Helps strengthen the relationship between students and teachers. Organizing regular reflection sessions for students can significantly benefit students' personal development, academic improvement and independence.

2. They are forming discussion groups. Islamic religion teachers can organize discussions and reflections with students that include deep questions about existence, truth, beauty and the purpose of life, which can then be applied in daily life. These discussions can be a means for students to think critically and reflectively about spiritual values. Through this group discussion, students can understand the perspectives of others and respond wisely. The teacher provides topics or questions that lead students to reflect, share and listen to others' experiences. These discussions help students understand many viewpoints and strengthen their empathy (Rifai, 2023).. Forming discussion groups for students can have significant benefits in shaping their character, including: a) Providing opportunities for students to practice communicating with others. Students learn to express opinions, listen to others, and participate in productive conversations. Good communication skills are an essential aspect of building good character. b) Students learn to cooperate with others in achieving a common goal. Students can develop cooperation skills, such as listening to others' opinions, reaching agreements, and solving problems collaboratively. c) Students have the opportunity to listen to different points of view and experiences. This can help to develop empathy and open-mindedness towards others. d) It helps students to hone problem-solving skills by considering various points of view and finding the best solution together. This is an essential skill in building a resilient and empowered character. e) Students can be a leader, facilitator or host. This allows them to develop leadership skills, such as organizing, inspiring, and motivating others. f) Students learn to appreciate diversity in terms of background, experience, and

opinions. This helps them to be more open to differences and respect diversity as an integral part of society. Thus, forming discussion groups for students can bring significant benefits in shaping their character, such as good communication skills, cooperation skills, empathy, open-mindedness, problem-solving skills, leadership development, respect for diversity, and increased social awareness. These benefits help students grow as resilient and empathetic and contribute positively to society.

3. They are organizing field trips. This activity involves visits to certain places that can allow students to interact with the natural world and see various perspectives. This activity is in the form of nature study; students are invited to a place such as the mountains. In this activity, students can enjoy the beautiful natural atmosphere, see various things, and reflect on how beautiful God's creation is. So, as humans, we must have a sense of responsibility to keep nature beautiful. Furthermore, students are asked to make an activity report about their experience, what they learned, and how the experience affected their thinking and attitudes (Rifai, 2023). *Tadabbur* alam, or contemplating nature, can significantly benefit student character building. Some of the benefits of *tadabbur* nature for students include: a) Students can understand the beauty of nature, appreciate biological diversity, and understand the relationship between humans and the environment. b) Helping students understand nature's wonders and increase their sense of awe at the greatness of God's creation. This can help students to become more grateful and appreciate the existence of nature around them. c) Students can develop greater environmental awareness. They can understand the importance of protecting nature and taking responsibility for the environment. e) Provides mental and emotional health benefits for students. Spending time in nature, such as walking in the forest or by a lake, can provide a sense of calm and reduce stress. f) It can stimulate students' creativity and imagination. g) Develop students' mental toughness. They learn to appreciate nature's ability to heal, refresh and provide peace for their souls. h) Students can also develop a sense of social responsibility towards the environment. They can feel encouraged to contribute to preserving the nature around them. Thus, *tadabbur* nature can provide extensive benefits for students' character building, ranging from connection with nature, appreciation of the wonders of nature, environmental awareness, mental and emotional health, creativity, life skills, and mental toughness to social responsibility. These benefits help students to grow as individuals who appreciate nature, care for the environment, and have a deeper connection with God's creation.

By implementing the activities of the reflection method, teachers hope to help students to build strong and positive characters. Through reflection, students can learn to understand themselves better, their values, and how their actions

affect others. Thus, they can become more responsible and empathic and have the ability to make wise decisions. In addition, the role of parents is also essential in implementing this method. Support and cooperation between the school, parents and community will strengthen the moral and spiritual messages delivered to students, thus helping to shape students' characters holistically (Suhaili, 2022).

Implementing Ibn Thufail's perspective reflection method in Islamic religious education can also help students gain sensitivity to the surrounding reality, deepen their understanding of Islamic teachings, strengthen their moral and spiritual character, and prepare them to become responsible, ethical individuals who contribute positively to society.

The purpose of the reflection method in shaping student character is to enable students to understand, develop, and internalize values and behaviours that support the formation of good character. Some specific objectives of the reflection method in shaping student character at Hidayatul Mustafidin High School are:

1. Self-understanding. Reflection methods help students to understand themselves, including their values, attitudes, and behaviours. By reflecting on their actions and interactions with others, students can gain an understanding of themselves and how their behaviour affects others.
2. Values development. Through reflection, students can consider the values that underlie their actions. They can learn to recognize values such as honesty, responsibility, cooperation, perseverance, and respect for differences and how to apply them in their daily lives.
3. Experiential learning. The reflection method allows students to learn from their experiences, be they positive or challenging experiences. By reflecting on successes and failures, students can discover valuable lessons that help them grow and develop as resilient individuals.
4. Development of empathy and social skills. When students reflect on their relationships with others, they can develop better empathy and social skills. They can learn to understand others' views, put themselves in others' shoes, and improve their interactions and communication.
5. Increased self-responsibility. Students can reflect on their responsibilities towards themselves, family, school and society. They can understand the impact of their actions and develop an awareness of the importance of taking responsibility for their behaviour and decisions.
6. Development of problem-solving skills. The reflection method helps students to develop problem-solving skills. By reflecting on situations that require decision-making, students can learn to evaluate various options, understand the consequences of each option, and make responsible decisions.

The importance of character education for students (Jeynes, 2019; Kristjánsson, 2020; Permana & Suhaili, 2019), every educational institution must prepare all means to shape and fortify students so that they always become human

beings with noble character (Bates, 2019; Betawi, 2020; Smith, 2022). Although the problem of lousy character has always arisen to this day (Hidayat et al., 2022; Muhtar & Dallyono, 2020). However, at least what has been presented from this research has illustrated that character problems always have solutions by selecting effective learning methods (Peterson, 2020; Santoso et al., 2020; Taja et al., 2021). So the importance of choosing the right method becomes an absolute component mastered by the teacher (Kim et al., 2019; Sarosa et al., 2019; Watson, 2019). The application of reflection method by Ibn Thufail, which so far there are still few who know about it, through this research, has strengthened the teachers not to hesitate to make this method an option. As discussed earlier, the reflection method is instrumental in forming student character; schools and educators can create an environment that supports positive character growth (Amran et al., 2020; Brown et al., 2023). By involving students in the reflection process, they can actively learn essential values and develop the qualities of leadership, courage, integrity, and empathy necessary for success in personal and professional life. From this, it can be seen that the selection and determination of learning methods become very urgent as an important part of learning (Lukman et al., 2021; Zhang et al., 2023).

E. Conclusion

Students are the next generation of the nation that must be prepared for the country's progress. In this case, the formation of national character is essential, especially in the school environment. Student character building can be done with several methods, one of which is the reflection method. Reflection in learning is how students understand their ability to capture the material that the teacher has delivered. Implementing the reflection method in shaping student character at Hidayatul Mustafidin High School involves several activities, namely holding regular reflection sessions, forming discussion groups in the classroom, and holding field trips in the form of nature tadabbur. Theseies certainly have positive impacts on students, namely the formation of good character in themselves. The results of this study indicate a new alternative for teachers to apply the reflection method, especially using Ibn Thufail's ideas. However, because the research locus is still only in the scope of high schools, further research can expand the locus or use different research types to perfect this study's limitations.

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