

## Science and The Character of Islam Rahmatan Lil ‘Aalamien: Junior High School Learning Model in Central Java, Indonesia

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### Abstract:

*This study aimed to analyze the Science Learning Model for Junior High School that creates the character of Islam Rahmatan Lil ‘aalamien (Islam as the mercy to all worlds) and to describe and to analyze the implementation of science learning in Junior High School in Central Java. This study focused on two schools in Pekalongan and Tegal that create the character of Islam Rahmatan Lil ‘aalamien. The approach used in this study was developmental research. The result of research showed: (1) teacher having used learning model leading to the creation of character, (2) the development of MPSMK IRLA and its learning set developed building on the finding of learning model implemented so far in SMPIT Lukmanul Hakim Slawi of Tegal Regency and SMP 17 Pekalongan and the analysis of the need for science learning model creating the character of Islam Rahmatan Lil ‘alamien, and (3) the implementation of MPSMK IRLA in the trial conducted in SMPIT Lukmanul Hakim Slawi of Tegal regency finding that the average assessment for the character of IRLA belonging to very culturing.*

**Key Words:** Science; Diversity; Learning; Islam Rahmatan Lil ‘alamin

### INTRODUCTION

Science and technology advances have blessed mankind with many facilities in their life. However, on the other hand, some effects accompany it. Technology, in its implementation, losses its humanity meaning and thereby generates individualism and predisposition to materialism (Farida, 2011). In other words, science and technology are like a double-edged knife; on the one hand it brings out bless, but on the other hand it sows threat. Therefore, an attempt should be taken to minimize the negative side (disadvantage) of science and technology and to increase its advantage, so that science and technology can be present as the mercy to the universe.

The attempt of mastering science is taken by conducting research, in addition to the learning in formal education institution. For that reason, the attempt of presenting science as rahmatan lil ‘alamin is taken by means of science learning integrated into Islam

rahmatan lil 'aalam values. However, it has not been realized completely yet in the field practice. Science learning is still rigid, stiff, and partial in nature, and with limited value, and even nearly without being connected to certain value or character (Zarman, 2014: 2). Schools now emphasize more on the inculcation of concept, formula, and theory, and less on value inculcation (Muspiroh, 2013:485).

One of attempts to be taken is to correct the factors likely affecting the students' learning outcome, that are, Human Resource (HR) (Agustini, 2013), in addition to the factor originating from curriculum and learning process quality. Out of these factors, Learning Model factor is considered as contributing to the inculcation Islam rahmatan lil 'aalamien value sufficiently dominantly. Learning model should focus on empowering all potencies of students in order to have the expected competencies, including the creation of Islam rahmatan lil 'aalamien character. It is in line with the 2013 curriculum.

In 2013, Graduate Competency Standard for each of educational unit and level is divided into some levels. Competency level indicates the stages to be passed through to achieve the graduate competency specified in Graduate Competency Standard. Based on the Competency Level, the generic Competency is specified that is used later as the reference in developing more specific competency and material scope for each of curriculum contents. Generic competency consists of 4 (four) dimensions representing spiritual attitude, social attitude, knowledge, and skill (Minister of Education and Culture's Regulation Number 64 of 2013 about Standard Content of Primary and Secondary Education). The Islam Rahmatan Lil 'aalamien character elaborates the competency above.

From the elaboration above, education, including science learning, not only wants to lead the students to the academic success. But education is also led to creating character, including the character of Islam Rahmatan Lil 'aalamien. Rahmatan Lil 'aalamien refers to Allah's saying in Quran in surrah Al-Anbiyaa: 107. Quraish Shihab explained that editorial of verse above is very concise but contains in-depth meaning, Islam's mercy to all worlds (Shihab, 2005: 519). The implementation of rahmat (mercy) characteristic ensures the presence of normative values such as religiosity, honesty, hard work, caring about the fellow, and curiosity, all of which are intended to realize a harmonious order of society, state lives, and interstate relationship for the life benefit as much as possible. The object rahmatan lil 'alamien is any thing existing in the universe, including human beings with diverse races, nations, states, and religion, and animal, plant, and inanimate object. Science learning is expected to contribute to the creation of character.

So, the character of Islam Rahmatan Lil 'aalamien mentioned in Science Learning Model creating the character of Islam Rahmatan Lil 'aalamien. (called MPSMK IRLA) is the teaching pattern conducted by providing Islam Rahmatan Lil 'aalamien values into each of learning process including materials and sample exercises, thereby creating the character of Islam Rahmatan Lil 'aalamien, among others, religiosity, honesty, care, hard work, and curiosity.

Through this research and development, a learning model is developed and designed to improve the students' learning outcome and to create the character of Islam Rahmatan Lil 'aalamien. This learning model is expected to be used later by students and science teachers for Junior High School in the 2013 curriculum era. Considering the elaboration above, the problem statements in this research are among others: What is the science learning factually applied to Junior High School? What is science learning model in Junior High School creating the character of Islam Rahmatan Lil 'aalamien? and How is the

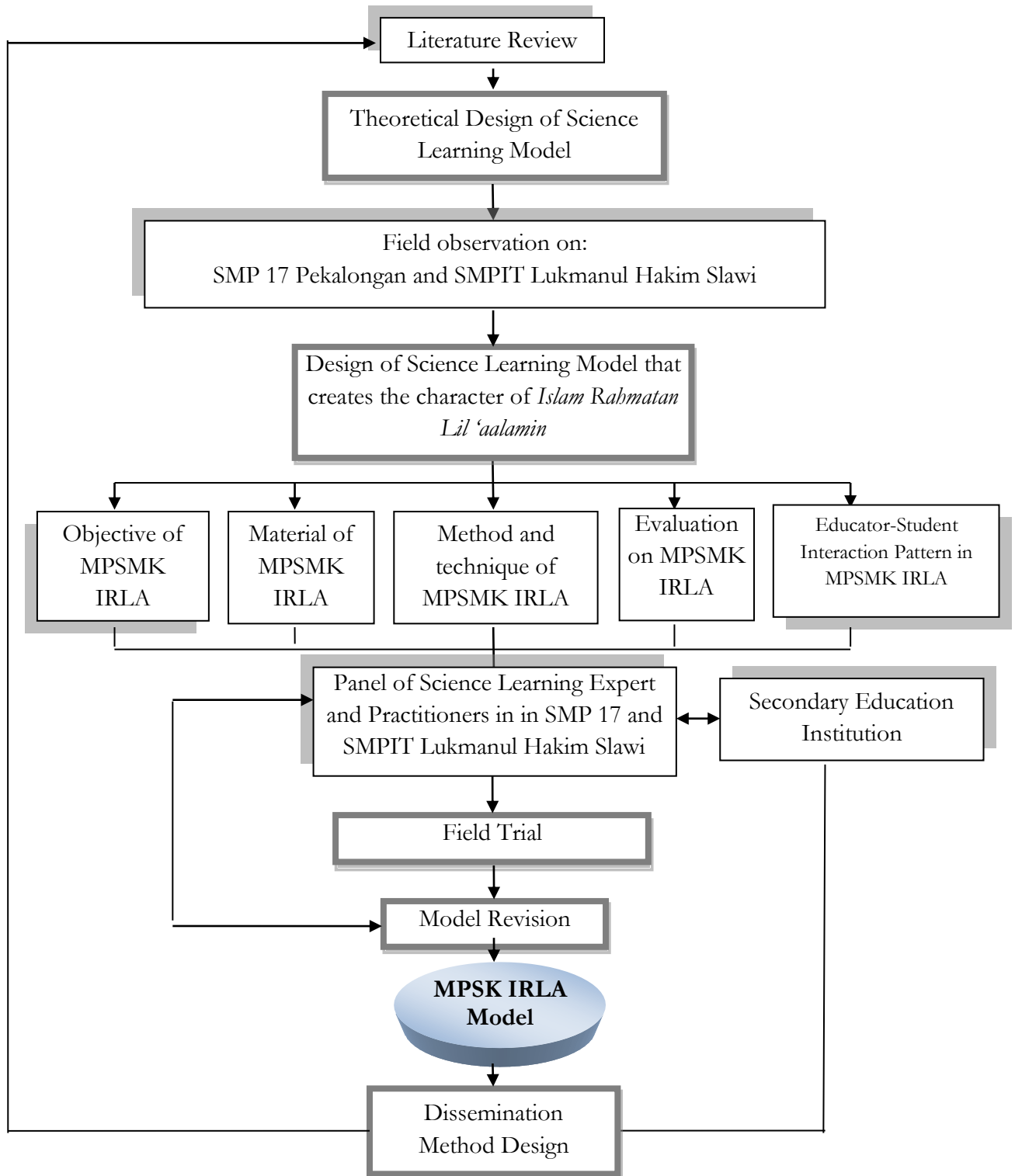
implementation of science learning in Junior High School creating the character of Islam Rahmatan Lil 'aalamin?

This research took place in SMP 17 Pekalongan and SMPIT Lukmanul Hakim Slawi of Tegal Regency because SMP 17 of Pekalongan City is the schools developing rapidly in both academic and managerial aspects, and SMPIT Lukmanul Hakim Slawi of Tegal Regency has A accreditation ranking and integrative learning process involving cognitive, affective, and psychomotor aspects.

The approach used in this research was developmental research. The procedure of research process refers to Borg and Gall's procedure (Brog and Gall, 1979: 626), including: 1) research planning involving literature review activity, theoretical model development and research preparation; 2) collecting information on the field activity of science learning in SMP 17 of Pekalongan City and SMPIT Lukmanul Hakim Slawi of Tegal Regency; 3) designing Science Learning Model that creates the character of Islam Rahmatan Lil 'aalamin; 4) trialing the science learning model design with the students in SMPIT Lukmanul Hakim Slawi of Tegal Regency; 5) revising the Science Learning Model that creates the character of Islam Rahmatan Lil 'aalamin, based on the finding of field trial. This design of Science Learning Model that creates the character of Islam Rahmatan Lil 'aalamin is the one ready to implement.

The procedure of research can be seen completely in figure 1.

**Figure 1**  
**The Research Procedure of Science Learning Model that creates the character of**  
***Islam Rahmatan Lil ‘aalamien (MPSMK IRLA)***



Data source used in this research consisted of primary and secondary ones. Primary data source included the 8th graders of SMP 17 of Pekalongan City and SMPIT Lukmanul Hakim Slawi of Tegal Regency who have attended MPSMK IRLA trial, while secondary data included teachers implementing the learning using MPSMK IRLA. In addition, some other elements considered as closely related to the implementation of MPSMK IRLA trial were also interviewed as the supporting source, including headmasters of both SMP 17 of Pekalongan City and SMPIT Lukmanul Hakim Slawi of Tegal Regency. Techniques of collecting data used in this research were documentation study, class observation, questionnaire completion, interview, and science ability test.

In this study, class observation is used to collect data on students' activity during the learning activity using MPSMK IRLA. Observation was conducted by science teachers and coworkers based on the observation format provided by the author, while the questionnaire completion was conducted to get students and teachers' data of response to the use of MPSMK IRLA. In addition, interview as also conducted with teachers to get students and teachers' data of response to the use of MPSMK IRLA developed. Finally, test problems were used to obtain data about potential effect of MPSMK IRLA on the students' learning outcome and the improvement of IRLA character.

Data collected was analyzed both qualitatively and quantitatively, if necessary. The qualitative technique of analysis was implemented by reducing data, displaying data, concluding and verifying data (Moleong, 2002: 99). Data reduction involves the activities of selecting, focusing on basic matters corresponding to the objective of research, and abstracting the crude data appearing in the field note, so that the data considered as unnecessary were removed. Data display involved the activity of organizing the information collection by the aspects studied to be the material of conclusion drawing. The data collected was organized in data unit and coded in order to be rechecked for its validity. In this research, the data displaying process ended up in the study on the organization of MPSMK IRLA. Drawing conclusion is a process of finding the model produced based on the data obtained. In this research, the model is MPSMK IRLA. Data verification is the process of trialing the model developed. A model is considered as feasible merely based on the author's field observation. Therefore, this research's success is highly dependent on the author's ability itself.

To find out the achievement of Islam Rahmatan Lil 'alamin character among students, the observation was conducted during the learning process. The aspects observed are corresponding to the observation sheet developed. The observation sheet included components of learning indicators indicating the achievement of Muslim character. The result of observation (in %) can be converted into qualitative data to determine the category of students' activeness achievement during the learning process (Modification and Collaboration of Nasoetion and Ministry of National Education) as presented in Table 2.

**Table 2**  
**Category of the achievement of Islam Rahmatan Lil 'alamien Religious Attitude among students during learning process**

| Score (%) | Category  |
|-----------|---|
| 81 – 100  | SB: Very Developing/culturing (when students reveal continuously the behavior represented in the indicator consistently). |
| 61 – 80   | MB: Starting to develop (when students have revealed many   |

|         |  |
|---------|--|
|         | signs of behavior represented in the indicator consistently)   |
| 41 – 60 | CB: Sufficiently developing (when students have begun to reveal the prior signs of behavior represented in the indicator consistently)     |
| 21 – 40 | MT: Starting to be seen (when students have revealed the prior signs of behavior represented in the indicator consistently inconsistently) |
| 0 – 20  | BT: Not Seen (when students have not revealed the prior signs of behavior represented in the indicator                                     |

## DISCUSSION

### Science Learning in Junior High School

Considering the result of interview with Mr. Risdianto, S.Pd as the deputy of headmaster in SMP 17 Pekalongan and Mr. Tofan, S.Pd as Science teacher for the 8th grade in SMP 17 Pekalongan, Mrs. Asri Nur Prihatin, S.Pd.Si as science teacher for the 8th grade of SMPIT Lukmanul Hakim Slawi of Tegal regency related to the science learning model in the 8th grade, the following representation is obtained.

Teaching strategy, method, and technique as well as teaching book selected in science learning in SMP 17 Pekalongan are the decision of Science Subject Teacher Discussion throughout Pekalongan City and corresponding to the direction of Education Office and Headmaster, while the science learning in SMPIT Lukmanul Hakim is the decision of teacher council meeting based on the curriculum used in SMPIT Lukmanul Hakim Slawi of Tegal Regency, referring to the Integrated Islam Network Curriculum (JSIT). Both SMP 17 Pekalongan and SMPIT Lukmanul Hakim implemented Direct Instruction, Cooperative Learning strategy. Teachers demonstrate certain knowledge or skill, and then train the skill gradually: the science learning methods used were lecturing, discussion, demonstration, field study, game, song and laboratory practice varyingly, adjusted with situation and condition of learning process. The approach used was problem based one. Teachers prioritize the problem in real life and facilitate the students to solve the problem through experimentation, investigation, discussion and etc. in addition, cooperative approach was also used. Students do the assignment in group. Students cooperate to understand and to master a learning material collectively in group.

The learning model used effectively creates thinking, working abilities, and scientific character and can communicate it, but time constraint was still found so that the character has not been created effectively. Material and exercise used has led to the creation of character, particularly Islam Rahmatan Lil 'aalamin religious character. In SMPIT Lukmanul Hakim, the religious typicality of science subject refers to the Graduate Competency Standard specified by Integrated Islam School Network (JSIT), while in SMP 17, the religious character of Islam Rahmatan Lil 'aalamin was emphasized through Morning Roll Calls (apel pagi) activity.

From this finding, it can be seen the strength and the weakness of learning model used so far. The weakness of learning model is that it has not improved the science learning and character creation effectively yet, particularly the students' religious character. In addition, material and exercise contained in the teaching book lead inadequately to the creation of character and is less complete. Meanwhile, its strength includes the intensive attempt of creating the character of Rahmatan Lil 'aalamin through daily morning roll calls

activity in the field and through increasing the religious typicality referring to JSIT's graduate competency standard.

### **The Development of Science Learning Creating the character of Islam Rahmatan Lil 'Alamien**

Science learning in particularly or other subjects is commonly organized partially and tend to have poor value. It is this that was found in preliminary study. Science learning is not an part integrated into other subject, including Islam Religion and Noble Character Education. As a result of partial learning, science learning tends to be rigid, seems to be difficult, and connects inadequately to the reality of life and in turn tends to be specter and to contribute poorly to the creation of students' character.

The science learning model creating the character of Islam Rahmatan Lil 'Alamin (MPSMK IRLA) is the conceptual framework to which the management of the improvement of students' science learning outcome and Islam Rahmatan Lil 'alamien refers, by providing the Islam Rahmatan Lil 'alamien values in its learning process. The development of science learning model creating the character of Islam Rahmatan Lil 'alamien is divided into four stages: planning, implementation, evaluation, and follow-up.

#### ***Learning Planning***

Learning planning is conducted collaboratively. The author along with team and teachers collaborate in planning the learning. Learning planning is the activity of planning the learning program comprehensively. The learning planning involves the following steps: (1) determining science learning model based on teacher and students' need through studying Science Curriculum and need analysis on the science learning creating the character of Islam Rahmatan Lil 'alamien; (2) planning semester or annual learning program; (3) developing learning planning in the form of syllabus and RPP (Learning Implementation Plan); (4) mapping main competency, basic competency, indicator, (5) formulating the Islam Rahmatan Lil 'alamien values and IRLA character that will be created and integrated into science subject, (6) formulating the objective of science learning creating the certain character of Islam Rahmatan Lil 'alamien; (7) determining the science learning material containing IRLA values and creating the certain character of Islam Rahmatan Lil 'alamien; (8) determining time for every material unit; (9) determining the science learning method/technique creating IRLA character, (10) determining the science learning media creating IRLA character, (11) determining the evaluation of science learning creating IRLA character (pretest-posttest), and (12) determining the teacher-student interaction pattern in the science learning creating the character of Islam Rahmatan Lil 'Alamin. The development of learning model integrating value and this character establishment is in line with the learning paradigm of 2010 curriculum, but Islamic nuance can be seen more clearly in this development of MPSMK IRLA particularly in the learning integrating Islam Rahmatan Lil 'Alamin values in the learning process; thus it is expected that the character of Islam Rahmatan Lil 'Alamin will be created.

The activity of mapping Main Competency, Basic Competency, and Indicators in this planning stage is conducted to get a comprehensive and complete representation about Main Competency, Basic Competency, indicators and Islam Rahmatan Lil 'Alamin that can be integrated or developed. Because of some limitations, the science learning development creating this IRLA character focuses on science learning for the 8th grade, particularly in standard competency 6: Understanding concept and the application of vibration, wave, and

optics in daily technology products. The standard competency is elaborated into 4 basic competencies: 6.1. Describing vibration and wave concepts and their parameters; 6.2. Describing sound concept in daily life; 6.3. Investigating the characteristics of light and its relation to many forms of mirror and lens; and 6.4. Describing optical tools and their application in daily life. The character of Islam rahmatan lil 'alamin integrated into the learning process in the standard competency is presented in Table 3.

**Table 3**  
**The Development of IRLA Character in MPSMK IRLA**

| Basic Competency   | IRLA Values and Character integrated and expectedly created   |
|--|---|
| <p><b>6.1 :</b> Understanding concept and the application of vibration, wave, and optics in daily technology products. The standard competency is elaborated into 4 basic competencies</p> <p><b>6.2 :</b> Describing sound concept in daily life</p> <p><b>6.3.</b> Investigating the characteristics of light and its relation to many forms of mirror and lens</p> <p><b>6.4 :</b> Describing optical tools and their application in daily life</p> | <ol style="list-style-type: none"> <li>1. Religious value: Attitude and behavior submissive to implementing the religion's tenet, tolerant to the implementation of others' worship, and living with other religions' adherents in concord</li> <li>2. Honesty: Behavior based on the attempt of making the self trustable in say, deed, and occupation.</li> <li>3. Curiosity: Attitude and action that always attempt to find out something learnt, seen, and heard more in-depth and broadly</li> <li>4. Empathy/Care: Attitude and action that always want to help others and people needing.</li> <li>5. Hard work: Behavior indicating sincere attempt of dealing with many constraints in learning and assignment, and completing the assignment as well as possible.</li> </ol> |

The material of PSMK IRLA developed takes the following factors into account: 1) the scope of science material for Junior High School corresponding to the curriculum; 2) Science material based on science theory framework; 3) material of Islam rahmatan lil 'alamin character; 4) the development of students, community, and Science and Technology; 5) panel of science education practitioner and expert's opinion. Considering those factors, the material of PSMK IRLA is developed by selecting three categories of science material: 1). Vibration and Wave, 2) Sound, and 3) Light. Meanwhile, the characters created in PSMK IRLA include religiosity, honesty, curiosity, empathy, and hard work.

The material of PSMK IRLA developed in this research is presented in table below.

**Table 4**  
**The development of PSMK IRLA Material**

| Basic Competency                          | Character of IRLA Developed  | Material   |
|---|--|--|
| Describing concept of sound in daily life | Main character:<br>Religious and empathic values<br>Supporting character:<br>Curiosity, honesty, and | Science: Sound: Resonance<br>Material of IRLA character creation:<br>- Resonance Phenomenon in tuning fork |



| Basic Competency | Character of IRLA Developed | Material                 |
|------------------|-----------------------------|--------------------------|
|                  | hard work                   | - The Power of Vibration |

The approach used in PSMK IRLA is an integral one. This approach is applied appropriately when a value and a character wanting to be integrated into subject. In addition, in this learning model cooperative and scientific approaches (observing, inquiring, collecting information, experimenting, associating, processing information, and communicating) are also used.

Meanwhile, the learning strategy used was problem solving-based learning strategy (Reasoning and Problem Solving Learning Model). The method employed in PSMK IRLA consists of: 1) individual method, including lecturing method used for the material of concept inculcation and memorizing formulas and measurement unit and comparison; 2) group method is used for the materials of understanding concept and inculcating the scientific thinking skill building; 3) reflective method is a combination of deductive and inductive method use, that is, teaching values by moving back and forth between giving concept of truth value generally, then seeing them in daily life cases, or seeing the daily cases and then returning it to the common theoretical concept; 4) Demonstration method. The evaluation in PSMK IRLA is conducted using test and non-test methods. Test-technique evaluation is conducted by developing multiple choice or essay problems, while non-test technique evaluation is conducted using interview, questionnaire, and quiz.

The teacher-student interaction pattern in PSMK IRLA is described as follows: 1) educator and student have intimate relationship and have the true intention to learn; 2) educator can deliver educating and meaningful science learning material; 3) educator can improve the students' ability of understanding the concept of science and giving observable and imitable model/example; 4) educator can develop opened communication attitude to students; 5) students are required to implement or to apply Islam tenet developed in Science learning and to have obedience and submissiveness to educators in order to attain useful knowledge and spirit of learning in group with kinship circumstance; 6) students are required to work on pretest and posttest independently; 7) PSMK IRLA activity should have joyful circumstance.

### ***Learning Implementation***

This implementation of development model follows the planning specified. The implementation of MPSMK IRLA consists of some stages: pretest, introduction, main, closing, and posttest stages. Pretest is held to find out the students' prior ability before attending the learning. The result of pretest becomes one of early consideration in determining the effectiveness and the success of learning organized.

In introduction stage, teacher begins the learning activity by greeting the students and then praying together by reading bismillah and checking the students' presence. Having checked the students' presence, teacher motivates the students and apperceiving the previous material. Teacher motivates the student by saying that the science learning creating the IRLA character is very useful, as it is closely related to daily diversity and society life. Then teacher explains the learning implementation plan, the reasoning and problem solving learning model containing Islam rahmatan lil 'alamin values.

On the main stage, teacher explains science learning material or concept creating the character of Islam rahmatan lil 'alamin. Furthermore, teacher gives example about problem

solving or solving science problem. Having given example, teacher tells the students to create group, each of which consists of 5 students and one of them becomes the head of group. Each of groups is told to complete one to three problems within 10 (ten) minutes. During group discussion process, teacher guides and observes each of groups. Out of 5 groups, teacher tells the representative of respective groups to present their answer before the class. After the presentation, teacher and other students discuss and reflect on the presentation and then draw conclusion.

Before the learning is completed, teacher gives students homework to work on student work sheet (LKS). Next, the learning activity is closed with praying collectively by reading surrah Al Ashr and kafaratul majlis pray, and closing greeting by the teacher. Posttest is attended by all students having attended PSMK IRLA. It is an attempt of finding out the students' learning outcome after the training. Posttest and pretest results are compared with each other to get the representation of the success or the failure of the learning model implementation.

To find out the learning outcome, evaluation is conducted. Evaluation is an assessment on the learning implementation involving: assessment on science learning outcome and assessment on the secondary effect of learning, the quality of objective, material, media, method, strategy, time, and success achieved by the students in the learning, and the constraints encountered in the learning. Students give objective assessment on the learning organized related to the learning model developed. Meanwhile, the author assesses the success level of learning model implementation by teacher.

The Implementation of Science learning Model Creating the character of Islam Rahmatan Lil 'Alamien. MPSK IRLA is implemented by conducting trial in SMPIT Lukmanul Hakim Slawi of Tegal Regency. This result of MPSMPK IRLA trial in SMPIT Lukmanul Hakim Slawi of Tegal Regency represents that teachers and students in SMPIT Lukmanul Hakim Slawi of Tegal Regency practice and attend the implementation of MPSMPK IRLA very enthusiastically. The result of MPSMPK IRLA trial is explained as follows.

### **Result of Observation on Students' Activity during Learning Process**

The result of observation on student's activity during the learning process shows that students pay attention to teachers' explanation, with the score of 106 or 88.3% (maximum score of 120). Thus, it can be said that generally students' activity in paying attention to teachers' explanation is very good. The statement item of students' activity in group discussion/work obtains score of 116 or 96.7%. Thus, it can be said that generally the activity of students in group discussion/work is very good.

The statement item of students' communication and bravery in posing the question about science obtains score of 92 or 76.7%. Thus, it can be said that generally the students' communication and bravely in posing science question belong to very good category. The statement item of students' activity in discussion of group discussion result obtains score of 92 or 76.7%. Thus, it can be said that generally the students' activity in discussion of group discussion result belongs to very good category.

The statement item of students' ability of solving Science problem correctly obtains score of 116 or 96.7%. Thus, it can be said that generally, the students' ability of solving Science problem correctly belongs to very good category. The statement item of students' ability of interpreting science problem in narrative form and solving it obtains score of 106

or 88.3%. Thus, it can be said that generally, the students' ability of interpreting science problem narrative form and solving belongs to very good category.

### **Result of Observation on Students' IRLA Character**

The result of observation on the students' activity during the learning and IRLA character is obtained from the trial conducted. Considering the result of observation on IRLA character, students opening and closing the learning with praying obtain score of 102 or 85.0% (maximum score of 120). Thus, it can be said that generally, students opening and closing the learning with praying are considered as very good. This attitude is an indicator of religious character.

The statement item of students having knowledge on the importance of honesty and having honest behavior obtains score of 104 or 86.7%. Thus, it can be said that generally students having knowledge and performing honest behavior are considered as very good. The item of students' curiosity indicated with enthusiasm in posing the question obtains score of 117 or 97.5%. Thus, it can be stated that generally students having curiosity belong to very good category.

The item of students working hard in organizing learning process and doing the assignment as well as possible obtain score of 105 or 87.5%. Thus, it can be said that generally students have firm attitude and belong to very good category. The statement item of students appreciate other friends' opinion obtain score of 120 or 100%. As such, it can be said that generally students appreciate other friends' opinion, belonging to very good category.

The statement item of students empathic with their friends' difficulty of understanding the material, by helping explain to their friends, obtain score 92 or 76.7%. Thus, it can be stated that generally, students have empathy and solidarity, and the item belongs to very good category. The statement item of students not speaking of others' weakness and making it the material of joke and insult obtains score of 94 or 78.3%. Thus, it can be said that generally, students do not speak of others' weakness and make it the material of joke and insult, belonging to very good category. The statement item of students maintaining the fraternity relationship with their classmates obtains score of 102 or 85%. Thus, it can be stated generally the students maintain the fraternity relationship with their classmates, belonging to very good category.

This finding confirms the importance of Science based on Islam rahmatan lil'alamin to be delivered in the learning in the attempt of creating the students' religious, honest, empathic, hard working, and curious characters. It is in line with Imron (2018) mentioning the importance of moderate Islam values to be internalized into the learning model. Miftah (2017) also confirmed that the theme raised in the thematic integrative 2013 curriculum gives the Science learning as widely as possible opportunity of being positioned side by side with religion education. These Islam Rahmatan lil 'alamin values should be delivered not only in pesantren (Islamic boarding school) but also in all educational institutions, in the attempt of warding off radicalism.

### **CONCLUSION**

Considering the result of analysis, the author concludes that science learning and other subjects in Junior High School have focused on the creation of character, but still need the development of science learning model that can improve the science learning outcome and create the character of students, particularly the Islam Rahmatan Lil 'alamien

character. Science learning model creating the Islam Rahmatan Lil 'alamien character (MPSMK IRLA) is an offer of conceptual framework of learning model, as the reference of science learning to achieve the improvement of science learning outcome and the creation of students' Islam Rahmatan Lil 'alamien character.

MPSMK IRLA is the result of learning model consisting of planning, implementing, evaluating, and post-learning follow up. MPSMK IRLA and its set are developed based on the finding of learning model conducted so far in SMPIT Lukmanul Hakim Slawi of Tegal regency and SMP 17 Pekalongan and the analysis on the need for science learning model creating the Islam Rahmatan Lil 'alamien character.

The implementation of MPSMK IRLA in the trial conducted in SMPIT Lukmanul Hakim Slawi of Tegal regency found the followings: (1) the mean score of students' activity during learning process is 87.2 belonging to very good category, (2) the mean score of IRLA character during learning process is 87.1, belonging to very culturing category. Considering the finding and the result of research, the following recommendations are given.

Firstly, PSMK IRLA is very replete with Islamic values integrated during the learning process, but it should keep paying attention to the students' mastery of concept in the science material taught. As known, the assessment technique conducted today is still standardized examination emphasizing on the aspect of concept mastery just like National Examination. Therefore, some attempts should be taken to establish this concept mastery using sufficiently intensive drill to support the mastery of concept.

Secondly, in PSMK IRLA process, teachers are obliged and required to improve their competency of developing and determining the teaching material containing Islamic values. Thirdly, teachers should not conduct and apply PSMK IRLA hesitantly as the alternative to science learning in the class. Despite many challenges, it is not impossible to do. Hard work, willingness, and determination are needed to implement it. Thus, students obtain not only the cognitive learning outcome, but also the secondary effect, namely the change of students' character toward the Islamic golden generation.

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