Student Centered Learning
in Debate-Based Learning Perspective Surah An-Nahl Verse 125

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ABSTRACT: This study aims to analyze the debate-based SCL learning model from the perspective of Surah An-Nahl verse 125. This research is vital because learning methods are one of the factors that determine learning success. One method of teaching approach that has proven to be effective and efficient is student-centred Learning (SCL). Development of learning with the SCL model, learners can more quickly understand the material and a teacher can more easily internalize educational values. If we analyze the interpretation of Surah An-Nahl verse 125, several education methods will be found. The type of research used is qualitative research with a library research approach. To analyze the data, this study used secondary data derived from the book of tafsir, which explains surah An-Nahl verse 125 and several data references related to the research. The results showed that SCL was learning in the surah An-Nahl verse 125 content, namely debate-based learning. The passage "refute them with a good rebuttal" signifies a debate learning method. With the jidal/debate method, at least two intelligences are formed in the learners. That is intellectual intelligence with broad insights to develop arguments and emotional intelligence necessary to maintain debate ethics. However, the debate set in education is undoubtedly a debate with polite words, full of ethics and does not put forward emotions. From the analysis of Surah An-Nahl verse 125, a teacher can apply the debate-based SCL learning model to improve the quality of his teaching.
Student Centered Learning in Debate-Based Learning Perspective... – Cecep Sobar Rochmat, et al. 256


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I. INTRODUCTION

In the future, the challenges of teaching or educating will develop a focus on learning (Khan et al., 2020). The ancient instructive design was considered now not significant to the characteristics of students today. A teacher who teaches with ordinary strategies without the most recent developments is troublesome to pull in understudies to pay attention to students to focus on learning. The learning model is a functional design applied to learning to make it easier for students to understand the learning process. Learning models need to be developed to face the challenges of education in each era.

Based on his approach, there are two known learning models, namely student-centred Learning (SCL) and Teacher-centred Learning (TCL). SCL learning model prioritizes the construction of knowledge independently by students, where students become the main actors in learning. TCL is learning with teachers as the centre of learning. Students are conditioned to focus and follow instructions from the teacher. It is usually delivered by the lecture method (Rochmat et al., 2022).

Nowadays, we enter the 21st century, so the learning process must be developed from TCL to SCL to face the challenges of the 21st century. These changes aim to improve student learning achievements (Utami & Sundari, 2019). A study revealed that only 30% of information manages to form in memory from listening activities. Thus, the results of students' understanding of lecture-based learning only range from 10%-30% (Fitriyah, 2020). Of course, if a teacher does not explore various forms of varied learning models, the learning process will run slowly so that learning objectives are not achieved perfectly.

As for ordinary learning developed with one-way lecture methods, it needs access to internalize educational values. Because, in a normal learning process, students do not get something memorable. Learning activities run mediocly and even have the potential to become boring activities. This indication causes teachers to fail to transfer educational spirit to learners.

Research related to the SCL learning model explains that SCL can build three domains of education there are cognitive, affective and psychomotor comprehensively and simultaneously. The process of the SCL stages is as follows; first, teachers teach with

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a wide variety of SCL; second, SCL encourages learners to be active and enthusiastic to present a critical person; third, active student involvement makes it easier for students to understand learning and present effective learning; fourth, the knowledge gains space in the student's psyche because it has a profound impression so that the educational value contained is automatically internalized in the learner; Fifth, if it has gained meaning, it will be easy for these values to be realized in everyday life (Rochmat et al., 2022).

Figure 1. SCL flow establishes the realm of three education domains

To be able to teach optimally, an educator is required to master the four competencies of teachers, especially professional competence and social competence. With professional competence, teachers must master the material well before teaching. With social competence, teachers are encouraged to develop the ability to interact with students. From an intense relationship with students, teachers can analyze the needs of students so that they can adjust learning models that are suitable for application in class. A learning model that is by students' character will accelerate the process of transferring knowledge to students. Thus, the expression "method is more important than matter" is proven true (Budiman et al., 2022).

Al-Qur'an is a guidebook for Muslims for which no educational issues have been misrepresented. Qur'an can explain all aspects related to education. The concept of education is discussed in various surahs (As’ad, 2018). One of the surahs that discuss the method of learning is that there is surah An-Nahl verse 125. Surah An-Nahl verse 125 contains the meaning of an educational method that maintains human rights (HAM). The educational method found in the surah highly values students as hearty human beings. Education is done with good teaching, not violence (Kamaruddin, 2022).

When interpreting a sentence fragment in surah An-Nahl verse 125 refutes them well, it can be concluded that learners are valued for their opinions. However, erroneous student opinions can be refuted by teachers with good rebuttals. Providing opportunities for learners to have an idea is one of the characteristics of the SCL learning model. Frequent questions and opinions represent students' activeness in the classroom and refute in a discussion forum. Debating is a learning method that requires students' activeness to have opinions. With such a learning process, it will form students who are critical and can keep up with the times with factual issues.

Based on the research of Nurjanah, Ghazal, and Suhardini, it was found that there is a relationship between paedagogical competence and the interpretation of surah An-Nahl verse 125, namely; First, the obligation to demand and practice science cannot be
separated from individual claimants of knowledge who must be active; Second, the form of interaction and communication between educators and learners creates pleasant social and emotional situations for each person; Third, educators should not ignore the provision of punishments that deter learners; and Fourth, the personal teacher has a substantial contribution to the success of education (Krasyukova et al., 2021). From this research, in surah An-Nahl, there is a concept of the SCL method, namely the debate method. The term that indicates debate can be a learning method in this surah is the word jadilhum.

The concept of education in the Qur'an is a dialogue with words which are interpreted from the word al-hikmah giving good advice which is interpreted from the word Al-Mau'izarah, and jiddal, which means to discuss properly without denouncing the arguments and opinions others (Keshavarz, 2010). The impact of research in surah An-Nahl verse 125 at least contains several educational methods, including the jidal/debate method (Nordin & Nor, 2014); (Sözeri & Altinyelken, 2019); (McClure, 2009); (Hassan et al., 2010).

Unlike previous studies, this study does not intend to identify the learning methods in surah An-Nahl verse 125. The research focuses on interpreting jidal/debate methods in SCL that are effectively and efficiently applied in the scope of education today. Thus, this study aims to determine the characteristics and levels of effectiveness and efficiency of debate-based learning in SCL perspective surah An-Nahl. As we know, Teacher Centered Learning (TCL)-based education has been abandoned a lot because it is ineffective in achieving learning goals. Currently, the SCL method is widely used by educational institutions.

According to the author, this discussion is important to study because it can be used as a postulate by teachers to carry out SCL learning based on debate learning patterns. Knowing the learning method from the explanation of the Qur'an verses is essential so that a teacher does not hesitate to explore various learning models and techniques that will be applied in the classroom to support educational growth.

II. METHOD

The research method used is qualitative research with a library research approach. Qualitative research is a method that describes the object under study in the form of written or spoken words and then relates in written form. The reason for choosing this method is that it can describe the research results in terms of interests that want to be highlighted.

This research is a perspective on the study of Quranic interpretation. The sources used in this study are the tafsir books of the mufasir, including the performance of the book Al-Misbah written by Quraish Shihab, the understanding of book Al-Azhar written by Buya Hamka, and the interpretation of the book Al-Maraghi written by ibn al-Maraghi. Other sources are drawn from previous studies in journals and books obtained online to strengthen the analysis.

This type of data analysis uses the grounded theory initiated by Graser and Strauss. The stage is to construct ideas and see the matchmaking with phenomena that occur on the issue under research (Karuntu et al., 2022). The sensation in this study is the debate learning method, part of SCL and the theory constructed, namely the tarbawee interpretation of several tafsir books that explain surah An-Nahl verse 125.
The first stage in the presentation of writings discusses the SCL method, which has become a trend in the world of education now. The second stage is the study of interpretation from surah An-Nahl verse 125, and then the last step explains the identification of the SCL learning model, namely the debate in surah An-Nahl verse 125.

**Figure 2. The stage of presentation of research**

### III. RESULT AND DISCUSSION

#### Student Centered Learning Model

A model is a representation of phenomena that occur in the real world. The model means an attempt to support a theory so that it is a reflection of the variables in the view. Therefore, the model seeks to depict something with an imaginable depiction. Its function is to explain a theory so that it is easy for a reason to digest. There are generally two models of learning. The student-centred learning (SCL) approach is an approach that focuses more on students. Students as subjects and objects. The second approach is the teacher-centred learning (TCL) approach, which is an approach that focuses on educators or teachers. Learning is dominated by teachers as the holders of control in education.

SCL is a hallmark of innovative learning. Learners can be creative and reconstruct their knowledge independently and mediated by teachers and peers. To do that, students must be actively involved in learning, and the teachers must be professional and have many competences (Belyaeva et al., 2016). The teacher performs his role as a facilitator who helps students in their activities (Inthachot et al., 2013);(Naqshbandi & Tabche, 2018).

According to Lea, Stephenson, and Troy, SCL includes the dependence of learners on active learning, the emphasis on in-depth knowledge, and understanding, increased responsibility on the learner, and growing feelings of division into small material units when learning. As well as the interdependence between educators and learners. SCL also supports students in self-organized individualized learning (Dolezal et al., 2018). In this approach, educators have complete responsibility for student learning activities. Teachers must know the needs of students and be actively involved in playing their role as facilitators and motivators. The function that is carried out is to accompany and direct students to reconstruct their knowledge (Muqarramah, 2016).

The origins of SCL, as presented by Doddington and Hilton in the book Learner-Centered Education; Reviving the Creative Tradition, can be seen as the SCL approach dates back to the days of enlightenment in the UK. At that time, the idea of education was also developed in liberal circles. The initiators of student-centred holistic education are Richard Lovell Edgeworth and Maria Edgeworth (Doddington & Hilton, 2010).

In contrast to TCL learning, which is dominated by instruction from teachers, SCL learning provides opportunities for students to adapt learning to their inner
competencies, behave directly, and actively engage in receiving their learning experiences (Westwood, 2015). SCL learning that has emerged in today's era is the answer to an approach no longer appropriate, namely the teacher-centred learning (TCL) approach. The TCL method could be more efficient because students who tend to be passive and only hear teacher lectures will quickly get bored with learning. As a result, the understanding of the material could be better than if the material was delivered with the SCL material.

SCL that balances aspects of cognition, motor, and emotional abilities develops principles: responsibility; presentable; students must play an active role in classroom learning; and justice. In SCL, there is a concept of progressivism education, namely that students have the right to grow and develop, and these rights must be equal; independent, all students are expected to be able to independently develop all the potentials that exist in them, both intellectual, emotional, and moral possibilities; critical and creative thinking; communicative; good cooperation; and finally integrity. The student must show an attitude and personality with high behaviour and morality and be confident in carrying out everything he believes in any situation.

The SCL method approach includes intense interaction between educators and learners. This two-way interaction is built on implementing a substantial role among educators and participants. When this concept has been developed, there is no guarantee that educators are more dominant than students in learning. They all play a decisive role in achieving learning objectives.

The SCL approach is an efficient approach to use in this era because it has many advantages. These advantages include that active students can facilitate understanding. Teachers can be actively involved in learning with their role as facilitators, motivators, and innovators. The student is allowed to develop his potential so that there is a two-way interaction between the student and teacher.

Tafsir Surah an-Nahl verse 125

Al-Qur'an has described various educational concepts including learning models (Hai, The Islamic Education method). One of which is surah An-Nahl verse 125. Surah An-Nahl revealed in Mecca actually contains procedures or methods in preaching, but in concept the verse also explains the method of teaching or educating. There are three keywords in surah An-Nahl verse 125 namely hikmah (educationaching), mau'izah (advice), and jidal (debate) (Fadriati, 2012).

According to Imam al-Qurthubi, the preaching carried out by the Prophet Muhammad (peace be upon him) at that time was delivered to the Quraysh people, while according to Abu Salih, the preaching of the Prophet at that time was intended for Meccans in general, and according to Muqatil the preaching for Ahl al-Kitab (Rustiawan, 2019). To find out more deeply, it is necessary to examine the interpretation and content of the surah content first. The contents of surah An-Nahl verse 125 in full are as follows:

"Call upon (human) to the way of your Lord with wisdom and good lessons and disputing them in a good way. Surely your Lord is the one who knows more about who stray from His path and He who knows best those who receive guidance."
Tafsir surah An-Nahl verse 125 in the interpretation of book Al-Azhar in the sentence call to the teachings of your Lord with *hikmah* and good education, and refute them in a good way. This verse contains instructions to the Apostle Muhammad s.a.w. on how to carry out proselytizing or calls against men for them to stand on the path of *sabilillah*, or *shirathal mustaqim*, or *ad-dinul haqqu* (Hamka, 2015).

Preaching (*Dakwah*) in Arabic comes from *da'a*, *yad'u*, *da'watan*, which means calling and entertaining. Or the word *da'a*, *yad'u*, *duaan*, *da'wah*, means to call upon him. The means preaching with the *hikmah* is preached with the way of always looking at the situation, attention to the atmosphere and the condition of the propagated person (Arni, 2015).

Buya Hamka, in his interpretation, explains that when preaching, you should use three kinds of methods or three levels of methods. *First*, *hikmah* (wisdom) by being wise, noble mind, airy bosom and clean heart draws people's attention to religion or belief in God. The *hikmah* itself is often equated with philosophy. At the same time, the word *hikmah* in Islam is the deeper core of its meaning than philosophy. Philosophy can be understood by people trained in logical thinking. At the same time, *hikmah* can be known by people who do not know a single spelling of letters and cannot be refuted by intelligent people. *Hikmah* is not only with mouth speech but also with actions and attitudes. Sometimes it is better not to say anything than to talk about something useless (Hamka, 2015).

According to Quraish Shihab, in the interpretation of the book Al-Misbah, the word *hikmah* contains meanings, among others, the foremost of all things, knowledge and deeds. *Hikmah* also means ability or actions that are free from elements of error. *Hikmah* also means excellent benefit and convenience (Shihab, 2002). Of the three concepts described by Quraish Shihab above regarding the word *hikmah*, the closest to the interpretation of the surah An-Nahl is knowledge or action that is free from the element of error or commonly called *hikmah*.

The *second* is *mau'izhatul hasanah* which means good teaching, or good messages, delivered as advised. Religious education in children in the family is a form of *mau'izatul hasanah*. This includes education and teaching in universities. Buya Hamka gives an example of good teaching or effective education provided to children who have yet to be entered into other instructions. The *third* explained by Buya Hamka in his tafseer book is the word "*jadilhum billati hiya ahsan*", refuting them better. If it is indeed very forced to have arguments or rebuttals, this verse recommends that if it is inevitable, choose the best path in such a case. Argue in good ways expressing opinions correctly.

Based on the interpretation of Al-Maraghi, this verse explains that the Apostle was sent by Allah Almighty. to call/invite his people to live His shari'a which has been ordained to His creatures through Allah's revelation in the form of the Qur'an (Al-Maraghi & Mustofa, 1946).

Thus, it can be concluded that three methods in the surah An-Nahl must be carried out in proselytizing, *first*, with *hikmah* is a good word; *secondly*, with *mau'izhatil hasanah* is advice or good teaching; and *third*, with *jidal* (debate). This verse suggests that if there is a debate, refute it properly. The method of proselytizing is closely related to the process of education. *Hikmah* and *mau'izhatil hasanah* are related to teacher-centred learning models (TCL), while *mujadalah* or *jidal* in educational concepts are interpreted as student-centred learning models (SCL).
Although the development of students' competencies depends on many factors, such as instructional quality, content delivery, and the quality of learning/teaching materials, conditioning the learning process is no less critical (Haolader et al., 2015). The teacher conducts critical analysis before drilling the learning process and applying the learning models to learners (Asyafah, 2019).

Conditioning the class with the application of teaching and learning situations using the SCL approach using the debate method makes students actively think critically and logically and have the courage to develop high self-confidence. Student self-confidence (Chotimah et al., 2022). Effective debate methods form individuals who can think critically. In addition, active debate-based learning effectively builds qualified student communication skills (Guo et al., 2023).

The debate method is a learning model involving groups of students or students and teachers to analyze and explore or debate specific topics or problems. Before the debate, students had to study both pro and consider the motion. When a discussion starts, they must analyze and think fast to respond to opposing arguments. So, thinking critically with the support of data they had explored before is more important. It is the factor that builds their intellectual intelligence (Nurakhir et al., 2020).

Not only that, but the debate also involves regulating emotions. When presenting an argument or refuting an idea, a debater must control his emotions to remain stable. This emotional intelligence needs to be trained before a debate match (Ridwan, 2017). As explained above, SCL is a model of learning approach by emphasizing aspects of student activity. Within the SCL approach, there are a variety of learning strategies used. One of them is debate-based learning. So, debate learning models in SCL can improve intellectual and emotional intelligence.

Al-Qur'an has several terms that explain debate or disputation, including jidal or mujadalah, al-hijaj, al-khusamah, al-tanazu' and al-mira'. Undeniably, the method of debate is often mentioned in the Qur'an to tell the traditions of the earlier pious prophets and shalafus shalih. Debate is used as a way to preach while still paying attention to ethics in a debate. As Al-Ghazali points out, we should treat debate partners as friends, not opponents. Thus we can explore more new knowledge (Alfiyah & Khiyaroh, 2022).

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The passages in the surah An-Nahl that are identified as having elements of the SCL learning approach in them are as follows:

وجادلْم بِلتِ هي احسن

“And refute them in a better way.”

The phrase jaddilhum billati hiya ahsan explains that arguing, brainstorming, and discussing must be done as well as possible. In response to the times, nowadays, there are often disputations, and neither side wants to give in to his opinion. The verse in this surah already warns that it should not be done. Maintaining the subtlety of manners in social interaction is essential.

Jidal or debate is divided into three kinds. Nasty arguments are those that are rudely conveyed, invite opponents' anger, and use false pretexts. A good discussion is politely given, as well as using arguments or pretexts, even if it is only acknowledged by the opponent. As for the talks, the best ones are the ones that are well conveyed with the correct arguments and the opponents. In the world of education, of course, what is applied is the third type of debate.

Disputing in the sense of defending opinions when discussions to broaden the horizons of science in Islam is valid, as stated in surah An-Nahl verse 125. The method of debate or discussion can require students to have broad insights regarding the topic being discussed. Because maintaining an opinion necessarily need a strong argument built on the building of actual science. In addition, arguing can train the ability to control emotions. In addition to intellectual intelligence, emotional intelligence is also formed in students with the application of this method.

As for counselling education, the debate method, by developing logical communication accompanied by solid arguments, can help individuals from the pit of decline. This smooth communication instils influence into a person's subconscious until he finds another reason for his purpose in life. SCL initiates the growth and development of learners, especially in regulating intellectual and emotional intelligence. In the interpretation of surah An-Nahl verse 125 as well, the learner or in the context of the surah is the people of the prophet Muhammad are free to express his opinion, and his argument can be refuted if it is not by the truth in good ways.

IV. CONCLUSION

The interpretation of surah An-Nahl verse 125 contains three cores that are highlighted in proselytizing or namely, among them; must be with hikmah and good teaching, and the last is with a good rebuttal in case of debate that is not possible to avoid. The SCL
analysis of surah An-Nahl verse 125 found that there is one of the SCL learning strategies in verse. The method in question is the method of active debate. Surah An-Nahl verse 125 describes the procedure for arguing in a forum. If there are rebuttals, then defend yourself with a reasonable opinion. A teacher can apply this method in the class. The process of debate or discussion actively involves students directly and can construct knowledge better than learning that does not include students as the centre of learning. With this method, learning objectives can be fulfilled, both in cognitive and affective aspects.

V. REFERENCES


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