Learning Model KoPI Lokal Islami: Philosophical and Theoretical Perspectives

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ABSTRACT

Cooperative, Project and Inquiry Learning integrated with Local Wisdom and Islamic values (KoPI Lokal Islami) is an innovative approach in education that combines cognitive, affective and psychomotor dimensions. This research uses the literature study method to evaluate the effectiveness and implementation of the KoPI Lokal Islami approach from a philosophical and learning theory perspective. The results show that cooperative learning improves students' social and academic skills, project-based learning increases engagement and critical thinking, and inquiry learning promotes the development of analytical skills. The integration of local wisdom helps students appreciate their culture and apply knowledge in relevant contexts, while Islamic values contribute to character and moral formation. The *KoPI Lokal Islami* approach was shown to be in line with constructivist, social, connectivist and humanistic learning theories, offering a comprehensive framework for holistic education. The study recommends curriculum development that integrates local wisdom and Islamic values, teacher training, and further research to evaluate the long-term impact of this approach on student learning outcomes.

KEYWORDS: *KoPI Lokal Islami*, Philosophical, Theoretical

INTRODUCTION

Learning in today's modern era is faced with various challenges. In addition to equipping students with relevant knowledge and skills, education also needs to instil noble values that are in accordance with the culture and religion of the local community. The rapid phenomenon of globalisation has an unfavourable impact on the preservation of the nation's culture and character. Therefore, a learning approach is needed that can integrate various aspects, such as collaboration between students, meaningful projects, scientific inquiry, as well as integrating local wisdom and Islamic values.(Al Idrus et al., 2023; Farida et al., 2017; Hartini et al., 2018; Praptiwi et al., 2021; Safkolam et al., 2021; Setiawan et al., 2017; Suastra et al., 2017; Yanti et al., 2022).

KoPI Lokal Islami learning comes as an answer to the challenge. By combining elements of cooperative learning, project-based learning, and inquiry-based learning, this model is expected to increase students' active involvement in the learning process. In addition, the integration of local wisdom and Islamic values in learning will help students understand the interrelationship between science, culture and religion. This not only enriches students' insights, but also instils character and spirituality that is appropriate to the local community context.(Arizona et al., 2023; Dewi et al., 2020; Ramdani et al., 2021; Zannah, 2023; Zuhdi, 2019). Thus, *KoPI Lokal Islami* learning is expected to be a comprehensive solution to improve the quality of education in the current era of globalisation.

Philosophically, *KoPI Lokal Islami* is based on the view of social constructivism, which emphasises the role of social interaction and collaboration in knowledge construction. It also adopts a learner-centred education philosophy, and considers aspects of local wisdom and Islamic values. In terms of learning theory, this concept is supported by theories such as social constructivism (Rumansyah & Arizona, 2021; N. A. Slavin et al., 1981; R. E. Slavin, 1985, 2016; R. E. Slavin & Cooper, 1999), project-based learning (Abidin et al., 2020; Sucilestari & Arizona, 2018a, 2018b), and inquiry learning (Arizona et al., 2013; Harjono et al., 2017). Thus, *KoPI Lokal Islami* learning is expected to provide a strong foundation for the holistic development of students' knowledge, skills, and character.

Research on Co-operative, Project and Inquiry Learning integrated with Local Wisdom and Islamic values (KoPI Lokal Islami) has a very significant urgency. First, the implementation of learning that is relevant to the local context and Islamic values is in line with the objectives of the national curriculum, which seeks to form students with knowledge, character and good morals. Moreover, in the era of globalisation, moral values and character are often overlooked. This research supports efforts to integrate Islamic values in the learning process, which is important to form a generation with integrity, responsibility and ethics.

In addition, much local wisdom has the potential to be lost if it is not taught and preserved through the education system. This research encourages the integration of local wisdom in learning, which aids cultural preservation and increases the relevance and meaning of learning for students. Co-operative, project and inquiry learning methods are proven effective in improving student engagement and academic achievement. The integration of these approaches with local wisdom and Islamic values creates a more holistic and in-depth learning experience (Hikmawati et al., 2021; Suastra et al., 2017).

Modern education faces various challenges, including the need to adapt to technological developments and social changes. This research offers innovative solutions to help education adapt to the needs of the times without neglecting important basic values. The results of this study can also be an important reference for education policy makers in formulating strategies and policies that support learning rooted in local wisdom and Islamic values, as well as promoting effective and relevant learning approaches. Teachers need new and effective approaches to deal with learning challenges in the classroom. This research provides insights and practical guidance for teachers in implementing cooperative, project and inquiry learning methods integrated with local and Islamic values. Overall, the urgency of this research is very clear in the context of improving the quality of education that focuses on character building and moral values, preservation of local culture, and adaptation to the challenges of modern education. With the results of this research, it is hoped that it

can make a real contribution to the development of better curricula, educational policies and teaching practices that are more relevant to the needs of students and society.

METHOD

The research method used in this study is a literature study. Literature study is a systematic approach to identifying, evaluating, and interpreting scholarly works relevant to the research topic. This method is used to collect existing information on *KoPI Lokal Islami* as well as the underlying philosophical concepts and learning theories. The following are stages of the research:
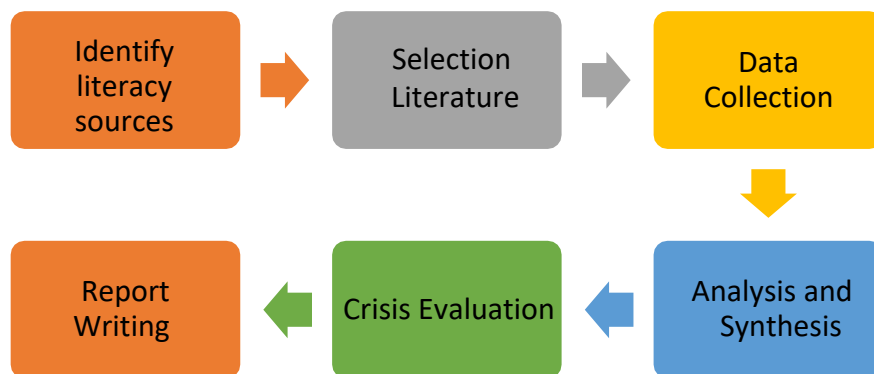

Figure 1. Stages of The Research

Using the literature study method, this research aims to provide an in-depth and comprehensive understanding of *KoPI Lokal Islami* Learning from a philosophical and learning theory perspective, as well as to identify practical implications for implementation in an educational context.

RESULT AND DISCUSSION

After conducting a comprehensive literature study, there are several important findings related to Co-operative Learning, Projects, and Inquiry integrated with Local Wisdom and Islamic values (KoPI Lokal Islami). Studies show that co-operative learning improves students' academic and social abilities. Students who engage in co-operative learning tend to have a deeper understanding of the subject matter and show improvement in communication and co-operation skills. Cooperative learning is not only effective in improving academic achievement but also in shaping students' character. Intense social interaction in learning groups teaches students about cooperation, empathy, and mutual respect, all of which are in line with Islamic values.

Project-based learning is proven effective in improving student engagement and critical and creative thinking skills (Sumarni & Kadarwati, 2020; Yustina et al., 2020). Projects that are relevant to the local context and Islamic values provide additional meaning and make students more motivated to learn. Projects designed with reference to local wisdom and Islamic values provide contextualised and meaningful learning experiences (Nuswowati et al., 2017; Sumarni & Kadarwati, 2020). For example, a project involving the study of local agricultural practices can teach students about environmental sustainability and the value of gratitude for natural resources.

Inquiry learning encourages students to actively explore and discover new knowledge. Students who engage in inquiry learning show improvement in critical thinking skills, analytical and problem-solving abilities (Gómez & Suárez, 2020; Spector & Ma, 2019; Wale & Bishaw, 2020; Wardani et al., 2017). The inquiry learning method provides opportunities for students to explore and find solutions independently. This approach develops critical and analytical thinking skills which are essential in an increasingly complex global context.

The integration of local wisdom in the curriculum helps students to better appreciate their own culture and apply knowledge in relevant contexts. It also supports the preservation of culture and traditional knowledge. Integrating local wisdom into the curriculum not only increases the relevance of learning but also helps preserve culture and traditional knowledge. This is important for building cultural identity and pride among students.(Alimah, 2019; Jufrida et al., 2019; Safitri et al., 2023; Setiadi, 2019; Widiya et al., 2021)

Learning that integrates Islamic values helps in the formation of students' character and morals. Values such as honesty, responsibility and hard work can be instilled through specially designed learning activities. The implementation of Islamic values in learning can be done through various methods, including moral stories, discussions on values, and practical activities that reflect Islamic principles. This approach helps students internalise religious values in their daily lives.

Philosophical Viewpoint

Learning is a process that is not only about knowledge transfer, but also character and values building. The philosophy of education states that effective learning should include cognitive, affective, and psychomotor dimensions. In this context, Co-operative, Project and Inquiry Learning integrated with Local Wisdom and Islamic values (KoPI Lokal Islami) becomes relevant and significant.

a. **Cooperative Learning Philosophy**: Cooperative learning is rooted in constructivist views that emphasise the importance of social interaction in the learning process. Vygotsky's theory of the "Zone of Proximal Development" emphasises that children learn more effectively when working in groups where they can help each other and develop skills together. This is in line with Islamic values that encourage cooperation and togetherness.

b. **Project Learning Philosophy**: Project-based learning focuses on learning through working on challenging and relevant projects. This approach is based on John Dewey's theory that emphasises hands-on experience and reflection as the key to learning. Projects designed by incorporating local wisdom and Islamic values can make learning more meaningful and contextualised.

c. **The Philosophy of Inquiry Learning**: Inquiry learning encourages students to ask questions, investigate, and find their own answers, in line with the constructivist learning theory developed by Piaget and Bruner. Inquiry provides space for students to develop critical and analytical thinking skills, which is in line with Islamic values that encourage the pursuit of knowledge and deep thinking.

Learning Theory Viewpoints

a. **The Theory of Constructivism**: This theory emphasises that knowledge is constructed by individuals through interaction with their environment. *KoPI Lokal Islami* learning reflects the principles of constructivism by incorporating co-operative learning, projects and inquiry, and the context of local wisdom and Islamic values as a rich and relevant framework.

b. **Social Learning Theory**: According to Albert Bandura, learning occurs in a social context through observation, imitation, and modelling. Co-operative and project-based learning allows students to learn from each other in an environment that supports collaboration and mutual respect.

c. **The Theory of Connectivism**: This theory emphasises the importance of networks in the learning process, where knowledge can be gained through connections with other people and resources. *KoPI Lokal Islami* approach can utilise technology and social networks to connect students with local communities and Islamic resources.
d. **Humanistic Learning Theory**: This theory, pioneered by figures such as Carl Rogers and Abraham Maslow, emphasises the importance of meeting basic human needs in the learning process. *KoPI Lokal Islami* approach, which emphasises Islamic values and local wisdom, seeks to meet students' needs holistically, from intellectual, emotional and spiritual aspects. It emphasises the role of social interaction and scaffolding in the learning process and encourages students to construct knowledge through collaboration with others.
e. **Project-based learning theory (Knoll, Dewey):** Emphasises learning through active engagement in authentic projects. Encourages students to develop problem-solving and critical thinking skills.
f. **Bruner's Theory of Inquiry Learning:** Emphasises the importance of discovery and independent enquiry in learning. Encourages students to develop scientific thinking skills.
g. **Contextual Learning Theory (Elias):** Emphasises the importance of linking learning to real-life contexts. Enables students to connect academic knowledge with everyday experiences.

Grounded in the philosophy of social constructivism and various complementary learning theories, *KoPI Lokal Islami* learning is designed to provide learning experiences that are holistic, meaningful, and appropriate to students' cultural and spiritual contexts.

Implementation *KoPI Lokal Islami*
a. **Local Wisdom Integration:** Integrating local wisdom in learning helps students understand and appreciate their own culture, as well as connecting learning to real-life contexts.
b. **Islamic Values:** Islamic values such as honesty, responsibility, and hard work can be integrated into every aspect of learning, providing a strong moral foundation for students.
c. **Cooperative, Project and Inquiry Methods:** Using these varied learning methods not only increases student engagement but also develops various skills needed in everyday life.

Overall, the *KoPI Lokal Islami* approach offers a comprehensive and holistic framework for education that focuses not only on academic outcomes, but also on character building and moral values. By incorporating relevant learning theories and deep educational philosophies, this approach can create a dynamic, meaningful and holistic learning environment.

CONCLUSION

This research reveals that Co-operative, Project and Inquiry Learning integrated with Local Wisdom and Islamic values (KoPI Lokal Islami) offers a comprehensive approach to education that not only focuses on academic outcomes but also character building and moral values. This approach is in line with constructivist, social, connectivist, and humanistic learning theories, all of which emphasize the importance of social interaction, local context, and cultural values in the learning process. Recommendations in the research are 1) Curriculum Development: the curriculum needs to be developed to integrate local wisdom and Islamic values in every subject, 2) Teacher Training: teachers need to get adequate training to implement cooperative learning methods, projects, and inquiry integrated with local wisdom and Islamic values, 3) Further Research: further research is needed to evaluate the long-term impact of The *KoPI Lokal Islami* approach on learning outcomes and student character building.

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AUTHOR CONTRIBUTIONS

KA, JR, AR, G, AAS provides ideas for conducting research, make research designs and collects data, and KA analyze data and write discussions and conclusions.

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