

Civilizing Learning Vs Learning Culture; A Study Of Islamic Education In Higher Education

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Abstract: *Islamic education touches various aspects in the field of education even in various fields of life. At a university, Islamic education is a macroscope of various fields of education. Islamic education also discusses the culture, particularly the learning culture. The learning culture must be civilized by civilizing learning. Civilizing learning means familiarizing learning with learning characteristics and with good, correct and relevant learning ethics to form superior habits to become a culture that can be said to be a learning culture. Learning culture is more about how culture in learning is introduced to students in higher education. Learning culture in question is learning culture especially learning culture within the scope of how to learn through learning activities; how to read lessons, how to listen to lessons, how to take lessons, how to take exams, how to produce scientific work and how to do community service. Civilizing learning in higher education certainly does not have a significant difference by civilizing learning in primary and secondary education. Civilizing learning and learning culture in higher education have the substance of andragogy learning principles.*

Key words; civilizing learning, learning culture, Islamic education, higher education.

A. Introduction

Islam discusses various aspects of human life, including educational aspects. Islamic education experts have contrived to keep existing and developing formal Islamic education from basic education to higher education. At the level of higher education, particularly in universities, some prospective scholars study in various scientific fields. Islamic education also recommends that each student be able to direct himself to study independently or in groups. Efforts to learn independently or in groups are expected to bring academic culture and scientific culture as one of the efforts to revive learning culture, then to civilize learning so that, it will be able to learn the learning culture as an effort to bequeath a culture of learning.

The process of that takes place in higher education is different from the process of learning in primary and secondary education, higher education is a medium for students to further develop the tradition of learning by civilizing it and also to learn a different learning culture from the existing students, because after graduating from college, the individual is expected to be able to develop their knowledge. Besides that, it is also systematically a medium to enhance the quality of human resources by implementing four main policies on education, namely (1) equity and learning opportunities, (2) relevance of education to development, (3) quality of education, (4) efficiency of education. Enhancing the learning process at higher education is an effort to upgrade the quality of education that done by several persons involved in it, including lecturers and students.²

From the context of learning in higher education, then at the operational level in the classroom, not only the influence that appears from the lecturer, but also in the context of the

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² Sukiman, *Pengembangan Kurikulum Perguruan Tinggi* Cet-1, (Bandung; Rosda, 2015), h. 84

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system, students are individuals who learn, are taught and also have a role as main output and outcome of higher education. Therefore, learning in higher education is emphasizes or centered on students and is supported by the capabilities of lecturers in managing learning, so that students can grow their learning culture.³

Learning activities in higher education include 1) learning organizations. 2) learning methods that consider active student involvement learning and 3) providing opportunities for feedback from students. It should be noted carefully about the essence of teaching because, at the psychological level, the existence of a lecturer can directly influence the growth of motivation and the formation of habits and independence of student learning. In which the learning habits will later grow to the stage of civilizing learning.

The process of learning that is followed by students formally on campus is guided by the teacher, namely the lecturer and certainly guided by the curriculum to achieve the goals set. Besides learning on campus, students must also strive to learn independently to unite and follow the academic and scientific culture by following the concept of adult learning (andragogy). Knowless explained that in the concept of learning andragogy, adult education must also be organized and oriented towards cognitive development and change, affective and psychomotor and active participation in social and cultural development. Because adults have formed (1) self-concept; adults already have a mature self-concept and are not dependent on others, this has implications in the education process. (2) a lot of experience; adult students already have different learning experiences so that the desired learning process is more applicable. (3) readiness for learning; adults will learn if it suits the social role they carry, therefore the learning process should be arranged based on social roles. (4) Orientation towards learning; adults will learn if they can improve their ability to solve their problems. The implication is in the teaching and learning process, lecturers as facilitators have the role of aid providers and direction to students.⁴

Undergraduate students at higher education belong to middle adults (aged 20 to 40 years)⁵ because at that time the individual is experiencing a mindset towards a more mature direction. Knowles also suggested that educators must 1) create a conducive atmosphere and coordinate in planning the learning programs, 2) find learning needs, 3) formulate goals and materials, 4) design learning patterns, carry out learning activities with various strategies, methods, techniques, tactics, and interesting and relevant styles and assess learning activities and diagnose learning needs for further learning activities.⁶ From this opinion, it can be understood that the essence of adult learning (andragogy), in this case for students, is the involvement of students themselves. It means that the key to success in the learning process of students lies in their involvement in the learning process.⁷ both independently or in groups, and formally or informally.

Learning the culture of learning to adults through adult education can be done by various methods and strategies that are needed. In this case, adults as students in learning activities, cannot be treated like ordinary school students. Therefore, it must be understood that early adults who grow up as individuals and have the maturity of self-concept move from dependence as took place in childhood to independence or self-direction.⁸

³*Ibid*, h. 256

⁴Malcolm Knowles, *The Modern Practics of adult education, andragogy terj. Lunandi, .G* (1984), *Pendidikan Orang Dewasa*. (Jakarta; Gramedia, 1970), h.

⁵*Ibid*, h. 59

⁶ Malcolm Knowles, *The Modern Practice of Adult Education; Andragogy Versus Pedagogy, terj.* (Jakarta; Gramedia, 1986), h. 68

⁷Nana Sudjana, *Teori-teori Belajar untuk Pembelajaran*, (Bandung; Lembaga Penelitian IKIP, 2005), h. 63

⁸Knowless, *The Modern....*, h. 69

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Learning in higher education can be understood, not only lecturers but also students are supporting pillars of learning. Because higher education has always been called an intellectual environment so that students' success should be inseparable from a positive learning culture both on campus and independent learning with the slogan of all places and all time is learning. Besides, students are also expected to have the consequences of consistently undergoing the learning process as a mandatory requirement to get predicate as learners until the culture and continuity of learning can form in themselves.

IAIN Langsa is one of the State Islamic Colleges located in Langsa. The university has undergone a status change from STAIN to IAIN within 8 years. This status upgrade is accompanied by an increase in the quality of higher education that can be obtained by improving the quality of education. One of them can be done by improving the quality of learning. Improving the quality of learning can be pursued by students in learning interactions and communication as well as implementing and developing their learning culture independently or in groups.

In the learning process, some factors can raise the desire to learn continuously. The students continually strive to improve their competence, improve learning outcomes and improve the quality of their colleges, which are expected to improve the quality of learning by forming an effective and efficient learning culture.

Fostering and applying learning ways to form learning culture can be influenced by various related educational factors. Among the factors is the lecturer's way of teaching. It is very influential in students in familiarizing themselves to learn. The students that have learning motivation will reflect in the learning plans they make. There is a clear purpose that causes them to want to learn and to realize the goal. The display of their behavior also shows no fear of failure and anxiety if they fail, so there is always a driving force to achieve better performance. Besides being influenced by the above, family condition can also trigger someone to study well or not.

Civilizing learning in higher education can be seen in how students understand all aspects of the lecture system and its consequences, including using spare time to study independently. Despite the reality, there are still many students who do not understand their position, so they have less readiness to transfer knowledge, values, insights and new cultures that can be useful for daily life. They tend to make the lecture process as only a routine and a formality as a consequence of the status of being a student.

The second factor is the competency of the university administrator; in this case, one of them is the lecturer as supposed to have a major role in continuously improving the curriculum and lecture system as well as providing adequate facilities such as reading rooms and library book collections to support the development of student learning culture and achieving the vision of the higher education.⁹

From the explanation above, it can be inferred that the role of higher education is to achieve goals, that can be realized from the formal learning process. Therefore, the students' way of learning is important to bring up motivation and form a learning culture. This is propulsion for behavior in learning. When there is propulsion in the learning process, it means that the purpose of behaving to form a learning culture will be directed at learning achievements.

B. Basic Teory

Culture can be understood as a collective programming of the mind that distinguishes members of one group of humans from another. In which each group has norms, characteristics, values and how to run it. From all the definitions of learning that have been

⁹ Uhar, *Manajemen*, h. 58

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read and understood, the writer can formulate the definition of learning as the whole effort of individual human beings to mobilize all of their resources (physical, mental, intellectual, emotional and social) to respond to various stimuli as problems faced.

Therefore, learning culture is a series of activities that become programs or learning plans carried out by students so that it becomes a habit that will have a good impact on the learning process. habits will form culture and will become provision, regularity in completing tasks, having good concentration, utilizing learning time, disciplining themselves in learning, and applying effective learning consistently.

Civilizing learning is an activity carried out by students by familiarizing to learn well, planning the application of the learning habits and implementing the planned learning habits. The word "membudayakan" (civilization) comes from the word "budaya" (culture) which is added by the prefix "mem" and the suffix "kan". About learning culture, Rusyan noted that it is a series of activities in carrying out learning tasks. It means learning as a habit, in which if the habit is not implemented, it means violating an existing value or benchmark, and making learning as a hobby and pleasure, so that learning motivation arises from within the individual, which ultimately increases learning productivity.¹⁰ Then "membudayakan" (civilizing) can be defined as carrying out a series of intended learning activities carefully and following the rules of learning that have been set.

Therefore, civilizing learning can be defined as the ability of students to create ways and habits of learning, based on self-potential factors that they have and the conditions obtained during the systematic learning process. This can form good learning activities as well as positive changes and developments in knowledge, attitudes, and skills. These activities continuously and systematically form the ways and habits of learning to become a culture including disciplining themselves and overcoming learning problems with learning characteristics, following structured academic activities through the face-to-face learning process and also independent academic activities. In this case, the students must be able to transform themselves in a better and improved situation, as an effort to strengthen their learning.

Furthermore, students are also important to be able to learn about culture, in this case, specifically to teach learning culture. In which, it is important to teach the learning culture by teaching through learning activities that have been obtained from the students' learning experiences, then applying it by strengthening learning. In that implementing activity, the lecturer's direction is needed in the learning process. As the opinion "*the goal of fixing the learning is to make permanent the subject matter through understanding the concepts and related material so that even some years later one can still recall the major points of the subject*". This means that permanent mastery of the field of knowledge/science as learning outcomes will strengthen learning outcomes so that after completing learning, students will be able to remember and apply them in the face of new things and be able to solve problems with knowledge reference or knowledge they have learned..¹¹

Learning a culture which in this case is learning a culture of learning is very important to inform students about the culture of independent learning because independence in learning will give responsibility in organizing and disciplining themselves in developing learning abilities of their own volition. Independence is an attitude that is formed as a result of a careful and deliberately designed learning process not born by itself.¹²

¹⁰ Tabrani Rusyan dan Atang Kusdinar, *Pendekatan dalam Proses Belajar Mengajar*, (Bandung: Remaja Rosdakarya, 2007), hal. 12.

¹¹Unhar, *Manajemen Pendidikan....*, h. 273

¹²Pambudi Handoyo, " *Praktik Sosial Belajar Dalam Geography Study Club*" dalam *Paradigma*, Vol. 01, h. 10

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There are several things about the basic concepts of independent learning systems with the following guidelines 1) The existence of the determination of teaching materials based on assessment, 2) Flexible arrangement of learning time. 3) monitoring of learning progress. 4) reviewing in the form of repetitions. 5) holding several forms of test.¹³

From the various opinions above, it can be understood that learning the culture of independent learning is a very urgent matter possessed by individual students. Because students must strive to study more independently by using various signs or guidelines, then discuss it with the lecturer as instructor and director and motivator in learning. The following will describe several forms of an independent learning culture, namely: 1) discipline learning culture (self-discipline in learning), 2) reading culture, 3) hearing-listening and thinking 4) writing and 5) discussing. In addition to some of the above, it is also necessary to strive to foster a positive learning culture by 1) upholding Student Academic Morals and Ethics and imposing sanctions for offenders¹⁴, 2) having consistency on how to study in higher education¹⁵, 3) having student learning orientation and Commitment¹⁶, and 4) balancing themselves as full academic students and students in the organization¹⁷.

C. Research Methodology

1. Kind and Approach

This research is classified as descriptive type that uses qualitative approach¹⁸. Moleong explained that descriptive research intends to make a description (standardization) systematically, factually, and accurately about the facts and the characteristics of certain data sources, while the qualitative approach is a research approach that uses research procedures that produce descriptive data in the form of written words or verbally from people and observable behavior¹⁹.

Bogdan and Biklen also mentioned that there are several characteristics of qualitative research, one of them is that qualitative research is a natural setting or natural situation and researchers are key instruments, then data in qualitative research is descriptive in the form of words or images.²⁰ Therefore, according to the theory, one of the reasons for choosing a qualitative approach is because the data taken from the field is a series of knowledge that is available to the informant and is questioned and asked for answers directly from the person so that the researcher is an important instrument in the data collection process in the field as a direct questioner to the source of the data. The data is manifested in words rather than numbers, it is only described.

2. Location and Data Sources of the Research

¹³ Yusufhadi Miarso, *Menyemai Benih Teknologi Pendidikan* (Jakarta: Kencana Prenada Media Group, 2007), h. 251

¹⁴ Syahrin Harahap, *Penegakan Moral Akademik di Dalam dan di Luar Kampus*, (Jakarta; Grafindo Persada, 2005), h. 25

¹⁵ Burhanuddin Salam, *Cara Belajar yang Sukses di Perguruan Tinggi*, (Jakarta; Rineka Cipta, 2004), h. 1

¹⁶ Ad Rooijackers, *Cara Belajar di Perguruan Tinggi; Beberapa Petunjuk Praktis*, (Jakarta; Gramedia Pustaka Utama, 2003), h. 2-49

¹⁷ Uhar Suharsa Putra,

¹⁸ Husaini Usman dan Purnomo Setiady Akbar. 2009. *Metodologi Penelitian Sosial*. (Jakarta: Bumi Aksara). h. 3

¹⁹ Lexy J. Moleong. 1998. *Metodologi Penelitian Kualitatif*. (Bandung: Remaja Rosdakarya). h. 3

²⁰ Robert C. Bogdan and Sari Knopp Biklen, *Qualitative Research for Education; An Introduction to Theory and Methode*, (Boston; Allin and Bacon, 1982), h. 29-30.

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This research was conducted at IAIN Langsa, located in the Faculty of Education and Teacher Training (FTIK) of the PAI (Islamic Religion Education) study program. PAI FTIK IAIN Langsa was chosen by the researcher as the location of the research because there were problems to be studied, it was relevant to be investigated and obtained permission to research with scientific procedures.

Data sources in this research were 20 PAI students and 5 lecturers who teach at the PAI study program. However, if the researcher has reached the data at the saturation point, then the research data collection is not continued from all available data sources, it was sufficient with the data obtained at the saturated data level.

3. Procedure of Data Collection

Research data were collected by interview; an Interview is an information-gathering tool that is done by asking several questions orally to be answered orally too. The type of interview used in this research is the unstructured interview because it is more informal. Aspects that interviewed related to students 'understanding of learning culture, how to civilize learning and the purpose of learning culture as well as PAI lecturers' opinions on learning culture, how to civilize learning and learn culture of learning in PAI FTIK IAIN Langsa study programs.

4. Data Analysis

Data analysis is a categorizing activity to get patterns and themes of relationships, to interpret what meaningful and to submit reports to others. To obtain the results, the data obtained were analyzed through a qualitative approach. The data analysis steps are (1) data reduction, namely the process of selecting, focusing on simplifying, abstracting, and transforming "rough" data that arise from field notes. The reduction is done since data collection, started by making summaries, coding, tracing themes, making clusters, writing memos and so on with the intention of setting aside irrelevant data/information; (2) data display is a description of a collection of structured information that gives the possibility of drawing conclusions and taking action. Presentation of qualitative data is displayed in the form of narrative text by combining all information in a compact and understandable form; (3) decision making and verification, namely the process of finding meaning from the data that has been obtained.

D. The Result of the Research

1. The Students' Understanding about Learning Concept and Learning Culture

Understanding is an effort to understand something after it is known and memorized. It shows that understanding means knowing about something and being able to see it from various points of view. Someone can be said to understand something if he can explain or gives a detailed description of the matter in his own words.²¹

Bloom states that '*comprehension is understand the meaning, paraphrase a concept.*' A person can be called to have understood about something if he can interconnect between newly acquired knowledge and previously acquired knowledge. Conceptual knowledge provides the basis for understanding one's cognitive skills.²²

The results of the interviews regarding the understanding of the learning concept with students as informants, they stated that they understood well about the concept of learning. In short, they conveyed a lot of things briefly about what they understand about the learning concept. *One of them, that learning is an effort to change behavior, to increase knowledge, to increase science, to improve understanding, to familiarize self with good things, to complete imperfect thing, to always do good, to change character, to develop knowledge, to maintain*

²¹Anas, *Pengantar Evaluasi Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2012), h. 50.

²²Widodo, *Taksonomi Bloom dan Pengembangan Butir Soal*, (Buletin Puspendik, 2006), h. 6

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the science quality, to minimize negative deeds, to keep away from bad things, to maintain knowledge, to maintain self-quality, to instill the value of science in individual's soul, to train the brain to think before taking action, and to try to be a perfect human being.

An understanding of the learning concepts that are owned by students and delivered briefly can be concluded and explained that a person who has gone through the learning process should lead to better behavioral changes. A person who has gone through the learning process will also certainly increase and improve knowledge as well as increase understanding. Because if science and knowledge have increased, there will arise the nature of familiarizing to good things and want to be a complement to imperfect things.

A person who has learned should always strive to do good and be able to have a harmonious character and even prime wherever he is. By learning, someone will develop knowledge so as not to vacuum until the quality of knowledge is maintained and improved. Every individual who learns will feel awkward if he does not minimize bad things, the point is always to maintain knowledge to maintain self quality. At the highest level, after a person learns, he will continue to instill the values of knowledge in his soul to the level of being a perfect human being.

From the explanation above, it can be seen that understanding is the ability possessed by a person in interpreting something, moreover understanding the concept of learning so that the learning undertaken by students has meaning. In which as the academic community that carries out their function as a student, of course, they must have a good understanding of everything.

Every action done by the individual learner is obtained through a learning process. All aspects of life must be very closely related to the term learning. Learning is not only masters a variety of new abilities or things related to academics, moreover, learning also involves emotional development, social interaction, and also personality development. Learning is defined as a change in behavior that is usually relatively permanent because of the training process.²³

The result of the learning process is changing individual behavior. Changes in individual behavior can occur after the learning process in which people who learn will be able to think. According to Khodijah, simply, thinking is defined as processing information both mentally and cognitively. Besides, thinking is also a process of rearrangement or cognitive manipulation of information obtained from the environment or symbols stored in *long term memory*.²⁴

From a psychology perspective, it is stated that change in behavior is the result of the learning process, but in Islamic context, it has a deeper meaning because changing a person's behavior to be better is a perfect character.²⁵ The perfect foundation of morality is the Islamic teachings based on the al-Qur'an and hadiths so that behavioral changes as a result of learning in an Islamic perspective is the behavior of a complete Muslim as a reflection of the experience that has been obtained towards all Islamic teachings to reach the predicate *insan kamil* (the perfect human being).

From all the description above, it can be understood that the characteristic of learning is a process of changing a person's behavior, such as how to act and behave well, talk quality because of increased understanding of knowledge, and will have a direct, systematic and deeper mindset in analyzing various things.

According to Slameto, learning is as a process of trying done by a person in changing overall behavior that caused by the results of a person's own experience in interacting with

²³Eva Latipah, *Pengantar Psikologi Pendidikan*, (Yogyakarta: PT Pustaka Insan Madani), hlm. 69

²⁴Ibid, h. 107-108

²⁵Tohirin, *Psikologi Pembelajaran Agama Islam*. (Jakarta: Raga Grafindo Perdana, 2006.), h. 61

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the surrounding environment.²⁶ Another opinion also states that learning is an individual change caused by the results of interaction with the surrounding environment that aims to meet the needs of life and make them can preserve the surrounding environment.²⁷ Therefore, a good understanding of the learning concept has a very close relationship to the success of learning.

2. The Importance of Civilizing Learning

Talking about culture certainly has different views between one and another individual. Something that has become culture is certain to originate from a habit that is carried out continuously by a person or a group of people. Some students have various paradigms about learning culture. It is also strongly influenced by the habits that have formed in them that caused by the environment around them.

In a learning culture, students must have the ability to be scientific in responding to all the problems that occur in the surrounding environment. In this case, scientific attitude is an attitude that must exist in scientists or academics when facing scientific problems, which need to be familiarized in various scientific forums.²⁸

Some students thought that *learning culture is something that must be possessed by every student, the better a person's learning environment, the better the way of their learning. Some said "we feel that learning must always be familiarized well because in carrying out this lecture, we should not be lazy. We even need to be more diligent in doing the assignments given by lecturers so that we can quickly complete our studies, and we can also obtain knowledge and satisfied grades. "*

A person's culture or learning habits are strongly influenced by internal and external factors. Besides these two factors, there are also other factors such as learning styles and learning environments. Muhibbin Syah states that several factors can influence learning, namely 1) internal factors, are factors originating from inside individuals such as the physical and spiritual condition of the students. 2) external factors, are factors originating from outside individuals such as environmental conditions around students and 3) learning approach factors, are learning efforts, including strategies and also effective learning methods so that learning objectives can be achieved optimally.²⁹

Ngalim Purwanto also explains that there are two factors that influence learning, namely 1) the factors that exist inside (individual factors), such as maturity/growth, reasoning, intelligence, training, motivation, and personal factors. 2) Factors that are outside of the individual (social factors), such as family, friends and the environment, teachers and how to teach them, facilities and infrastructure, and social motivation.³⁰

Mustaqim and Abdul Wahib also express their opinions about the factors that influence learning, including self-awareness, the physical condition of a learner, student psychology, willingness to learn, attitudes towards teachers, subjects and comprehension, understanding effective ways of learning for themselves, guidance from people around, and repeating lessons regularly.³¹

From the diversity of factors stated by experts above, it can be inferred that all of them are interrelated. Internal factors are very closely related to external factors, for example, if a student has high learning motivation but he has lazy friends, indirectly, it will give a negative impact on the student and vice versa. Therefore, it is expected to students, both those in

²⁶ Slameto, *Belajar dan Faktor-faktor yang Mempengaruhinya* (Jakarta: PT Rineka Cipta, 2010), h.2

²⁷ Mutadi, *Pendekatan Efektif dalam Pembelajaran Matematika* (Semarang : Balai Diklat Keagamaan Semarang, 2007), h. 12

²⁸ Muslich, *Karya Tulis Ilmiah: Ciri dan Sikap Ilmiah*, (2008), h. 1

²⁹ Muhibbin Syah, *Psikologi Belajar*, (Jakarta: Raja Grafindo Persada, 2004), h. 144

³⁰ Ngalim Purwanto, *Psikologi Pendidikan*, (Bandung: Remaja Rosdakarya, 2004), h. 102

³¹ Mustaqim dan Abdul Wahib, *Psikologi Pendidikan* (Jakarta: Rineka Cipta, 2003), h. 63-67

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secondary education and university, to balance between internal and external factors so that learning success can be achieved well and the learning culture is also good.

There is another informant who said that *in actual lectures, learning is not too important, because who is good at communicating, will be better known by the lecturer. Then, the students do not have to learn about science only, in this case learning the lecture, but learning about organization is also very important*³².

The opinion of the informant above can be called true because there may be lecturers who have the assessment as intended by the informant, that students appear and are active in expressing opinions in the face-to-face process of learning, they will have an adequate grade because of their communication skills. Actually, this can be pursued by doing a good learning culture and civilizing learning with good and right characteristics and ways of learning and familiarizing all students to civilize learning in the sense of making and applying relevant learning habits that they already have.

It is needed to note that good communication skills are very necessary for academicians in this case for students. This is because communication is the process of conveying and accepting meaningful information, both in the form of thoughts, ideas, and knowledge, from the speaker to the listener effectively and efficiently.³³

Communication is very important, good communication skills between students and lecturers must also be familiarized. The intention of this habituation is students can have the courage to convey their arguments. A lot of students do not dare to argue because they are afraid and ashamed. In fact, students' mentality must be trained so that they no longer only keep quality ideas in their brains so that the quality of their learning can be improved.

Learning in higher education is not only learning about science in the classroom but also learning about participating in organization is also important in increasing social intelligence for students. In Indonesia, intra-campus organizations have been regulated by PP No. 60 of 1999, concerning higher education, which was later strengthened again by Decree of the Minister of Education and Culture RI No. 155 / U / 1998, the regulation explains the position, functions, duties, responsibilities, and budget.

Here are some of the benefits that can be obtained by students who participate in organizations, namely: (1) organization can be used as a forum and practice place to develop knowledge that has been obtained in class, (2) it can increase social intelligence among students, because by participating in organization, they will often do interaction and (3) it can improve good communication skills because they are accustomed to arguing within the organization and (4) it can enhance friendship relationships, (5) it can improve time management skills, (6) it can increase knowledge insight because they can learn new things not learned at classrooms and improve leadership and also (7) it can build networks and cooperation (networking) so that the interaction between friends can be further expanded, this has a positive impact as a training place before entering into the real world of work in society directly.

Although there are many benefits for students in participating organizations, if the student is not careful in managing the time, the lectures will be neglected. So, organizing is an option for each student. Because after all, everyone still has different interests and talents.

Regarding civilizing learning, the informant said that *civilizing learning was very important because civilizing learning was an effort to apply learning habits. If the learning culture is applied, the students will familiarize themselves with the academic culture. The learning system and even the academic system will not be disrupted. Understanding the academic culture, it is overall about the academic habits that must be passed by all students*

³² Informan 7

³³Walgito. *Psikologi Sosial: Suatu Pengantar*. Yogyakarta: Andi Offset. 2001.h. 75

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both related to appropriate clothing used for academic activities, study time, time to pay tuition, and even time to finish study on time for (eight) semesters, and other regulations in the academic world in this campus and in any higher education.

At IAIN Langsa, especially in the Tarbiyah faculty and PAI study programs, has its own academic culture like other universities. Regarding clothing, IAIN Langsa has required academics to wear clothes according to Islamic law. Besides, study time has also been printed on KRS (Study Plan Card), so students can see their lecture schedule. Regarding the time of payment of tuition fees have also been informed by the related authority, even officers inform it by posting important schedule announcements on the bulletin board so that all students can read and understand even though each student has an ID to access the academic information system (SIKAD) which can be accessed not only in campus.

For students who are still confused about the lecture system on campus, they can ask all questions related to the lecture system to each Academic Advisor. In higher education, students are required to put more effort in digging information related to the education system in which they study, this is the difference between the system in higher education and schools. Those are actually some important things that need to be civilized by students.

The informant also stated that if students civilize good learning, they will be able to complete their studies on time for 8 (eight) semesters, in fact, everyone can make it happen if there is seriousness in learning. This is because, in the lecture system, there is a semester credit system. It is in Article 9 paragraph (1) that the academic administration of higher education is carried out by applying the semester credit system (SKS). In article 10, it is also explained that higher education is held through lectures. The lecture is a learning process between lecturers and students, which includes direct and indirect communication, practicum, quizzes, midterm, final exams, and other assignments.³⁴

Although sometimes many students do not obey the rules that have been set, the campus authority is striving to minimize it so that no other system is interrupted. Students who break the rules will be given a reprimand and if the error continues, they will also be subject to sanctions. This must be done so that the vision and mission of higher education can be achieved optimally.

There was an informant who said that besides civilizing learning by following academic culture on campus, there was also another more important thing that is academic ethics. In which academic ethics can be said to be the ethics of a learner and also the ethics of a teacher. There are also related to other ethics, such as ethics towards books or other sources of knowledge, ethics towards lecturers, ethics in learning, ethics in guidance in which the students should not force lecturers to guide every time.

Ethics talks about how things should be done. So Mufid distinguishes ethics into three definitions, namely knowledge relating to good things and moral obligations, principles of morals, and values about right and wrong according to the views of a community group. In essence, ethics talks about the correct procedures regarding the necessity of someone acting under applicable norms.³⁵

Academic ethics are things that should be done by academics in improving the quality of knowledge in college or higher education. It cannot be separated from the important role of Islamic education in higher education, the discussions related to ethics include morals, politeness, manners, and characters. Ethics are always concerned with social and cultural values that apply in the surrounding community.³⁶

Likewise in the learning society, civilizing learning must be carried out while still guided by ethics or morals which must be owned by everyone, especially students who are

³⁴Sudiyono, *Manajemen Pendidikan Tinggi*. PT Rineka Cipta, Jakarta. 2004.h. 13

³⁵Syaiful Sagala, *Etika dan Moralitas Pendidikan*. Kencana Prenadamedia Group. 2013,h. 11

³⁶Zakiah Daradjat, *Ilmu Pendidikan Islam* (Jakarta: Bumi Aksara, 2012).h. 87.

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studying. Because by having good morals in learning, the blessing of knowledge will soon be obtained. Ibnu Jama'ah explained, ethics for the prosecutors of knowledge related to three things, namely: (1) students must have a clean heart, and sincere intentions, (2) educators must be obeyed, respected, not reproach, and glorify them and (3) Related to the lesson, students must practice all the knowledge they have learned.³⁷

3. The Students' Understanding about Learning Culture

The researcher asked questions about the meaning of learning culture and how to do it in learning. Three informants answered that according to them, *every culture needs to be learned by identifying, understanding and familiarizing. However, several other informants said that learning culture in learning is to identify ways of learning that must be followed and implemented by familiarizing it during doing learning.*

Therefore, civilizing learning and learning culture are different. In civilizing learning, each learner has good learning habits and applies them in conducting learning. However, learning culture is more about how a good learning culture is inherited and taught to other students. Therefore, there are very basic similarities in clear differences.

Then, the researcher asked the lecturer of PAI as an informant about the learning culture of students of IAIN Langsa in general and students of PAI in particular. They were also asked what should be done and what solutions will be taken. The informant stated *that the learning culture of IAIN Langsa students is still strongly influenced by the cultural background of each student. It means that the learning culture that is manifested from the habits that are owned is still very difficult to change even though they are already involved in the academic world who are always gathered with the community of learning. However, changes can arise if there is a desire from individual students to change.*

Although many students have good learning habits, some other students have high laziness in learning. Except when they are given tasks that must be carried out directly. Nevertheless, they are still influenced by practical desires by taking others' writings without changing or editing them first. It was very fatal because it was classified as plagiarism. Therefore, it is very necessary to civilizing learning by instilling good habits and then learn the culture to be definitive in each student.

E. Conclusion

After conducting the research and obtaining the result, it can be inferred that Islamic education also leads to the importance of civilizing learning and learning culture of learning in higher education as an effort to improve the academic system. The students of PAI FTIK IAIN Langsa have a good understanding of the concepts of learning and learning culture. The learning culture of students of PAI FTIK IAIN Langsa has followed the learning characteristics and good learning methods, although there are still students who still follow their cultural backgrounds.

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³⁷Jusuf Mudzakkir dan Abdul Mujib, *Ilmu Pendidikan Islam* (Jakarta: Kencana, 2014).h. 115.

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