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**LEARNING METHODS OF DECISION-MAKING SKILLS:
DISCUSSION, ASSIGNMENT, AND PRACTICE
Case Study in Islamic Boarding School of Jagad 'Alimussirry,
Indonesia**

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Abstract: Generally, the learning in Islamic boarding schools use classic methods, ie. rote, *bandongan*, or *sorogan*. Decision-making skills are one of the skills needed in the 21st century. This study aims to describe the learning method of decision-making skills. The research is a case study in the Islamic boarding school of Jagad 'Alimussirry, Indonesia. This study is survey research. The data were obtained through a questionnaire that consists of 9 items of the statement by a 4-point Likert scale. The questionnaire was given to 46 students and 5 lecturers after learning. This study also conducted observations during learning in 5 courses. The observations were made by 2 observers. The results showed that decision-making skills have been taught with good enough category. The learning methods of decision-making skills are discussion, assignment, and practice. The learning concepts are: 1) discuss the expectations and the reality to identify problems with good enough category, 2) assign students to gather relevant information by good enough category, 3) discuss the strategies of mapping for all alternative solutions by good less category, and 4) practice to choose the right decision by good enough category. The strategies of mapping alternative solutions need to be repaired.

Keywords: *learning methods, decision-making skills, discussion, assignment, practice, Islamic boarding schools.*

INTRODUCTION

Learning in Islamic boarding schools should teach about the thinking skills is required of students in this century. Students of the college level are required to have thinking skills needed in the 21st Century. One of the skills needed in the 21st century, namely decision-making skills (Greenstein, 2012). The decision-making skills are defined as a skill to choose the best solution from some alternatives (Pramana, 2006). Education aims to encourage students who can make decisions based on the analysis result.

Krehbiel (2012) argued that decision-making is part of daily life. Decision-making is a daily routine such as what the healthy menu can eat every day, or how to eat in the correct position. Decision-making skills have been done in daily life either consciously or unconsciously by humans. The difference of it is how the quality of decision-making itself. Whether the results of decisions bring benefit or create new problems. The decision-making skills are skills that can be formed as a result of the learning process.

Therefore, decision-making skills need to be trained through lecturers to students in the Islamic boarding school of Jagad 'Alimussirry so that the daily routines become more qualified.

Islamic boarding school of Jagad 'Alimussirry in Surabaya, Indonesia had lived multi-disciplinary students. They are students from the State University of Surabaya, State Islamic University of Sunan Ampel, State Islamic University of Sunan Giri, Islamic Institute of al-Khoziny, and Airlangga University. The students who live there dominated by students from the State University of Surabaya. Jagad 'Alimussirry is Islamic boarding school with college level that conduct non-formal education. Educational programs in boarding schools including adult education because students aged 18-40 years.

The facts show that the learning in the Islamic boarding schools used classic methods, ie. rote, *bandongan*, or *sorogan*. *Bandongan* methods is the lecturers (Kiai) to read, translate, explain the Arabic book while the students listen and make notes. *Sorogan* method is students read an Arabic book and the lecturer provides a fundamental correction of translation and understanding.

The research about lecturers methods to teach decision-making skills at the Islamic boarding school has not been conducted. It is different that has been done by Suryanti entitled " The profile of thinking skills of elementary students to a decision-making in learning of science". Students are not able to make decisions and the lecturers are not integrated the decision-making skills in the learning (Suryanti, 2012). In general, learning methods in the education programs are collaborative learning, rarely used role-playing methods and project methods (Seyoum, Y. & Basha, G., 2017). The learning method of group work (cooperative or collaborative) can improve learning outcomes of students include cognitive and social aspects (Zedda et al., 2017). This method has a positive effect on learning.

The information about the decision-making skills in Islamic boarding school supports the fact that it is needed. It is used to improve the learning at Islamic boarding school of Jagad 'Alimussirry. Based on the above information, the researcher conducts entitled "Learning Methods of Decision-Making Skills: Case Study in Islamic Boarding School of Jagad 'Alimussirry, Indonesia". This study aims to describe the learning methods of decision-making skills.

METHOD

This research is a case study at boarding school of *Jagad 'Alimussirry*, Indonesia. The study was conducted on the even semester of the academic year 2016/2017. This study is survey research. The data of the research was obtained by two instruments. The instruments are questionnaires and observation. The observation carried out learning. The questionnaires are given lecturers and students after learning.

Questionnaire

Questionnaires are used to find out the learning methods used by lecturers. It's given to 46 students and 5 lecturers after learning. The respondents were randomly chosen. It's given to the lecturer to find out the learning in the boarding school in teaching decision-making. Questionnaires are also given to students to find out the validity of learning decision-making skills that have been done by lecturers. It consists of 9 statement items with Rosenberg self-esteem scale. Each item statement has four answer options *i.e.* never, rarely, often, or always.

Students and lecturers respond to each statement by selecting one of these options. Each option has a certain score on a scale of 1-4. Scores obtained from the respondents are calculated using a percentage formula.

$$\text{Percentage of item} = \frac{\text{total score on the item}}{\text{number of respondents}}$$

The percentage of items is interpreted into the category of good less, good enough, good, and excellent.

Observation

Observation is used to find out the validity of the learning method. It's conducted during the learning in 5 courses. The courses are *Jalalain* interpretations, *Ahlus-sunnah wal-jama'ah*, Islamic economics, educational problems, and the secret of the days. The observation was conducted three times in each course. It's done by 2 observers. The observation sheet consists of 9 statements with 2 options *ie* do or not. If the lecturer does not the learning phase then get a zero scores. Each option (do) has a score on a scale of 1-4. Scores obtained from the respondents are calculated using a percentage formula.

$$\text{Percentage of item} = \frac{\text{total score on the item}}{\text{number of respondents}}$$

The percentage of items is interpreted into the category of good less, good enough, good, and excellent.

RESULT

The results of this study indicate that decision-making skills have been taught in the Islamic boarding school with a good enough category (47.56%). The activities of students in identifying problems with a good enough category (48.55%). The activities of students in collecting information relevant with a good enough category (55.60%). The activities of students in making a list of pros and contras with a good less category (28.89%). The activities of students in choosing the right decision with a good category (62.13%). It suggests that the decision-making skills have not been taught to students with a maximum. The learning phase of decision-making skills can be seen in Table 1.

Table 1. The Learning Phase of Decision-Making Skills

No	Aspect	Data 1*	Data 2**	Data 3***	Average/ Category
1	The procedur of decision-making skills teached by details.	44,93%	53,33%	30,00%	42,75% (Good Enough)
2	Identify problems.	45,65%	46,67%	53,33%	48,55% (Good Enough)
3	Collect relevant information.	43,48%	66,67%	56,67%	55,60% (Good Enough)
4	Make a list of pro and contras.	16,67%	40,00%	30,00%	28,89% (Good Less)
5	Choose the right decision.	63,04%	80,00%	43,33%	62,13% (Good)
The average of learning phase of decision-making skills					47,56% (Good Enough)

Remarks:

* Data based on the responses of students after learning

** Data based on the responses of lecturers after learning

*** Data based on the observation at the time of learning

This study indicates that the quality of learning methods to teach decision-making skills in Islamic boarding schools is a good enough category (43.88%). The lecturers to teach decision-making skills through: 1) discussing the expectations and the reality to identify problems with a good enough category (47.44%), 2) assigning students to gather relevant information with a good enough category (47.49%), 3) discussing the strategies of mapping for all alternative solutions with a good less category (32.42%) and 4) practicing to choose the right decision with a good enough category (51.74%). The data about learning methods of decision-making skills can be seen in Table 2.

Table 2. Learning Methods of Decision-Making Skills

No	Aspect	Data 1*	Data 2**	Data 3***	Average/ Category
1	Discussing the expectations and the reality to identify problems.	45,67%	60,00%	36,67%	47,44% (Good Enough)
2	Assigning students to gather relevant information.	39,13%	53,33%	50,00%	47,49% (Good Enough)
3	Discussing the strategies of mapping for all alternative solutions.	23,91%	46,67%	26,67%	32,42% (Good Less)
4	Practicing to choose the right decision.	48,55%	66,67%	40,00%	51,74% (Good Enough)
The average of learning methods of decision-making skills					43,88% (Good Enough)

Remarks:

* Data based on the responses of students after learning

** Data based on the responses of lecturers after learning

*** Data based on the observation at the time of learning

DISCUSSION

The Learning Phase of Decision-Making Skills

The results of this study indicate that decision-making skills have been taught in the Islamic boarding school with a good enough category (47.56%). The activities of students in identifying problems with a good enough category (48.55%). The activities of students in collecting information relevant with a good enough category (55.60%). The activities of students in making a list of pros and contras with a less.

The decision-making skills have been taught in the Islamic boarding school with a good enough category, but this has not yet taken place with the maximum so it should be repaired. Students are taught the decision-making stage in detail with good enough category (42.75%). It's can be seen in Table 1. This is in accordance Ahmed & Omotunde (2012) that students need to be taught decision-making procedures because a decision-maker needs to follow procedures and make decisions right by using the right tools according to the conditions. This is done to avoid the consequences of bad decisions.

Students are taught to identify problems with good category (48.55%) as in Table 1. This is because students who living in Islamic boarding schools are 18-25 years old. Students have been accustomed to dealing with daily problems independently and daily activities conducted in Islamic boarding school. They identify problems, analyze

problems, and then solve personal problems, groups, or common problems in Islamic boarding school.

Students are taught to collect relevant information in a good enough category (55.60%) as in Table 1. Information gathering is used to filter options that don't meet minimum standards (Harvey & Bolger, 2010). Therefore, decision-making should not choose options with minimum information. Decision-makers must make decisions based on information that is relevant and adequate. Decision-makers consider the data and information using new technologies (Breiter & Light, 2006). At this time provided a lot of information through the web, email, journals, books, and social media. The decision-makers should determine priorities accurate information and sort out the information that should be avoided (Knippenberg *et al*, 2015).

The activities of students make a list of pros and contras with a good less category (28.89%). This is because the majority of lecturers do not teach the decision-making strategies. The decision-making strategies used to map every alternative options based on the strengths, weaknesses, opportunities, or threats from the aspect of time, place, cost, and other supporting factors or inhibiting factors. It corresponds to the opinion of Haddon (1999) that the strategy for effective decision-making is considering the positive aspects, the negative aspects, and the attractiveness of each alternative. And then gave a score of 1-5 to the positive aspects and minus 1-5 to the negative aspects. If the scores for the positive and negative aspects are balanced then consider the aspects of attractiveness. It is a logical strategy in making a decision. It is also corresponding with the opinion of Adair (2007) that the chosen option must be reviewed the real consequences that may occur and whether the option is realistic. The analysis of pros and cons is a simple basic method using a qualitative comparison that is easy to implement (Fulop, 2005).

The Activity of students in choosing the right decision is a good category (62.13%). This is because the students chosen the option that is taken based on their information or knowledge at Islamic boarding schools and campuses. The combination of knowledge makes holistic thinking of students. For example: decision-making about the food menu of students. The students are considered based on biological science (what the content of these foods? Is it containing a lot of carbohydrates, protein, or fat?). In addition, the students are considered a menu of food based on the religion science (is it halal food or haram food? How can I make it so it can be assured the halal food? How is the holiness in cooking it?). This is accordance with the opinion of Adair (2007) that the choices made must be evaluated by students with the information. The students check the options from various viewpoints. Lunenburg (2010) explains the rationale approach in decision-making. The rationale can be completed if it is obtained through searching the information to make the optimal decisions.

Learning Methods of Decision-Making Skills

The first method is the discussion method. This method is used to discuss expectations and reality. It is done by the lecturer with a good enough category (47.44%). It can be seen in Table 2. Discussion method is done to identify the problem because the problem is a gap between expectations with reality. Students are more aware of daily problems in Islamic boarding schools. Lecturers directing ways to solve problems. Therefore, this method is important to be done by lecturers.

Discussion methods are also used to determine decision-making strategies with a good less category (32.42%). This method is used to map all alternative solutions. The

students more than understand the lecturers about the conditions of the problems whereas the lecturers more than understand the students about the decision-making strategies. Therefore, decision-making can be optimal and satisfactory if the students and the lecturers should be discussions on strategic decision-making. This is accordance with the opinion of Vasilescu (2011) that the decision-makers should have a strong understanding of reality and social environment. CPTP (2014) describes four types of decision-makers. They are: the decision-maker decides alone, or a group of decision-makers to consult and then decide alone. In this case, the students consult with lecturers about strategic decisions-making, and then the students decide the option independently.

The second method is the assignment method. Lecturers assign students to collect information. This method is done by lecturers with a good enough category (47.49%). It can be seen in Table 2. Ruso (2007) stated that assigning tasks can encourage student involvement in learning. Lecturers can improvise material content through a variety of tasks. Decision-making tasks can be task descriptions and experiential tasks (Kudryavtsev & Pavlodsky, 2012). In addition, Merrill (2007) stated that the best instructional task is a task that is implemented in a real-world context and problem-based tasks. Assignments can be designed in teams or collaboratively with a combination of knowledge, observation, and analysis into action (Roberson & Franchini, 2014). The provision of independent tasks can be realized with increase motivation, information, and structural support of the institute (Langfred & Moye, 2004). The task-based method with repetition and sequence of tasks can improve the performance of students (Ching Cheng Ho, 2017).

The lecturers teach decision-making skills through assigning students to gather relevant information and practicing to choose the right decision. It corresponds with the opinion of Lunenburg (2010) that decision-making is a process that involves a variety of options.

Genders have a significant effect on information retrieval methods using Google, Yahoo, and MSN, but factors of computer technology experience and frequency of use also significantly influence searching methods using MSN (Teck Chai, 2010).

The last method is the practice method. This method to choose the right decision. It is done by lecturers with a good category (51,74%). It can be seen in Table 2. It is done by lecturers so that students choose the right solution with several considerations. The impact of decisions on human resources both qualitatively and quantitatively is important factors to be considered (al-Tarawneh, 2012). In addition, real and contextual conditions also need to be considered such as needs, personal conflicts, decision objectives, organizational size, heterogeneity, and magnitude of impact (Nooraie, 2012).

CONCLUSIONS AND SUGGESTIONS

The results of this study are indicated that decision-making skills have been taught by good enough category (47.56%). The methods of lecturers of how to teach about the decision-making skills are good enough category (43.88%). The lecturers to teach decision-making skills through: 1) discussing the expectations and the reality to identify problems with good enough category (47.44%), 2) assigning students to gather relevant information by good enough category (47.49%), 3) discussing the strategies of mapping for all alternative solutions by good less category (32.42%) and 4) practicing to choose the right decision by good enough category (51.74%). Strategies of mapping alternative solutions with good less category (28.89%). This suggests that the learning methods of decision-making skills need to be repaired.

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