Islamic Religious Education Module Understanding Antiradicalism and Terrorism: Practicality

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Abstract— **Islamic Religious Education (IRE) courses are compulsory courses in tertiary institutions. IRE courses in tertiary institutions need to be prepared, delivered, and practiced practically and efficiently to prevent the development of students' thinking and behavior, leading to acts of radicalism and terrorism. Prevention of acts of radicalism and terrorism among students can be done by providing PAI modules with anti-radicalism and terrorism nuances during lectures. PAI modules that have anti-radicalism and terrorism nuances can be a bridge between students' knowledge and the realities of life. The purpose of this study is to produce a practical PAI module with anti-radicalism and terrorism nuances in the PAI course. This study uses a development research design with a 4-D development model. This development model consists of 4 stages, namely: defining, designing, developing, and disseminating. This study is limited to the practicality of the module. Practical modules are carried out by testing and filling out questionnaires by 74 students. Students come from five tertiary institutions in West Sumatra, namely; STMIK Indonesia, Padang State University, Taman Siswa University, STKIP Adzkia Padang, and Putra Indonesia University, who took PAI courses. Islamic religious education modules nuanced anti-radicalism and terrorism are categorized very practical with a practical value of 82%. It can be concluded that the Islamic religious education module nuances of anti-radicalism and terrorism can already be used in learning in tertiary institutions.**

Keywords: practicality, module, antiradicalism, terrorism

I. INTRODUCTION

Islamic Religious Education (IRE) courses are compulsory courses in tertiary institutions. This subject includes general basic courses (MKDU) at STKIP PGRI Sumatra Barat. This subject is given so that students understand Islamic teachings so that students in life can practice Islamic teachings. Also, students are able to think critically and responsibly. This multidimensional crisis in our country is expected to be resolved by improving the quality of Islamic religious education. Aspects of moral commitment, building the character and civilization of the nation with the hope that students become human beings who have faith, have good

morals, andbecome democratic and responsible citizens [1]. IRE has an important role in the national education system because it aims to shape the nation's spiritual morals, fostering the character and personality of the nation [2].

IRE courses in tertiary institutions need to be prepared, delivered, and practiced practically and efficiently to prevent the development of students' thinking and behavior, leading to radicalism and terrorism. Radicalism and terrorism are attempts to create fear, horror, and cruelty by a person or a certain group (Big Indonesian Dictionary). Terrorism is the illegal use of force to achieve political goals. The target of terrorism is innocent and sinful civil society [3].

Prevention of acts of radicalism and terrorism among students can be done by providing IRE modules with anti-radicalism and terrorism nuances during lectures. A module is a self-contained, formally structured learning experience with a coherent and explicit set of learning outcomes and assessment criteria [4]. Some kind of evaluation strategies that exist in the module tells the students whether they achieve complete mastery of the material and what to do if they cannot achieve the required mastery [5].

The reality of student life can be bridged by this IRE module, which has nuances of anti-radicalism and terrorism. The IRE module in tertiary institutions contains material sourced from the Koran and hadith that illustrates humanist and tolerant Islamic teachings. The IRE module can shape the character of students so that they are tolerant of religious and cultural diversity according to the philosophy of Bhineka Tunggal Ika. The purpose of this study is to produce a practical IRE module with anti-radicalism and terrorism nuances in the IRE course.

II. METHODS

This type of research will be conducted on research and development (R & D). The products that will be developed in the IRE Module are nuanced with anti-radicalism and terrorism that are valid, practical, and effective. This study uses a development research design with a 4-D development model

[6]. This development model consists of 4 stages, namely: defining, designing, developing, and disseminating. This study is limited to the practicality of the module.

Module practicality was carried out by testing and filling out questionnaires by 74 students from 5 universities in West Sumatra, namely STMIK Indonesia, Padang State University, Taman Siswa University, Adzkia Padang STKIP, and Putra Indonesia University. The practicality questionnaire of the PAI module has the nuances of anti-radicalism and terrorism arranged in the form of a Likert scale with a positive statement. Data on the results of student responses were analyzed in the following steps.

a) *Provide a score for each answer item, Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1).*

b) *Add up the total score for each validator for all indicators.*

c) *Grading practicality by using the formula:*

$$P = \frac{(\sum f)}{N} \times 100\%$$

Information:

P = final grade

f = score acquisition

N = maximum score

The results obtained are interpreted using the following criteria.

TABLE I.   PRACTICALITY ASSESSMENT TOOL CATEGORY

Value (%)	Category
80 < P = 100	Very Practical
60 < P = 80	Practical
40 < P = 60	Practical enough
20 < P = 40	Less Practical
P = 20	Not Practical

a. Source: Modified from [7]

Miles and Huberman [8] stated how to analyze qualitative data consisting of three stages, namely, reducing data, presenting data, and drawing conclusions.

III. RESULTS AND DISCUSSION

The trial and filling of the IRE module questionnaire has the nuances of anti-radicalism and terrorism in 5 universities in West Sumatra. The results of the questionnaire showed that the modules that had been designed were categorized as practical (Table 2).

TABLE II.   RESULTS OF FILLING OUT QUESTIONNAIRES BY STUDENTS WITH THE MODULE

No.	Assessment Components	College					Amount	Values (%)
		STMIK Indonesia	*UNP*	*UNITAS*	*STKIP Adzkia*	*UPI*		
1.	Easy of Use	84,04	82,91	82,69	70,83	90,94	411,41	82,28
2.	Time Efficiency	83,08	85	82,31	70	86,88	407,27	81,45
3.	Benefits of Module	84,05	84,02	84,50	69,61	89,15	411,33	82,27
Amount							1230,01	246,00
Average								82

Based on Table 2 above it can be seen that the results of filling out the questionnaire by students on the IRE module are "very practical" criteria. From the results of the questionnaire conducted by the five tertiary institutions above, on the aspect of ease of use of modules, 82.28% this is caused the IRE module can be used repeatedly and can be used even if there is no lecturer. This can happen because the instructions for using the IRE module are easy to understand. The characteristics of a learning media that is independent, in the sense of providing convenience and completeness of the contents in such a way that the user can use without the guidance of others [9]

Aspects of time efficiency in modules 81.45% this possible the PAI module can save the lecturer time in explaining the IRE module because it does not require a long time like explaining the material without using the IRE module. The benefits aspect of the module is 82.27%, which means that the IRE module is useful in the learning process of IRE at STKIP PGRI West Sumatra. The IRE module can foster student character and mentality.

The IRE module has anti-radicalism and terrorism nuances, which are categorized as practical with a practical value of 82%. Module development has also been carried out by [10]

"Development of student worksheets based on Mastery learning in Genetics courses" with a practicality value of 81.27%. Developing an entrepreneurship module by using a product-based learning approach in vocational education with practical value 81.63 with a very practical category [11]. Practicality is the level of use of learning tools by conducting trials using modules that have been declared valid by the validator.

The IRE module with the nuances of anti-terrorism and radicalism can shape the character of students so that they can live tolerantly in religious and cultural diversity according to the philosophy of Unity in Diversity. [12] "Factors supporting radicalism and terrorism grow due to two fundamental factors, namely economic deprivation and political injustice". With the IRE module having the nuances of anti-terrorism and radicalism, students are not easily influenced by acts of terrorism and radicalism. The IRE module in tertiary institutions contains material sourced from the Koran and Hadith that illustrates humanist and tolerant Islamic teachings.

IV. CONCLUSION

Islamic religious education modules nuanced anti-radicalism and terrorism are categorized as practical with a practical value of 82%. Islamic religious education modules nuanced anti-radicalism, and terrorism can already be used in learning in higher education.

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