

Developing Teaching Materials of the Subject of Islamic Moralities and *Tasawuf*

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ABSTRACT

Teaching Islamic morality and tasawuf (Sufism) to university students is considered as a crucial solution to solve the moral crisis problems faced by society of the industrial era 4.0. The purpose of this study is to determine the validity, responses of students and educators to the teaching materials of the subject of moralities and tasawuf. This research uses the ‘research and development’ method, developed by the Borg and Gall System, with 7 out of 10 modification stages. The results shows that the teaching materials developed by this research are very feasible, according to media, language, and material experts. Likewise, both the small group test and field tests show positive results. This means, the teaching materials of the subject of moralities and tasawuf studied by this research can be used in the department of Islamic education (PAI) in Indonesian universities, and these teaching materials are relevant with moral contexts of the industrial era.

Keywords: Didactic Design, Islamic Morality and tasawuf, Teaching materials

1. INTRODUCTION

Media and learning resources are an integral part of the whole learning process. One of the requirements to become a professional educator is an ability to develop learning resources or teaching materials, so that the learning process is not monotonous and boring.[1][2][3] In practice however, teaching (the subject of) moralities and tasawuf (mysticism) is facing various difficulties, as elucidated by the following graph:

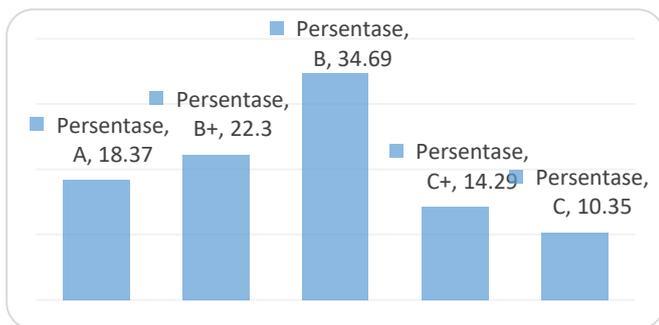


Fig1. The Values of Moralities and Tasawuf

Fig 1. indicates that these problems relate to widespread difficulty among students in understanding the concept of moralities and tasawuf in everyday life[4], lack of awareness about daily behavior[5][6][7], and lack of teaching materials that can facilitate students improving

their daily characters[8]. These problems are what is commonly referred to as learning obstacle learning barriers[9][10].

Didactic design is a design that is structured to address and direct students to the formation of a complete understanding, not just limited to one context[11][12]. By this design, it is expected that the learning objectives of the subject of moralities and tasawuf can be realized, as well as the learning difficulties about the concept of moralities and tasawuf faced by students could be reduced. Thus, there needs to be a learning planning process that is arranged as a didactic design[13][14].

Based on the previous research, in order to realize the objectives of the learning process of the subject of moralities and tasawuf, teaching materials of this subject is needed[15][16][17]. While the deductive design can reduce the learning barriers[18][19], the development of the teaching materials of the subject of moralities and tasawuf can improve the learning outcomes[15][16][20].

This research has a novelty in that it uses the deductive design as a development step. So the purpose of this study is to determine the feasibility of teaching materials and students' responses to the didactic design of teaching materials in learning Islamic education.

2. RESEARCH METHODOLOGY

This research employs the research and development method of the Borg and Gall. This research used 7 of 10 steps, developed by Borg and Gall[21]. The steps are shown in the following figure:

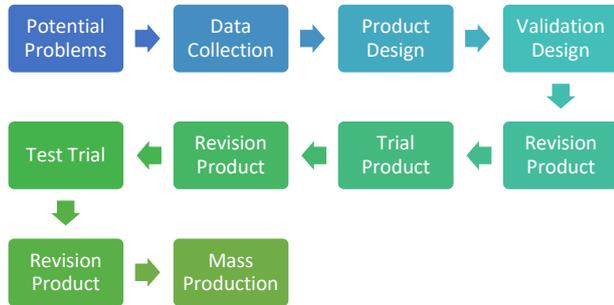


Fig 2. R&D Development Steps

Expert validation with the following scores:

TABLE 1 SCORING VALIDATION

Quality Score	Criteria
$81\% \leq P \leq 100\%$	Very Worthy
$61\% \leq P < 81\%$	Worthy
$41\% \leq P < 61\%$	Decent Enough
$21\% \leq P < 41\%$	Not Feasible
$0\% \leq P < 21\%$	Very Improper

Then, the criteria of the student’s attractiveness to the teaching materials scored by the following table:

TABLE 2. SCORING ATTRACTIVENESS

Score	Criteria
$81\% \leq P \leq 100\%$	Very Worthy
$61\% \leq P < 81\%$	Worthy
$41\% \leq P < 61\%$	Decent Enough
$21\% \leq P < 41\%$	Not Feasible
$0\% \leq P < 21\%$	Very Improper

3. RESULT AND DISCUSSION

Based on the results of our research to the teaching materials of the subject of moralities and *tasawuf*, the following data are obtained.

3.1. Potential Problems

Potential problems, seen from the final examination of the course of the moralities and *tasawuf*, credited score 3 points (SKS). Based on the data obtained, that in the spring semester of 2017/2018, 18.37% of the students received A, 22.30% received B+, 34.69% received B, 14.29% received C+, and 10.35% received C. Others that have not yet been developed the teaching materials of moralities and *tasawuf*.

3.2. Data Collection

The assessment of the teaching materials of the subject of moralities and *tasawuf* is carried out by gathering sources and references as well as pictures relating to the materials.

3.3. Product Design

The preparation of the module of themoralities and *tasawuf* course is adjusted to the basic competencies contained in the curriculum of PAI (Teachers for Islamic Education) program. This module uses A4 paper size; space scale 1; font 11.5 pt; font Cambria. The design can be seen in the following image:

**PERTEMUAN 1
PEMBAHASAN AKHLAK**

A. Pengertian Akhlak
 Secara etimologi kata akhlak berasal dari bahasa Arab akhlaq dalam bentuk jama', sedang mufradnya adalah khuluq. Selanjutnya makna akhlak secara etimologis akan dikupas lebih mendalam. Kata khuluq (bentuk mufrad dari akhlaq) ini berasal dari fi'il madhi khalaqa yang dapat mempunyai bermacam-macam arti tergantung pada mashdar yang digunakan. Ada beberapa kata Arab seakar dengan kata al-khuluq ini dengan perbedaan makna. Namun karena ada kesamaan akar kata, maka berbagai makna tersebut tetap saling berhubungan. Diantaranya adalah kata al-khalq artinya ciptaan. Dalam bahasa Arab kata al-khalq artinya menciptakan sesuatu tanpa didahului oleh sebuah contoh, atau dengan kata lain menciptakan sesuatu dari tiada. Dan yang bisa melakukan hal ini hanyalah Allah, sehingga hanya Allahlah yang berhak berpredikat Al-Khaliq atau Al-Khallaq sebagaimana yang diungkapkan dalam QS. al-Hasyr ayat 24

هُوَ اللَّهُ الْخَالِقُ الْبَارِئُ الْمُصَوِّرُ

dan QS. Yasin ayat 81 yang berbunyi

بَلَىٰ وَهُوَ الْخَلَّاقُ الْعَلِيمُ

Disamping itu masih ada arti lain yaitu, pertama mereka-reka/merekayasa, misalnya dalam QS. Al-Mu'minun ayat 14

فَتَبَارَكَ اللَّهُ أَحْسَنُ الْخَالِقِينَ

diartikan Maha Suci Allah Sang Perekayasa yang terbaik, dan QS. Al-Ankabut ayat 17 yang berbunyi

وَتَخْلُقُونَ إِفْكًا

diartikan ...dan kalian mereka-reka bohong. Kedua, al-din (agama) misalnya QS. Al-Nisa ayat 119

فَلْيَغْيِرَنَّ خَلْقَ اللَّهِ

diartikan ...maka mereka benar-benar merubah ciptaan (agama) Allah (yang berupa hukum-hukum-Nya). Ketiga, rusak, misalnya artinya memakaikan pakaian rusak. Arti lain yang hampir mirip dengan al-khuluq adalah kata khalaqa yang artinya bergaul dengan orang lain, seperti ungkapan syair: Artinya: Pergaulilah orang lain dengan pergaulan yang baik, Jangan seperti anjing yang menggonggong orang). Kemudian kata al-khalaq yang diartikan bagian yang baik, seperti disebutkan dalam al-Qur'an QS. Al-Baqarah ayat 102

مَا لَهُ فِي الْآخِرَةِ مِنْ خَلَقٍ

diartikan: Dan tidak ada baginya bagian yang baik di akhirat (nanti).

AKHLAK TASAWUF 2

Fig 3. Teaching Materials of the Moralities and tasawuf Course

- Media Experts

3.4. Design Validation

Design validation is tested by 6 experts, consisting of 2 material experts, 2 media experts, and 2 linguists.

The results of the validation by the material experts are as follows:

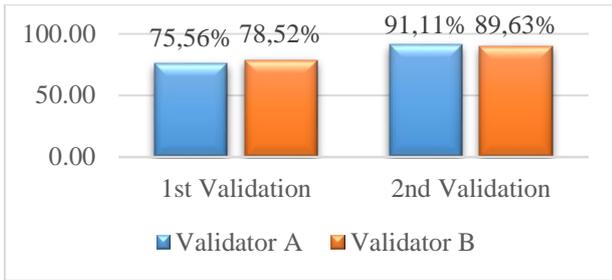


Fig4. The percentage from the Material Experts

• Media Expert Validation

Media expert validation aims to determine the quality of the feasibility of the product developed.

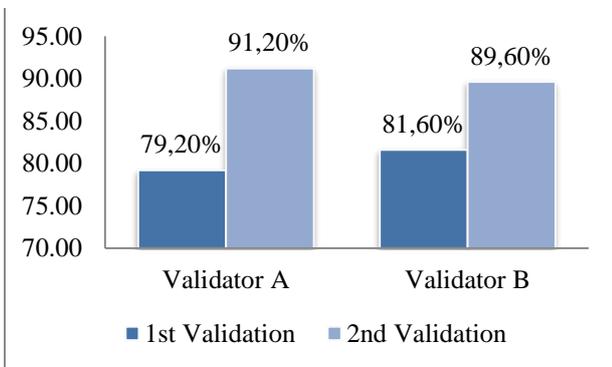


Fig 5. The percentage from the Media Experts

• Validation Language Expert

The linguist validation aims to determine the quality of the language worthiness of the product being developed

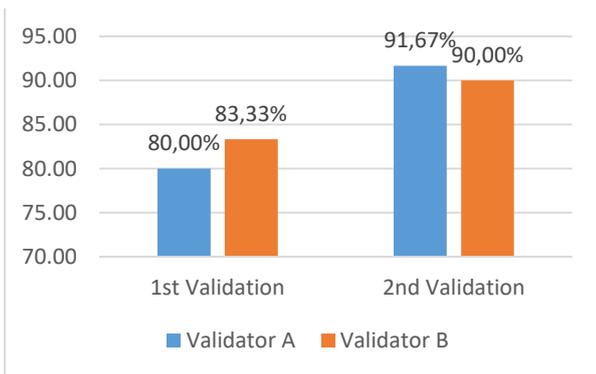


Fig 6. The percentage from the Language Experts

• Design Revision

After the product validation is done by material experts, media experts and linguists, the next step is to revise the product in accordance with the input and advice given by the experts.

• Product Testing

The product trial is carried out through a small group trial consisting of 9 students, and a field trial consisting of 28 students. The product trial results are as follows:

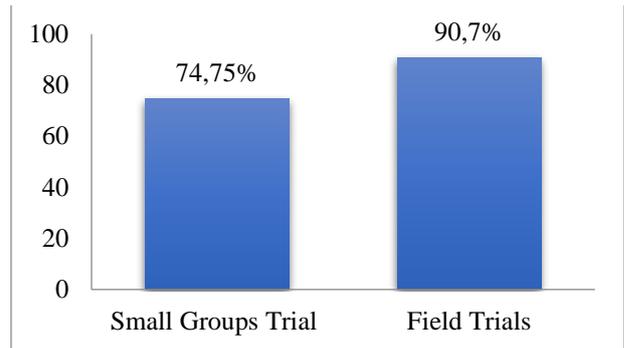


Fig 7. Trial Diagram

• Product Revision

After conducting small group trials and field trials, it is known that the teaching materials of moralities and tasawuf subjects core dan interpretation criteria "Very Interesting", which means that the teaching materials under the study could be developed into "the final product".

The outcome of this research is a module of teaching materials of moralities and tasawuf subject. This module is based on the basic competencies contained in the PAI curriculum. This research and development model refers to the modified Borg and Gall development model which consists of 7 of 10 steps. All research procedures are certainly not standard steps that must be followed in their entirety. Development can choose and determine the most appropriate steps based on the special conditions faced in the development process.[22] Therefore, this research is only carried out until step 7. The finished product is then validated by experts namely material experts, media experts, and linguists. The results of the assessment of material experts indicate the criteria of "Very Eligible" with an average percentage of 83.70%. The results of the assessment of media experts indicate the criteria of "Very Eligible" with an average percentage of 85.40%. Furthermore, validation was also carried out by linguists who showed the criteria of "Very Eligible" with an average percentage of 86.46%.

After the validation phase is completed, the product is tested through two stages, namely a small group test and a field test. The results of small group trials show that the score of moralities and tasawuf teaching materials id 'interesting' with an average percentage score of 74.75%. Likewise in field trials, the moralities and tasawuf teaching

materials that researchers developed received very interesting responses with an average percentage score of 89%. For teacher trials, the average percentage score obtained is 90.70%, with very interesting criteria. This shows that the results of the trials conducted received a positive response[23][24].

Thus this teaching material of moralities and tasawuf course is suitable for use in the department of PAI. It is therefore expected that the existence of moralities and tasawuf teaching materials can help students in carrying out a learning process. The advantage of the teaching materials we developed is that, among others, they can be used as a study guide for students independently,[25][26] they are compiled and completed with the story of a best friend,[27] they have a concept map[28] and consisted of many illustrations that can facilitate students in understanding the material.

4. CONCLUSION

The results of the assessment of the teaching materials of moralities and tasawuf, either by the material experts, by the media experts, and by the validation of linguists, all show "very eligible". Likewise, student's responses to the teaching materials of the moralities and tasawuf subject, both in the small group tests and in the field tests, score of "interesting", with an average percentage score of, respectively, 74.75% and 90.7% o. This means, the teaching materials under the study are very feasible to use. Based on this finding, this paper conclude that the teaching materials of the course of moralities and tasawuf we studied are suitable for use in the department of PAI ('Teachers for Islamic Education').

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