

**Development of Islamic Religious Education Module Anti-Radicalism and Terrorism Nuance on Islamic Religious Educational Subject: Validity Test**

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**Abstract.** Radicalism and terrorism can enter various circles, such as society, in schools, and college. In college radicalism and terrorism can easily grow and develop because of the lack of understanding and knowledge of Islamic religion owned by students. Because the lecturer of Islamic Religious Education course (IRE) should be able to nurture students to avoid the negative action of radicalism and terrorism. One of the efforts that can be done by IRE lecturers is to develop IRE modules with nuanced anti-radicalism and terrorism. The purpose of this research is to develop a module of IRE nuanced antiradicalism and terrorism that is valid on the subject of IRE. This research uses a development research design with 4-D models. This development model consists of 4 stages, namely definition, design, development, and dissemination. This study is limited to the module validity stage. The result of the research shows that IRE module developed is valid with criterion 82,70%. Islamic religious education module nuanced anti-radicalism and terrorism can be used in the course of IRE and can prevent students from negative action anti-radicalism and terrorism.

**Keywords:** module, anti-radicalism and terrorism, validity test, Islamic religious education

**Introduction**

Radicalism and terrorism is an attempt to create fear, horror, and cruelty by a person or a certain group (Big Indonesian Dictionary). Terrorism is the unlawful use of force to achieve political objectives. The target of terrorism is innocent and sinful civil society (Laqueur, 1977). The idea of radicalism and terrorism can enter into various circles, such as society, in schools, and in college. In college understand radicalism and terrorism is very easy to grow and develop because of lack of understanding and knowledge of Islamic religion owned by students. Generally, students cannot distinguish between jihad, terror, and martyrdom. As a result terrorist acts are seen as martyrs.

Because the lecturer of Islamic Religious Education course (IRE) should be able to nurture students to avoid the negative action of radicalism and terrorism. One of the efforts that can be done by IRE lecturers is to develop IRE modules with nuanced antiradicalism and terrorism. A module is a self-contained, formally structured learning experience with a coherent and explicit set of learning outcomes and assessment criteria (Rufii, 2015). Some of the masses of the material and the mastery of the material need mastery of the material and Dick and Carey, 2001). Module PAI nuanced anti-radicalism and terrorism can be a bridge of student knowledge with the reality of life. The IRE module can shape the character of the students to live tolerant in religious and cultural diversity according to the philosophy of Bhineka Tunggal Ika. According to Novan (2013), implement Islamic education based on anti-terrorism aims to create a tolerant Muslim society and peace of love in the middle of plural Indonesian life. The purpose of this research is to develop a module of IRE nuanced antiradicalism and terrorism that is valid on the course of IRE. The module used in the IRE courses has been in accordance with the achievements of learning but has not nuanced anti-radicalism and terrorism and has not provided an understanding of the solution and the prevention of acts of radicalism and terrorism.

### Method

The type of research to be conducted is research development (*Research and Development*). This research uses a development research design with 4-D models (Trianto, 2010). This development model consists of 4 stages, namely definition, design, development, and dissemination. The product that has been developed in this research is IRE module nuanced anti-radicalism and terrorism that is valid, practical, effective, and disseminate. In this study is limited to the module validity stage, namely:

- Define stage.

In the define stage curriculum analysis and student analysis is done:

- Design stage.

In the design stage module design is done, such as cover, material and summative problem:

- Develop stage.

At the develop stage a validity test module is made by a validator who has experience in the field. Module validation is performed by validity questionnaire by a validator. Data analysis with percentage technique and processed descriptively.

### Results and discussion

The results of the validity of Islamic religious education module nuanced anti-radicalism and terrorism can be seen in Table 1.

**Table 1: The Result of Validity test Islamic Religious Education Module Nuanced Anti-Radicalism and Terrorism**

Aspect of Eligibility	Validity Value (%)	Criteria
Feasibility of Content	84,50	Valid
Language	83.33	Valid
Serving	80	Valid
Charges	83.33	Valid
<b>Averages</b>	<b>82.70</b>	<b>Valid</b>

Based on Table 1 shows that Islamic education module nuanced anti-radicalism and terrorism has an average value of validity 82,70%. This means the developed IRE module is valid. According to Riduwan (2010), the validity value of a product can be said to be valid if it is on the criteria 80-89%. Validity test is done by looking at the feasibility of content, language, dish, and graffiti. In the content feasibility aspect obtained an average value of 84.50% with valid criteria, meaning that this module developed REI already meet the eligibility criteria of content. Depdiknas (2008) states that the feasibility of the contents of the module includes: compliance with Competency Standards, Basic Competence. Conformity with student development, conformity with the needs of teaching materials, useful for the addition of student insights.

In a linguistic aspect of IRE module included into valid criterion with average value 83,33%. This linguistic aspect is seen from 5 indicators: ease in understanding the use of language, clarity of the information to the material presented in the module, has learning instructions for students about the topic to be discussed, writing and sentence composition which refer to EYD, and the language and sentence used effective and efficient. In the aspect of dish and graphics obtained an average value of 80% and 83.33% with valid criteria. The results of the same study on the validity test of student worksheets in Genetics subject are on valid criteria (Megahati et al., 2016). The results of the validity test of the student worksheet on the crossing-over material is valid criteria (Megahati et al., 2017). In contrast to the results of the module validity test in evolution courses are at very valid criteria (Wati et al., 2018).

Prastowo (2011) states that one function module is a substitute for the function of educators. The meaning of the module as teaching materials that are able to explain the learning materials well and easily understood by learners according to the level of knowledge in their age.

Islamic education module nuanced antiradicalism and terrorism has clear learning objectives and students can learn independently. In accordance with the opinion of Majid (2009) module is a book written with the aim that learners can learn independently without or guidance of teachers, so the module contains at least about all the basic components of teaching materials. Islamic education module nuanced anti-radicalism and terrorism can prevent students from negative actions of radicalism and terrorism.

### Conclusions

The modules in the Islamic religious education courses of anti-radicalism and terrorism is valid criteria which means that this module can be used by students in Islamic religious subjects. Islamic education module nuanced anti radicalism and terrorism can prevent students from negative actions that are contrary to the teachings of Islam.

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