Developing Minangkabau Teaching Material of Nationality Insightas An Effort to Counterradicalism for IAIN Bukittinggi Students

Wedra Aprison[1], Junaidi[2], Fajrul Wadi[3]
{wedraaprisoniain@gmail.com[1], Junaidi.alhadi@gmail.com[2], Fajrulwadi74@gmail.com[3]}

Faculty Tarbiyah and Teacher Training, Institut Agama Islam Negeri (IAIN) Bukittinggi, Indonesia[1,2]
Faculty of Syariah Institut Agama Islam Negeri (IAIN) Bukittinggi, Indonesia[3]

Abstract. Radicalism is no longer a discourse, but has become a phenomenon in Indonesia. It is even feared that it could threaten the survival of the unitary state of the Republic of Indonesia. The Poso conflict, Ambon, Aceh, Pontianak, are just a few examples of radicalism in Indonesia. Even some research reports, radicalism has came into the higher education, universities seem slow in responding this phenomenon. Development research was carried out because Minangkabau class had not yet included into nationality insights. This study aims to create Minangkabau teaching material of nationality insight sustainability as an effort to counter the development of radicalism for IAIN Bukittinggi Students.

Keywords. Minangkabau, Nationality Insight, and Radicalism

1 Introduction

In connection wit h the waning of national values in multicultural Indonesian society, it is necessary to make practical, strategic, dynamic, systematic and sustainable efforts in transforming and internalizing the values of national diversity. It must be acknowledged, that the most representative institutions in instilling these values are educational institutions. These institutions are believed instilling these noble values. The educational path is believed to be still very effective in the context of transforming and implementing national values as a whole. Education in this context, not only functions as a transformation of fundamental values, but also as an agent of change who has the responsibility to control social and cultural changes. Including transforming national values, so that they can be projected in the life of society, nation and state.

IAIN Bukittinggi is a higher education institution under the Ministry of Religion of Indonesia in Bukittinggi has changed its status in 2014 which was previously named STAIN Bukittinggi. In early 2015, IAIN Bukittinggi was inagurated by Minister of Religion of Indonesia, Lukman hakim Syaifudin. Based on writer's observation and interviews, that IAIN Bukittinggi has not fully developed an education model based on national values. The educational approach taken is only limited to appreciate diversity (pluralism) or in the terminology of Parekh as an accommodating multicultural society. Why is so ? This is due to some problems such as, there are difficulties to be projected into each course. Such reasoning is based on, firstly, it is still shackled by curriculum contents that are blueprints, so that

implementation in lectures is still implicit in nature and is running fast. Secondly, the ability of educators (lecturers) is still limited in identifying and understanding how to develop learning models of national insight and characters in each course they teach. Third, the lack of Minangkabau teaching materials that have national values insight which are taught in tertiary institutions. For these reasons, the writer is interested to make it as a study by raising this problem into a scientific research entitled "Developing minangkabau teaching material of nationality insight as an effort to counter radicalism for IAIN Bukittinggi students"

2 Theoritical Base

2.1 Radikalism

Radicalism is an ideology or political life, radical changes fundamentally and in principle, in general in political science, then radicalism means: a concept or spirit that seeks to make a change of political life as a whole and fundamentally without taking into account the rules, constitutional, political and social provisions, which are in force. There are also those who claim that radicalism is a very advanced liberalism, while some interpret radicalism as extremism or fundamentalism.[1]

Azyumardi Azra[2] asserted that what is meant by Islamic radicalism includes ideas, thoughts, ideologies, and Islamic movements that lead to intimidation, violence and terror activities, both because of religious doctrine, self-defense and the form of response to the political opponents they designate. Simply, radicalism is a thought or attitude that is characterized by four things which at once become its characteristics, namely: First, an intolerant attitude and do not want to respect the opinions or beliefs of others. Second, fanatical attitudes, namely attitudes that justify themselves and blame others. Third, exclusive attitude, which is a closed attitude and trying to be different from the habits of many people. Fourth, a revolutionary attitude, namely the tendency to use violence in achieving goals.[3]

Radicalism among Students In 2009, the Islamic and Social Studies Institute (LKiS) in Yogyakarta conducted a survey of tolerance levels among students in 20 high schools in Yogyakarta. The results are quite surprising. 69.9 percent of the children of students surveyed were judged to have a low tolerance level for those with different beliefs. This category is measured by reluctance to make friends or be led by those of different faiths.10 limited research conducted in Yogyakarta is in line with other surveys conducted by different institutions. A survey conducted in Jakarta by the Islamic Studies and Peace Institute (LaKIP) of a sample of students in 100 high schools in Jakarta found 48.5 percent of respondents supported or even participated in acts of violence or persecution of other religious minority groups.[4]

On the other hand, students who tend not to have strong Islamic base,know and study Islamic lessons inherently in higher education which in fact are "secular" to be stripped of their Indonesian values, when clashed with the "ideal" all-round ideas. This is a frightening specter if coupled with several facts related to the nation who have not been able to get out of the economic and political slump. The campus network known as LDK (Campus Da'wah Institute) in several "secular" universities such as UNPAD Bandung, UI Jakarta, UGM Yogyakarta, UNAIR Surabaya, or Makassar Makassar UNHAS [5] is quickly achieved by HTI . Regarding the influence of the entry of HTI for example, it can be seen from the view of one of the famous university students in Yogyakarta who doubts Pancasila by saying that if there are Muslims who disagree with the Khilafah, then their Islam must be questioned.[6]

While LIPI researcher Anas Saidi said that the understanding of radicalism occurred because the Islamization process carried out among young people took place behind closed doors, and tended not to be open to other Islamic views, let alone those with different beliefs. He asserted that if this understanding was allowed to cause disintegration of the nation because they considered the ideology of Pancasila to be no longer important. "The Islamization process occurs monolithically and the mosque is controlled by a certain group whose consequence of followers is intolerant attitude, and if later they become important people, for example becoming ministers or just be, if you don't have tolerance and still have a mind to replace Pancasila, that's what I think is anxiety. Anas said further that the process of Islamization among young people must be balanced with an open, varied process of Islamization and the resolution of differences of opinion could be resolved without violence. If that is done, Anas sees that there is a positive side to the Islamization process, which can provide young people who are more receptive to differences. Anas further revealed in a study conducted in 2011 at five universities in Indonesia UGM, UI, IPB, Airlangga University, and UNDIP showed an increase in the understanding of conservative or religious fundamentalism, especially among students on public campuses. And Radicalism among students occurred after the reformation, by spreading through the Jamaah Tarbiyah (Ikhwanul Muslimin), including HTI and salafis which are part of the transnational Islamic movement.[7]

2.2 Nationality Insights

The value of National Insight which is manifested in the unity and integrity of the nation has 6 (six) basic and fundamental human dimensions, namely[8]: 1) Respect for human dignity and as creatures of God Almighty. 2) Joint determination to live a nationality that is free, independent and united. 3) Love for the Motherland and the Nation. 4) Democracy or People's Sovereignty. 5) Social Solidarity. 6) Prosperous society.

3 Research Methods

This research includes development research. Sugiyono[9] explained development research or also called Reserch and Development. The development model used was adapted from the McKenny Model. This model consists of three main stages, namely: (1) preliminary research (preliminary analysis), (2) prototyping phase (design phase), and (3) assessment stage. The development procedure is adapted to the stages of the McKenny development model. This product trial is conducted to collect data that can be used to identify weaknesses, deficiencies, validity, practicality and effectiveness.[10], [11]

4 Result and Discussion

4.1 Requirements Analysis

Needs analysis is an activity carried out to further explore the various aspects needed to achieve an effective learning process. In this **study** the researchers conducted an analysis of SAP, teaching materials, analyzed the curriculum which included Competency Standards(SK) and BasicCompetence (KD) analysis, task analysis, and analysis of students.

4.2 Design Stage

In this section the researcher compiles a complete and systematic SAP with reference to the syllabus that has been developed. The SAP component refers to the Decree of the Minister of National Education RI number 232/2000 regarding guidelines for the preparation of higher education curriculum and assessment of student learning outcomes. Likewise, the development of SAP refers to the above rules. The components include: Competency Standards (SK) and Basic Competency (KD), Indicators, Learning Objectives, Learning Methods and Approaches, Learning Steps, Media and Learning Resources, Assessment and Teaching Materials.

4.3 Development Phase (Develop)

Teaching materials that have been developed are only declared valid after going through two revisions. The practical and effectiveness revision by testing the learning tools that have been developed in the local lecture process.

a. The Validity of Learning Devices

Learning tools that have been designed, followed by validation activities by experts and education practitioners in accordance with their field of study consisting of 2 expert validators and 1 practitioner validator. Based on the results of the discussion and suggestions from the validator, the tools was then revised. Revisions were made twice, especially those relating to the content and editorial language of the developing it. The results of this revision are used to improve wether suggestions given by the validators carried out or the materials to be revised. From the results, there are several things need to be improved and considered so as to produce a valid learning tools (SAP, and teaching materials).

b. SAP Validation

SAP validation results assessed by experts can be seen that the average validation results are 3.35 with a valid category. Based on aspects assessed obtained that the inclusion of identity is 3.40, the formulation of learning objectives 3.33, the selection of learning materials 3.50, the methods and details of the learning steps 3.35, the selection of learning resources 3.00, and assessment 3 , 55.

The results of the SAP validation assessment by the education practitioner validator obtained an average of 3.53 validation results in the very valid category. General description of each aspect assessed includes: inclusion of 3.75 identity, formulation of learning objectives 3.35, selection of learning materials 3.40, method and detail of learning steps 3.55, selection of learning resources 3.50, and results rating of 3.65.

c. Teaching Material Identity

The results of the validation of teaching materials were assessed by experts, it was found that the average validation results were 3.51 in the very valid category. Based on the aspects assessed the following description is obtained: the feasibility of the contents of 3.50, the language of 3.60, the presentation of 3.57, and the graphic presentation of 3.40.

Almost the same assessment also obtained a general picture of the assessment of education practitioners, namely 3.60 with a very valid category. From every aspect observed, it was found that the feasibility of contents was 3.75, linguistic 3.67, presentation was 3.80, and graphic was 3.50.

Based on the previous assessment's exposure, it shows that the teaching material developed is valid. This means that the developed instructional materials are good and can be used as a learning resource for students in the learning process of Minangkabau with the nationality insight. Teaching material compiled helps students facilitate understanding it.

d.   Observation of SAP implementation

Based on observations of the implementation of SAP for the learning of nationality insight on the fifth semester students of the IAT FUAD IAIN Bukittinggi Department, an average score of 3.51 was obtained with a very practical category. Lecturers Response to the Practicality of Learning Tools

The results of the response from the IAT departement who have already carried out the learning tools developed is generally, lecturers consider the learning tools that have been developed by researchers is very helpful in the learning process. This is considered as an innovation in eduacation generally, especially in IAIN Bukittinggi IAT Departement. Student Responses to thePracticalityof Learning Tools

The results of the analysis of the responses of semester V students of the IAT FUAD IAIN Bukittinggi Department who have followed the process of learning nationality-insight using this media ,generally, they feel motivated and helped in understanding Minangkabau teaching materials of nationality insight. Furthermore, they have gained new experience on the new teaching materials used that different from previous ones..

e.   Interview Results of the Practicality of Learning Tools

Interviews conducted in this study used unstructured interviews, meaning that questions developed according to the answers of respondents (lecturers) when asked questions. There are several results of interviews conducted by researchers when testing devices developed in the field, including: interviews with SAP, and teaching materials used.

f.   Interview with SAP User

Apart from the results of observations through the observation sheet, SAP practicality can be obtained from the results of interviews with lecturers who are testing the developed device. It's the same with unstructured interviews. This means that the question develops according to the respondent's answer (lecturer) after being given a question.

g.   Interview with the teaching materials user

Interviews with teaching materials users were conducted with lecturers and students. This is done to get information related to the level of use of the developed teaching material

5 Discussion

5.1 The Validity of Learning Devices

Learning tools that have been developed are said to be valid if they meet certain criteria. According to Plomp (2007: 127) the characteristics of the product are said to be valid if it reflects the soul of knowledge (state of the art knowledge). This is what is said with content validity. Furthermore, the components of these products must be consistent with each other (construct validity). Therefore, the validation of the fifth semester student learning kit in the IAT department of the Faculty of Islamic Sciences IAIN Bukittinggi as an effort to prevent the development of radicalism in Bukittinggi IAIN students in this study emphasizes the content validity and construct validity.

The content has been declared validwhenthe developed instructionals are in accordance with the actual material on the nationality insight learning in the fifth semester students of the IAT FUAD IAIN Bukittinggi Department. The construct validity has also been declared valid because the construct of the Minangkabau teaching materials of nationality insight developed has fulfilled the requirements and conditions for the preparation of the learning tool. Based on

the analysis , nationality insight learning tools developed were classified as very valid. The following will be explained clearly the description of each learning device that has been developed.

a.   SAP

The results of the SAP validation data analysis showed an average value of 3.35 by the expert validator and 3.53 by the education practitioner validator. based on a predetermined category, the SAP that has been developed illustrates the suitability of all components and activities as well as the concepts contained therein. This conformity can be seen from the indicators and learning objectives formulated, the material chosen, the strategies used, the learning steps, the media and learning resources, as well as the assessment conducted. That is, as a whole has been able to describe the SAP component that is in accordance with the Decree of the Minister of National Education RI number 232/2000 regarding guidelines for preparing a higher education curriculum and evaluating student learning outcomes.

b.   Teaching materials

Based on the results, the analysis of the validation of teaching materials obtained an average value of 3.51 from the expert validator and 3.60 from the educational practitioner validator. In terms of predetermined categories, the teaching materials compiled have referred to the demands of the curriculum and to the student developments. Various concepts and elaboration of the tasks contained inMinangkabau teaching materials of nationality insight is easy to understand. The contents have reached the selected basic competencies. In addition, the language used in teaching materials using simple phrase and more clearly that it is easily understood by every student. Sentence by sentence using the proper spelling. Thus, it can be concluded that the teaching material developed has been declared valid and can be used in the learning process of understanding national-insight.

c.   The Practicality of Learning Tools

The level of practicality to see the extent to which lecturers and students can use learning tools in nationality learning with good insight. According to Plomp (2007: 127) a device learning can be used when a device that effortlessly by lecturers and students in learning. To see whether the learning tools that have been developed are practical or not undergone, a try is of the fifth semester students of the IAT FUAD IAIN Bukittinggi Department. See previous, SAP have been developed so the learning process has been set meetings with 100 minutes, allocation of times. The observed practices were the level of SAP implementation, lecturer response questionnaire, student response questionnaire, and the results of interviews with the practicality of learning tools. For more details can be seen in the following explanation.

5.2 Implementation of SAP

Observations shows that the implementation of SAP shows that learning one in accordance with . This can be seen from the data have been very kind.. This data shows that SAP which was developed is very practical to be used in the learning of nationality oriented insight. During the trial, there were no significant obstacles which means by the lecturer in implementing the learning process although a little shortage of time, but can be overcome optimal by class management conditioning.

The Results of data analysis of the Lecturers' Responses to Minangkabau teaching materials of nationality insight.

The analysis of survey response lecturer shows that device Minangkabau teaching materials of nationality insight which developed is very practical used in the learning process. This can be seen from the lecturer's answers ,stated that the learning device developed different

from the previous and ease of use in learning . Thus, based on the data obtained, a devicedeveloped is very practical to be used in the learning process .

The Results of Analysis of Student Response Data on Minangkabau teaching materials of nationality insight

The analysis of the survey response students shows that they get knowledge into the nationality insight the preventradicalism. The teaching material developed is also interesting for students because supported by proverbs and so nice examples about Minangkabau national insight. This can be seen from the results of student responses stated.

6 Conclusion

Based on the development and testing a devie developed, drawing conclusions obtained, as follows: 1) Minangkabau teaching materials of nationality insight are valid, This categories can be seen based on the results of the validation of validators and education experts carried out,either on SAP and teaching materials. This outcome will give you an idea that the learning medi have been developed valid and can be used in the learning process. 2) The Practicality of Minangkabau teaching materials of nationality insight device as a whole are very practical. This can be seen from the observation of SAP implementation, lecturer teaching faculty and student, responses and interviews has done. These resultsoutcome illustrate that the use of learning device by lecturers is very practical and can help in implementing the learning proccess about nationality insight in the classroom. 3) The effectiveness of the use of nationality insight learning devices can be seen through the observation of the studentsactivity.

References

[1]   E. Suradinata, Radikalisme dan Masa Depan Bangsa" dalam Masa Depan bangsa dan Radikalisme Agama. Bandung: Gunung Djati Press, 2006.

[2]   S. Zuhri, Deradikaliasi Terorisme: Menimbang Perlawanan Muhammadiyah dan Ployalitas Nadhatul Ulama. Jakarta: Daulat Press, 2017.

[3]   D. Rodin, "Islam Dan Radikalisme: Telaah atas Ayat-ayat 'Kekerasan' dalam al-Qur'an," J. ADDIN, vol. 10, 2016.

[4]   M. I. Ahnaf, "Struktur Politik dan Deradikalisasi Pendidikan Agama Bagi Anak Muda di Indonesia," J. Pendidik. Islam, vol. II, no. 1, 2013.

[5]   M. Hilmy, "Radikalisme Agama Dan Politik Demokrasi Di Indonesia Pasca-Orde Baru," MIQOT J. Ilmu-ilmu Keislam., vol. 39, no. 2, pp. 407–425, 2015.

[6]   L. Taqwa, "Evolusi Gerakan HTI Dan Ancaman Terhadap Generasi Muda Islam," J. Reviuw Polit., vol. 5, no. 1, 2015.

[7]   A. Asrori, "Radikalisme Di Indonesia: Antara Historisitas dan Antropisitas," Kalam J. Stud. Agama dan Pemikir. Islam, vol. 9, no. 2, 2015.

[8]   Winarno, Pendidikan Pancasila di Peguruan Tinggi, Panduan Praktis Pembelajaran. Surakarta: Yuma Pustaka, 2009.

[9]   Sugiyono, Metode Penelitian Kuantitatif, Kualitatif dan R&D. Bandung: Alfabeta, 2011.

[10] Plomp, Educational Design: Introduction. From Tjeerd Plomp (eds). Educaional & Training System Design: Introduction. Design of Educational and Training in Dutch. Netherland: 1994.

[11] M. D. G. J. P. G. and W. R. Borg, Educational Research: an Introduction. Boston new York san Fransoisco: Pearson Education, Inc, 2003.