



## Development of Islamic Nusantara Course Module at Universitas Nahdlatul Ulama Blitar

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### Abstract

The purpose of this research is to know the availability of Nusantara Islamic course modules at the Universitas Nahdlatul Ulama Blitar and how to develop an Islamic Nusantara course module at the Universitas Nahdlatul Ulama Blitar. The focus of this research is the development of the Islamic Nusantara course module at University that did not exist previously. Using the Research and Development method developed by Borg and Gall which includes preliminary studies, planning research, design development, product testing, revised limited field test results, extensive product testing, revised field test results more broadly, the due diligence, the final revision of the feasibility test results, dissemination and implementation of the final product. Data was collected from the assessment of two experts through the Expert validation sheet and 60 student respondents through the student respondent questionnaire. Data analysis uses qualitative and quantitative approach techniques. Data in the form of suggestions and criticisms from experts/experts and students are analyzed with a qualitative approach, while module feasibility data and opinions regarding module suitability are processed with a quantitative descriptive approach. The analysis that at the Universitas Nahdlatul Ulama Blitar there is no Nusantara Islamic course module available even though there is a Nusantara Islamic course, so development is needed. The results of the study showed that the module was suitable to be used as teaching material in the Islamic Nusantara course. This is based on material validation of 91.96 (very good), language and pictures of 90.75 (very good), presentation of 88.66 (very good), display of 94.53 (very good) as well as student responses with an average score of 86.6 (very good). Some suggestions from experts include changes to the sub themes of the 2 modules, and cover design. While suggestions from students should be corrected for incorrect writing.

**Keywords:** Islam Nusantara, Module Development

### Introduction

This research is motivated by the existence of new subjects taught to students at the Universitas Nahdlatul Ulama Blitar, but students and lecturers have difficulty finding books that are relevant and in accordance with the syllabus. The scope of the discussion is the teachings of Islam and its implementation in Indonesia after experiencing a synthesis between revelation and sunnah with the values of local traditions, culture and customs of the archipelago. While the purpose of this research study is: 1) to find out how far Islam Nusantara as a course in Higher Education; and 2) to find out the development of Nusantara Islamic course modules.

The quality of learning in tertiary institutions can be improved in various ways, including through the development of teaching materials. Development of teaching materials by lecturers to solve learning problems by paying attention to students and competencies that must be achieved (Haryanto, 2016: 108). Teaching material is very helpful for students with textbooks, besides the lecture process requires intrapersonal intelligence so that it is easy to understand their abilities and abilities in learning (Maryati, T.; Kasanah, S.U; Ma'f'ula, V.Y., 2019: 306-313).

Modules are one form of teaching material that can be developed. Modules are packaged in a complete and systematic manner that contains a set of experiential learning that is

planned and designed to help students to master learning objectives (Daryanto, 2013:41). Modules help students because they can be (self instructional) and are written in competency packages (Akbar, 2013: 33). The module has its own characteristics, namely 1) self contests, 2) relies on individual differences, 3) presence of associations, 4) uses a variety of media, 5) active participation students, 6) direct reinforcement, and 7) supervision<sub>21</sub>evaluation strategies (Wena, 2010: 230) . Therefore, module is expected to be studied independently by students so that the appearance is made in an attractive and simple language (Pratiwi, 2015: 122). It is presented with good, interesting language<sub>21</sub>with illustrations (Majid, 2008: 176) and if it is easy to use it, it will be more meaningful.

In addition to involve teacher activities, it also requires students to be more active in learning activities. Learning with modules creates independent<sub>21</sub>learning processes (Sukiminiandari, Budi, & Supriyati, 2015: 2) in the sense of adjusting the speed of learning ability of each student. Students can independently complete their learning without waiting from other students. In accordance with the final evaluation of the semester by a team of lecturers who supported the Islamic nusantara course at the Faculty of Exact Sciences in the Mechanical Engineering study program class A1 and the Faculty of Education and Social Sciences in the Education Study program of Indonesian Language class B1 at the Universitas Nahdlatul Ulama Blitar, several problems were found. These problems include the Islamic nusantara course being a new subject so that the learning material optimally has never been studied in various tertiary institutions and there are no specific modules available to study Islamic nusantara as a course in tertiary institutions.

Islam is one of the official religions with the largest<sub>21</sub>adherents in Indonesia and even in the world (Kasanah, 2019:199-204). Islam since the beginning of its arrival until now has transcended the various dynamics of the era, starting from the era of Hindu-Hindu<sub>21</sub>kingdoms, where Islam began to be introduced by scholars and traders between countries, during the Islamic kingdoms, until the time of renewal or modern Indonesia. This long process of development in Islam has influenced the Islamic style of Islam in the archipelago, with the characteristics of Islamic religion in various countries in the world.

Nowadays there are movements of Mus-

lim groups with certain ideologies that are trying to change the characteristics of the Islamic Archipelago with the Islamic style of Arabic. While in the Arab countries themselves, they have started to open themselves to the values of global and modern society which are the concepts and basis of Nusantara Islam. The concept of Islamic Archipelago eventually emerged as a study of Indonesian Islamic leaders, such as among NU scholars, <sub>21</sub>academics, and even the government. The need for mastering<sub>21</sub>knowledge for leaders is to become<sub>21</sub>transformative leaders (Kasanah, 2019: 25-30). Some Islamic scholars in various countries even interested in studying the Islam of the Archipelago and trying to adopt its values to be implemented in their respective countries because it is proven that the Islamic Nusantara has succeeded in creating a better national life, nationality and society, especially in shaping the harmonization of mankind with various religious backgrounds, tradition and culture. The majority of Indonesians are farmers, living in rural areas with various<sub>21</sub>customs, tribes and cultures. (Kasanah, 2019: 354-364)

Islam means "submission, obedience, submission, and peace". The Prophet Muhammad said that this religion has five main teachings, namely "Islam is marked by<sub>21</sub>witnessing that there is really no god but Allah and Muhammad are the messenger of Allah, establishes prayers, performs alms, performs fasting and performs hajj for those who are able to do" (Ansori, M.S. et al, 2019: 14-24) . In addition, Islam has two guidelines that are always referred to, the Qur'an and the Hadith. Both<sub>21</sub>of them contain lessons that guide humanity and the universe towards a better and orderly way (Khabibi Muhammad Lutfi, 2016: 3).

As far as researchers know, this research is different and has never been studied by other researchers. Previous researchers have discussed the dialectics between religions that have moral and universal values with the culture and traditions of Indonesian people forming a distinctive Indonesian-style Islam commonly called the archipelago Islam (Alma'arif: 2015, 265-291) but have not yet been developed into a Nusantara Islamic course module so needs to be developed to meet the needs of students and lecturers in Universitas Nahdlatul Ulama Blitar.

## Material and Methods

This research uses the Research and Development (R&D) model (Buana, 2019: 131-137) developed by Borg and Gall which includes the

following stages: Study Preliminary Planning, Design Development, Product Testing, Revision of Limited Field Test Results, Product Testing in a Broad Revision of Field Test Results Read Width, Test Feasibility, Revision, Final Results, Feasibility Test (Sugiartha, 2007:7-20). In general, this research produced certain products and tested the effectiveness of certain products. (Sugiono, 2012: 297) .

This study uses research subjects students of the Indonesian Language Study Program at the Universitas Nahdlatul Ulama Blitar namely semester 2 academic year 2019/2020 for B1 and B2 classes. The research instruments used an expert validation sheet of 2 lecturers and a student questionnaire of 60 students. This study uses quantitative descriptive analysis, in order to determine the quality of learning modules, improvement of student learning achievement, and student responses obtained from material experts and student responses in the form of quantity data is changed to be qualitative.

### Validation Analysis for Module

The module evaluation is based on the results of the validation by 21 experts, on each module validation sheet, the validator writes the assessment that categorized as follows:

### Test Analysis

Data from the results of the grades of students who have undergone the learning completeness test are analyzed to get the percentage of students' mastery learning outcomes. Student learning outcomes are said to be complete or not if a student achieves mastery learning outcomes  $\geq 75\%$  and a class is said to be complete when in class has reached  $\geq 85\%$  of students who have achieved mastery learning from a range of values from 0 to 100.

Data analysis techniques use qualitative and quantitative approaches. Data in the form of suggestions and criticisms from experts / experts and students were analyzed with a qualitative approach, while the feasibility of the data modules and opinions about the suitability of the module were processed with quantitative descriptive approaches. (Azwar, 2002: 163). This type of research is to develop products based on trials and then revised to produce products that are suitable for use. Borg and Gall (Sugiyono, 2011: 4-10) state that development research is a process used to develop and validate products used in education and

Table 1. Guidelines for Conversion of Average Amounts of scores into values (source: Saifudin Azwar, 2002: 163)

No	Score rating	Score	Categories
1	$M_i + 1,50S_{bi} < X$	A	Very good
2	$M_i + 0,50S_{bi} < X \leq M_i + 1,50S_{bi}$	B	Good
3	$M_i - 0,50S_{bi} < X \leq M_i + 0,50S_{bi}$	C	Enough good
4	$M_i - 1,50S_{bi} < X \leq M_i - 0,50S_{bi}$	D	Less
5	$X \leq M_i - 1,50S_{bi}$	E	Bad

learning. Development model is defined as a conceptual design process in an effort to improve the function of existing models previously, through the addition of learning components that were considered to be able to improve the quality of achieving goals (Sugiartha, 2007: 11). The development procedure by Borg and Gall (Borg and Gall, 1983: 775) which includes 10 steps as the Figure 1:

### RESULTS AND DISCUSSION

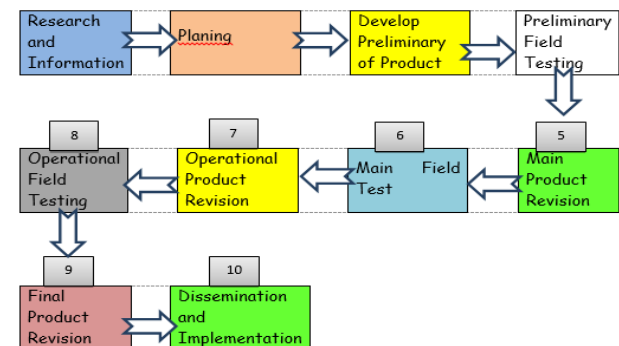


Figure 1: Development steps according to Borg and Gall (Borg and gall, 1983: 775)

### Preliminary Study (Research and Information)

At this stage, gathering information by ensuring that the lectures on Islamic subjects in the archipelago have not been provided with reference books in accordance with the curriculum used. While this course has been studied since 2015 in various circles, including academics. The difficulty is faced by students in finding references in completing the tasks of the Islamic Nusantara subjects. None of the students has reference books or modules, even in national libraries are not yet available.

Therefore, it is very important that the presence of books in accordance with the theme of study in the Islamic subjects of the Nusantara, in addition to make it easier for students can also be used by community leaders and academics.

### Planning Research (Planning)

Conducting a literature study and determining the basic problems for analysis of the concepts should to be taught, detailing according to the syllabus. Looking for various sources is in accordance with the theme of the study.

<sup>21</sup>Further classification of the material, the target of implementation is a maximum of 8 months completed.

### Design Development (Develop Preliminary of Product)

The development carried out is to design the Islamic nusantara course modules. Including the designing learning objectives for module content is to cover design. Module content, which consists of Modules 1 through 13, is adapted to lecture planning as follows: 1) Basic Concepts of Nusantara Islam; 2) History of the Entry of Islam into the Nusantara; 3) Development of Muslims in the Nusantara from Time to Time; 4) Concept and Characteristics of Nusantara Islam; 5) Mixing Culture with Islamic Values in Social Life (assimilation, acculturation and infiltration); 6) Islamic Acculturation in Archipelago Arts and Architecture; 7) Sultanate of Demak and Native Islam in Java; 8) Resistance of Muslims against Western Hegemony; 9) Nusantara Ulama Network in Islamic Development; 10) Islamic Nusantara Sufism; 11) Nusantara Islamic Order; 12) Nusantara Islam in the Perspective of Philosophy and 13) The Dynamics of Nusantara Islamic Politics.

The themes have been arranged in detail in a book, as a relatively new study, it is very easy for students and lecturers. The study fulfills the discussion in one semester.

### Preliminary Field Testing

The product test that was developed before it was used was carried out by the material expert (Dr. Dimiyati Huda, M.Ag) who is a lecturer in "Islamic and Local Culture" courses at PTKIN with S3 qualifications and linguist (Sri Utami, M.Pd) with S2 Education qualifications Indonesian. Limited product test results are obtained: 1) adding a second sub theme with the opinions of the figures about the entry of Islam into the Archipelago and 2) the initial change of the caver from blue to green.

The second sub theme previously was "the history of the entry of Islam in the archipelago". There have been many studies on this matter, therefore it was replaced by a new study, name-

ly the opinions of scientist about the entry of Islam into the archipelago.

### Revision of Main Product Revision Results

The revision of the limited product test results is the first revision, according to the input of the material expert and linguist validators.

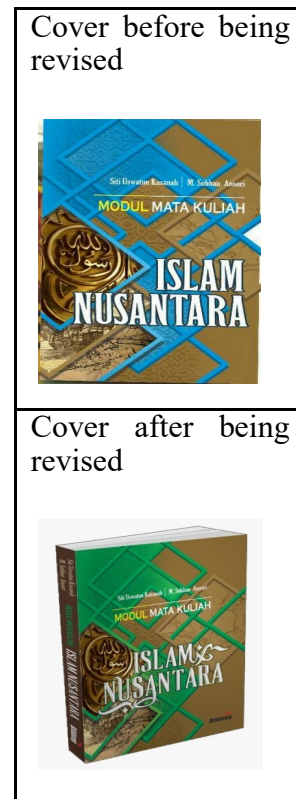


Figure 2. Main product result

### Extensive Product Test (Main Field Test)

Broader product testing, carried out in small groups with 9 students, is divided into three groups, namely 3 students with a high level of understanding, 3 students with a moderate level, and 3 students with a low level. The students were asked to do the learning of Islamic Nusantara subjects using a module, they provided input to the modules that were developed. All aspects of the assessment are material 77.8%; language and images 88.9%; 77.8% presentation and 88.9% views responded very well.

Thus, from all aspects, namely aspects of material, language and pictures, presentation and appearance showed very well, it can be concluded that the module book is appropriate to use.

### Revised Field Test Results (Operational Prod-

**uct Revision)**

The results of the product design feasibility test in the actual class, namely the Indonesian Language Education class A and Indonesian Language Education B, have been obtained for the information on the feasibility of this Module book to be used as follows:

Table 2. The eligibility in the material test field with the acquisition of scores

cate-gories	scor es	High-est score	Low-est scores	Index (%)
Very good	342			
Good	83			
Enoug h good	55			
Less	0			
Bad	0			
<b>Total</b>	<b>2207</b>	<b>2400</b>	<b>300</b>	<b>91,96</b>

Based on the results of the feasibility test the material field obtained a score of 2,207 which was in the range of scores > 1875 with a very good category. Judging from the Index (%) obtained by 91.96% shows that the material is very good so it is feasible to be used as a module book.

Based on the results of the feasibility test in the field of language and images obtained a score of 2179 which is in the range of scores > 1875 with very good category. Judging from the Index (%) obtained by 90.75% shows that in terms of lan-

Table 3. The eligibility in the Language and Image test field with the acquisition of scores

catego-ries	scores	High-est score	Low-est scores	Index (%)
Very good	321			
Good	96			
Enough good	62			
Less	0			
Bad	0			
<b>Total</b>	<b>2179</b>	<b>2400</b>	<b>480</b>	<b>90,75</b>

guage and images are very good so it is feasible to be used as a module book.

Table 4. The feasibility of the presentation test field with the acquisition of scores as follows:

Cate-gories	Scor es	High-est score	Lowest scores	Index (%)
Very good	548			
Good	147			
Enough good	93			
Less	52			
Bad	0			
<b>Total</b>	<b>3711</b>	<b>4200</b>	<b>840</b>	<b>88,36</b>

Based on the results of the feasibility test in the field of presentation obtained a score of 3,711 which is in the range of scores > 1875 with a very good category. Judging from the Index (%) obtained by 88.36% shows that the presentation is very good so it is feasible or easy to understand.

Based on the results of the feasibility test the display field obtained a score of 1,418 which was in the range of scores > 1875 with a very good category. Judging from the Index (%) obtained at 94.53% shows that in terms of the appearance of the book is very good so it is worth

Table 5. Eligibility in the Display test field with the acquisition of scores as follows:

Cate-gories	Scor es	High-est score	Lowest scores	Index (%)
Very good	<b>242</b>			
Good	34			
Enough good	24			
Less	0			
Bad	0			
<b>Total</b>	<b>1418</b>	<b>1500</b>	<b>300</b>	<b>94,53</b>

using. From the written test analysis it was obtained as many as 60 students did the written test before they studied the module, the result was 37 students who scored above 75. This shows that as many as 61.6% had completed grades. This has not shown mastery in learning, because those who scored more than 75 did not reach 85% of students. Then after they studied the module book, they were tested again. The results of the second test were obtained by 52 stu-

dents who scored above 75. This means that as many as 86.6% of students received complete results. These results can be said to have reached mastery learning, because those who score above 75 are more than 85% of the total students.

### Final Revision of the Final Product Revision

The final revision of the feasibility test was carried out in accordance with the input of the results of the feasibility test conducted on 2 class students totaling 60 students.

### Dissemination and Implementation of the Final Product

Dissemination and Implementation of the final product are disseminated the results of research on the development of the Indonesian Islamic subjects module in international journals and the publication of a book entitled "Nusantara Islamic Module" for the public to know.

### Conclusion

Based on the results of research and discussion conclusions can be obtained as follows:

- 1) there is not known suitable module book in the lecture, and the development of the Indonesian Islamic course module book is indispensable.
- 2) The results of the study show that the module is fit to be used as teaching material in the Islamic Nusantara course. Based on the results, it is shown that material validation of 91.96 (very good), language and pictures of 90.75 (very good), presentation of 88.66 (very good), display of 94.53 (very good) also the results of student responses with an average score of 86.6 (very good).

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