THE QUESTIONNAIRE ANALYSIS OF STUDENTS NEEDS TO MODULE OF ISLAMIC RELIGION EDUCATION PROGRAM WITH ANTI-RADICALISM AND ANTI-TERRORISM

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Abstract. The purpose of this study is to determine students' needs to the module of Islamic education courses that have principles of anti-radicalism and anti-terrorism. This research is a developmental research. The models and procedures of this research use 4-D (four-D models) development model that consist of four stages: define, design, develop, and disseminate. The data analysis technique used in this research is descriptive analysis describing the result of the module of Islamic education course that has anti-radicalism and anti-terrorism, which has been designed containing the identity of the course, instruction of the use of module for students and lecturers, worksheet for students, answer keys to the work sheet, evaluation sheets, and keys for the evaluation sheets.

Keywords: questionnaire analysis, module, anti-radicalism and anti-terrorism principle

Islamic education is one of the compulsory courses that must be taken by students of STKIP PGRI West Sumatera. It has 3 SKS. Based on the identification of team teaching of this course, it found some problems. They are some of the students have lack knowledge about this course, lack of sources of course. Then, radicalism and terrorism will be a scared for all. This action of both happens since someone or a group feels unsatisfied. The concept of their misunderstanding about something is used by another group to lead them into the wrong way. It will create radicalism and terrorism in their think and action. This research will investigate about that since the students do not know about that.

In Islam, there are three terms that have close meaning. Most of the people have misunderstood the meaning of them. The terms are *jihad*, terror, *mati syahid*. Actually, those have a different meaning. Then, some of the people have limited knowledge about Islam. Next, the uncontrolled freedom that given by the government to express their religious activity. Meanwhile, Islamic education in college does not give knowledge about radicalism and terrorism. Nasrul (2009) highlighted the need for religious education given soft skill nuances so that students understand the religious material into a human character with noble character, so that religious education becomes a way to change behavior students have a noble character. Wiyani (2013) stated that the implementation of Islamic anti-terrorism-based education aims to create a tolerant and peace-loving Muslim society in the midst of plural Indonesian life. Novan reveals that the function of the PAI-based education on anti-terrorism is first, the effort to form the noble character for learners embodied in faith and devotion, secondly, the effort in suppressing and limiting the spaces of terrorist actors; third, reinforcing Muslims in politeness, friendly and love peace.

Ummah (2012) sees the roots of Islamic radicalism in Indonesia, assuming radicalism does not arise from a vacuum but there is a cause. The causes of radicalism include the first, the factor of political pressure over the ruler of existence. Second, the religious emotional factor, the third, the cultural factors, the four ideological factors of anti westernization.

For a more comprehensive prevention needs to be involved in the world of education as well as anti-corruption education it is also necessary anti-radical and terrorist education. There have been claims that religious

understanding is a major factor in the development of radical acts and terror in the community. For that, the authors prepare research with Islamic religious education material nuanced anti radicalism and terrorism. For this reason, this research is made by giving anti-radical and terrorist nuance on every subject of religious material in Higher Education. The objective of this research is to produce the module of Islamic religious education course that has the nuance of anti radicalism and terrorism that is valid, practical and effective and the students are able to master the correct Islamic teachings from the correct understanding and method so that it is expected to be able to avoid the practice - radical and terrorist practices.

According to Prastowo (2012), the module is defined as a book written with the aim that students can learn independently without or with teacher guidance. Meanwhile, in another view, the module is interpreted as a set of teaching materials that are presented systematically, so that users can learn with or without a facilitator or teacher. Thus, a module should be used as instructional material in lieu of teacher function. In line with that, Nasution (2010) also argues that the module is a complete unit that stands alone and consists of a series of learning activities are arranged to help students achieve a number of objectives that are formulated specifically and clearly.

Furthermore, the urgency of this research is as a deterrent to the increasing number of understandings that arise from the various schools within the Islamic religion itself so it is feared for students who are still weak and lacking understanding of Islamic teachings will carry and follow the various schools of Islam. Therefore, in the application of future targets to be achieved is the students free from the understandings that will bring him to do activities that are negative for himself and others.

METHODS

This research was conducted in February 2017 at STKIP PGRI West Sumatera. Based on the problems studied, the type of research used is research development (development research). The research model used in this research is four-D models. The development of four-D models consists of 4 main stages: define (determination of material), design (design), develop (development) and

disseminate (spreading). Procedure Development of interactive media using a four-D model with stages that is define, design, develop and disseminate. With the description as follows. 1) Define Stage aims to determine the basic problem needed in developing Islamic religious education module so that it can be an appropriate learning media alternative. The steps undertaken in this stage is curriculum analysis, ie in the analysis of the curriculum will be discussed 2 aspects that support the syllabus such as competency standard analysis, basic competency, student analysis.

Student analysis is conducted to know the characteristics of students include the ability to think and attention of students. By knowing and understanding the characteristics of the students, we can design a learning media that has elements that can improve the ability and attention of students to something interesting so that with the development of Islamic religious education course module nuanced anti-radicalism and terrorism students are expected to more easily understand the material Da free from the understandings that will bring him to do activities that are negative for himself and others. To know the characteristics of these students, the researchers distributed questionnaires to students who have followed the lectures of Islamic religious education as many as 60 0rang students. The form of questions given are 1) whether your lecturer is using modules in lectures on Islamic religious education, 2) whether it is necessary to develop Islamic religious education module so that you better understand the material in the lecture, 3) do you agree if the module of religious education Islam will be developed using the approach or learning models, 4) if you are interested in education modules religion of Islam that developed nuanced anti radicalism and terrorism, 5) whether you agree if the module contains the identity, of course, instructions for use modules for students and professors, worksheets for students, the key to the work sheet, the sheet evaluation, key evaluation sheet, 6) if you have a module pendiidkan Islamic religion, what color do you want dominant contained on the cover of the module, 7) if you have a module of Islamic religious education, what color you Want dominant in the contents of the module, 8) If you have a religious education module, what

kind of writing do you want for the contents of the module.

RESULTS AND DISCUSSION

Based on the questionnaire of the students response to the module of Islamic religious education course nuanced anti radicalism and terrorism spread to 60 students found that 100% of students said there is no use of modules in Islamic education lectures, 98% of students stated that it is necessary to develop the module of religious education Islam to understand the material in the lecture, 75% agree if the module of Islamic religious education to be developed using the approach or model of learning, 4) whether you are interested in Islamic religious education modules developed nuanced anti-radicalism and terrorism, 100% agreed if the module contains the identity Subjects, module use manuals for students and lecturers, student worksheets, work sheet locks, evaluation sheets, evaluation evaluation keys, 70% if they choose the desired color of dominant light brown on the cover of the module, 78% choose the type of writing georgia "who want to browse the module. Below is an example of module cover design.
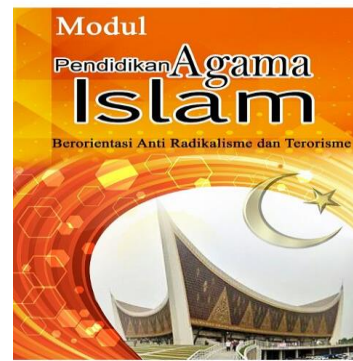

Figure 1. The Cover of the Modul

CONCLUSION

Based on the results of the questionnaire of the student response to the module of Islamic religious education courses nuanced anti radicalism and terrorism, it can be concluded that the students have a high need for this module of Islamic religious education.

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