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**THE ROLE OF DICTION ON THE PRACTICALITY OF THE  
EDUCATION MODULE ISLAMIC RELIGION WITH ANTI-  
RADICALISM AND TERRORISM NUANCES**

**PERANAN DIKSI TERHADAP PRAKTIKALITAS MODUL  
PENDIDIKAN AGAMA ISLAM BERNUANSA ANTIRADIKALISME  
DAN TERORISME**

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**Abstract**

*Modules can be used independently in learning by students. The Antiradicalism and Terrorism Islamic Religious Education Module is a module intended for PGRI West Sumatra teacher and tertiary high school students, specifically and specifically for students throughout Indonesia who need learning resources in Islamic Religious Education lectures at General Higher Education. This module is expected to assist students in studying Islamic Religious Education courses, according to the material needed in the module so that it can be used in real life in the midst of society. The module is a module that is easily made by students because the module is a learning tool that students can use independently in learning. This module is well equipped to meet Indonesian grammar, in this case the choice of words or diction used is important to support the practicality of student understanding. Based on the results of using the usage module, this module has been approved practically. This is inseparable from the important role of grammar and data choices or diction used.*

**Keywords:** Diction, Module, Islamic Religious Education

**Abstrak**

*Modul dapat digunakan secara mandiri dalam pembelajaran oleh siswa. Modul Pendidikan Agama Islam Antiradikalisme dan Terorisme adalah modul yang diperuntukkan bagi guru dan siswa SMA PGRI Sumatera Barat, secara khusus dan khusus bagi siswa di seluruh Indonesia yang membutuhkan sumber belajar dalam perkuliahan Pendidikan Agama Islam di Perguruan Tinggi Umum. Modul ini diharapkan dapat membantu mahasiswa dalam mempelajari mata kuliah Pendidikan Agama Islam, sesuai dengan materi yang dibutuhkan dalam modul agar dapat digunakan dalam kehidupan nyata di tengah-tengah masyarakat. Modul merupakan modul yang mudah dibuat oleh siswa karena modul merupakan sarana pembelajaran yang dapat digunakan siswa secara mandiri dalam pembelajaran. Modul ini dilengkapi dengan baik untuk memenuhi tata bahasa Indonesia, dalam hal ini pemilihan kata atau diksi yang digunakan penting untuk mendukung kepraktisan pemahaman siswa. Berdasarkan hasil penggunaan modul penggunaan, modul ini telah disetujui secara praktis. Hal ini tidak terlepas dari peran penting tata bahasa dan pilihan data atau diksi yang digunakan.*

**Kata Kunci:** Diksi, Modul, Pilihan, Kata, Pendidikan Agama Islam



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### 1. INTRODUCTION

Reading is a valuable skill that can be used throughout life. Language activities are receptive and productive. Both complement each other in all communication activities. The ability to read is used to understand information or discourse conveyed by other parties through writing. The ability to read is not only important in learning, but also in learning knowledge and various kinds of other knowledge and in developing one's personal self.

The ability to read questions the accuracy of understanding the choice of words and their meanings. In addition, it is also questioned whether the choice of words is accepted or not by others. This is because people are bound by various colors which require that every word used must match the linguistic situation at hand. In understanding a reading, inaccurate knowledge of diction (choice of words) is very influential because if the way to understand the choice of words is not correct, it will affect the meaning of the reading. Nevertheless, readers are still required to have sufficient knowledge to process, understand, and perceive the information they read because good and correct mastery of diction does not guarantee that readers understand the information.

The above can be realized by mastering adequate semantic competence, namely being able to determine the correct meaning in understanding the content of the reading. Dole et.al (1971: 196) states that semantics examines and works on the meaning of words and meanings obtained in society, both lexical, grammatical and connotative which must be seen from the language-speaking community. Word values may be positive or negative.

To support learning, students are provided with teaching materials, such as modules. The learning module is the smallest unit of teaching and learning programs that students themselves learn individually or are taught by students to themselves self-instructional (Winkel, 2009: 472). According to the Directorate General of Education Quality Assurance and Education Personnel (2008: 3), modules are printed teaching materials designed to be studied independently by learning participants. In other words, the module can be used as a medium for independent learning because it includes instructions for self-study. Therefore, all descriptions, instructions must be conveyed in standard grammar, as well as a choice of words that are easy for the reader to understand.

The PAI module with anti-radicalism and terrorism nuances can be a bridge of student knowledge with the realities of life and it is hoped that the module can shape student character so that they can live tolerantly in religious diversity and culture according to the philosophy of Bhineka Tunggal Ika (Syahrizal, 2018: 2). This module is of course loaded with terms with anti-radicalism and terrorism nuances and is supported by diction which represent the meanings of anti-radicalism and terrorism. In addition, the grammar aspect plays an important role in the presentation of this module. This can be seen from the results of the module practicality questionnaire that has been carried out on several students.

### 2. METHODS

The type of research undertaken is research and development (R&D). The practicality of this module was carried out by testing and filling out a questionnaire by 168 students. The questionnaire is arranged in the form of a Likert scale with a positive statement. The student



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response data were analyzed in steps: (1) giving a score for each answer item: strongly agree (4), agree (3), disagree (2), and strongly disagree (1); (2) adding up the total score of each validator for all indicators; (3) giving practicality and effectiveness values by using the formula.

### 3. RESULT AND DISCUSSION

#### A. Islamic Religious Education Courses

In the lecture process at the Institute of Education and Education Personnel (LPTK), students are provided with several groups of subjects, including institutional compulsory courses, compulsory courses of study program and elective courses. The religious education course in this case Islam is a compulsory course in higher education which aims to create students who understand and practice Islamic teachings as a whole, think critically and are responsible as good citizens (Syahrizal, 2018: 20).

According to the Consortium of Religious Sciences (in Depdikbud, 1989: 1), religious education in tertiary institutions aims to help develop religious scholars who have faith and devotion to God Almighty, have noble character, think philosophically, are rational and dynamic, have broad views, participate in cooperation between religious communities in the framework of developing and utilizing science and technology as well as art for the national interest. Therefore, according to Marzuki (1997: 96) the purpose of Islamic Religious Education is to assist the development of Muslim scholars who (1) have a solid faith or belief in Allah and the Islamic religion they adhere to; (2) understanding and understanding of the principles, values and norms of the Islamic religion for scientific disciplines to increase, and (3) to be tolerant in social life.

#### B. Module

Modules are teaching materials that are systematically designed based on a specific curriculum and are packaged in the smallest learning unit and allow them to be studied independently in a certain time unit so that students master the competencies being taught (Darmiyatun in Sirate and Risky, 2017: 319).

Winkel (2009: 472) defines a module as the smallest unit of teaching and learning programs that students learn individually or are taught by students to themselves (self-instructional). On another occasion, Indriyanti (in Sirate and Risky, 2017: 319) stated that modules are a way of organizing subject matter that takes into account the function of education. The strategy for organizing learning materials contains sequencing which refers to making a sequence of presentation of subject matter, and synthesizing which refers to making efforts to show learners the relationship between facts, concepts, procedures, and principles contained in learning material. Based on the definition above, it can be concluded that the learning module is a form of teaching material that is packaged systematically and attractively so that it is easy to learn independently.



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### C. Diction

The correct diction or choice of words can prevent misinterpretation. The use of words in various occasions must take into account their accuracy and appropriateness. Accuracy is defined as matters relating to meaning, logic, similarity of intent, while conformity is compatibility with the social context, whether the words chosen or used can be accepted by the public, listeners or readers.

Keraf (2007: 24) suggests several important points about diction, namely (1) the choice of words or diction includes the meaning of which words should be used to achieve an idea, how to form appropriate word groupings or use expressions, and which style is best used in the situation, (2) choice of words or diction is the ability to distinguish precisely the nuances of the meaning of the idea to be conveyed and the ability to find an appropriate form (suitable) with the situation and the sense values of the listening community, (3) the correct and appropriate choice of words is only possible by the ruler of a large number of vocabulary or vocabulary in that language, while what is meant by the vocabulary of a language is the entire word that belongs to a language.

From the above opinion, it can be concluded that the choice of words is used in order to get good and correct communication, and to create the right atmosphere to prevent differences in interpretation and misunderstanding so that effective communication is achieved.

### D. Sentence Effective

Sentences are said to be effective if they deliver messages, ideas, feelings, and notifications according to the intent of the speaker or writer. Rahayu (in Listika, 2019: 185) argues that an effective sentence is a sentence that creates imagination in the reader, at least approaching what the author thinks. According to Suparno and Yunus (2009: 2.1) effective sentences are sentences that represent the ability to express the speaker's idea so that the listener or reader can understand the ideas expressed in the sentence so that the idea is meant by the speaker. Furthermore, Widjono (2012: 205) argues that effective sentences are short, concise, clear, complete sentences and can convey information appropriately so that what is conveyed can be easily understood by readers.

From the above explanation, it can be concluded that an effective sentence is a sentence that can accurately represent the idea of the speaker or writer and is able to generate the exact same idea as what the writer or speaker wants to convey.

## DISCUSSION

The questionnaire trial to see the practicality and effectiveness of the PAI module with anti-radicalism and terrorism nuances was carried out on 74 students. The components of this practicality questionnaire assessment include: ease of use, time efficiency, and benefits, while the effectiveness of the questionnaire is seen through 10 questions answered by 94 students. This article only focuses on the ease of use of the module because from this aspect it can be seen the role of grammar in the practicality of the PAI module with anti-radicalism and terrorism nuances.



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The ease of use aspect of this module consists of 10 questions. The first question, namely "The subject matter in the module is described clearly and systematically. This question was answered agreeably by 54 students. The second question, namely "The material presented in the module is in accordance with the learning objectives which were answered" agree "by 47 students. The third question, namely "The material presented in the module is in accordance with the realities of today's society" which was answered "agree" by 38. The fourth question, "The material presented in the module uses standard and understandable grammar" was approved by 56 students. The fifth statement, "The learning module is able to present all components clearly because it is supported by a concept map" was approved by 56 students. The sixth statement, "The material presented in the module is complemented with real examples in the midst of society" agreed by 52 students. The seventh statement, "The material presented in the module is interrelated between one language subject and the next subject" was approved by 50 students. The eighth statement, "The evaluation tool used in this module measures predetermined learning objectives" was approved by 44 students. The ninth statement, "The problems presented in the module are discussed comprehensively from various relevant references" approved by 57 students. The tenth question, "The writing of Quranic science terms in the module is easy to understand" was agreed by 53 students. "The material presented in the module is interrelated between one language subject and the next subject" was approved by 50 students. The eighth statement, "The evaluation tool used in this module measures predetermined learning objectives" was approved by 44 students. The ninth statement, "The problems presented in the module are discussed comprehensively from various relevant references" approved by 57 students. The tenth question, "The writing of Quranic science terms in the module is easy to understand" was agreed by 53 students. "The material presented in the module is interrelated between one language subject and the next subject" agreed by 50 students. The eighth statement, "The evaluation tool used in this module measures predetermined learning objectives" was approved by 44 students. The ninth statement, "The problems presented in the module are discussed comprehensively from various relevant references" approved by 57 students. The tenth question, "The writing of Quranic science terms in the module is easy to understand" was agreed by 53 students. "The problems presented in the module are discussed comprehensively from various relevant references" agreed by 57 students. The tenth question, "The writing of Quranic science terms in the module is easy to understand" was agreed by 53 students. "The problems presented in the module are discussed comprehensively from various relevant references" agreed by 57 students. The tenth question, "The writing of Quranic science terms in the module is easy to understand" was agreed by 53 students.

The first question, "The subject matter in the module is described clearly and systematically". The clarity of the description of the subject matter in the module can be seen in the use of diction which is easily understood by students. This can be seen from the word choices used which are words whose meanings can be absorbed by the reader without having to look for their equivalents. According to Enre (1988: 101), diction or word choice is the use of words appropriately to represent thoughts and feelings to be expressed in a sentence pattern. Meanwhile, Widyamartaya (1990: 45) explains that diction or choice of words is a



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person's ability to distinguish precisely the nuances of meaning according to the ideas to be conveyed, and these abilities should be adapted to the situation and the sense values possessed by a group of people and listeners or readers. In other words, diction or word choice always contains the accuracy of the meaning and the suitability of the situation and the value of the feeling that exists in the reader or listener.

"The material presented in the module is in accordance with the learning objectives" is the second question. The answer to the choice of words conveyed in the learning objectives can be easily found by the reader in the module material. For example in the third point of learning objectives "Being able to become individuals who can place themselves in respecting differences in understanding, both of the same religion and of different religions in daily life as citizens and members of society". The answer to this learning objective can be easily found by the reader at the end of module 1, learning activities 1. From the above description, with the various views that have been described, it can be said that the implementation of the Islamic religious education curriculum in tertiary institutions cannot be separated from the interests that exist in it. For this reason, in applying the right interests, in order to achieve the noble ideals of this nation, of course as Muslims we support the creation of a society that respects each other and maintains harmony between people of the same religion, especially those of different religions. Furthermore, the government as the competent authority is obliged to control the implementation of harmony with the principle of justice. For that,

The third question, namely "The material presented in the module is in accordance with the realities of today's society". This section means that the material described in the module is close to the reader or at least the issues or news about the material presented can be easily accessed by the reader. For example, the material for learning activity three, module 1, is related to "The Importance of Islamic Religious Education Taught in Public Universities". The introduction describes the conditions of radical and terrorist acts that have occurred in the past few years. The material presented is close to us as readers, even though it is not in the environment where we live, news about this can be found easily in various media. One of the principles that need to be considered in the selection of teaching materials according to Zain (2017: 177) is the principle of relevance which means attachment.

On the fourth statement, "The material presented in the module uses standard and understandable grammar". This is evidenced by the results of the module practicality trials conducted on students that this module is easy to understand because it is supported by standard grammar and the right choice of diction in order to obtain effective sentences whose ideas are easily understood by readers. Yahya (2018: 53) argues that the choice of diction has an effect on the effectiveness of sentences. As Sumarwati conveyed (in Yahya, 2018: 56) that word choice refers to the meaning of the use of a word, from a large number of words controlled by the author.

In the fifth statement, "The learning module is able to present all components clearly because it is supported by a concept map". Each section of this module is accompanied by a concept map. The concept map in the learning module aims so that students can find out the essence of the concepts of a learning material. According to Lufri (2010), a concept map is a



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diagram that shows the interrelationship between concepts as a representation of meaning. The concept map in this module is made so that each section and subsection that you want to convey in the module can be classified properly so that it is easily understood by students or readers.

The sixth statement, "The material presented in the module is complemented by real examples in the midst of society". As previously explained, the material in this module is in accordance with the current reality of society. The examples presented are no exception, such as examples of non-radicalism and terrorism which are presented in the introduction to the subject, learning activities 3 and are explained in full so as not to cause multi-meaning to the reader. The seventh statement, "The material presented in the module is interrelated between one language subject and the next language". The material in the module is delivered starting from the most general, namely "The Importance of Islamic Religious Education Taught in Higher Education". Then proceed with the material "Man Has Degrees in God". Furthermore, the material "Religion Guaranteeing Happiness". After that, the material "Islam Builds Unity in Diversity". The next material, namely "Building a Quranic Paradigm". The material presented is a copy of the relationship with one another.

The eighth statement, namely "The evaluation tool used in this module measures the learning objectives that have been set". Each end of the learning activity is accompanied by a summary and student worksheets. This student worksheet consists of assignments that aim to get students to get an overview of the learning objectives of the material they are studying. On another worksheet, students write a resume about something fun related to the material being studied. In addition, there is also a worksheet answering questions along with student arguments that aim at the extent to which students understand the material being studied. Instructions in student worksheets must be conveyed in clear language. This means that the choice of words in this student worksheet should not have multiple meanings for readers or students. According to Subali (in Sawaluddin, 2010: 43) assessment is defined as a procedure used to obtain information to measure the level of knowledge and skills of students, the results of which will be used for evaluation purposes. Furthermore, Ismanto (Sawaluddin, 2010: 43) explains that assessment is an activity to process information obtained through measurement to analyze and consider the performance of students on relevant tasks.

The ninth statement, namely "The problems presented in the module are discussed comprehensively from various relevant references". References in the module consist of sources related to the material. Each different material consists of different references because what is conveyed in each material is not the same.

The last statement, namely "The writing of Qur'anic science terms in the module is easy to understand". The terms of the Qur'anic science in the module are quite common. The meaning of these terms can be easily understood by us because they are supported by a clear and effective sentence context so that the reader's understanding becomes cloudy even though there are terms of Qur'anic knowledge in them. The meaning of these terms is conveyed by the meaning in Indonesian in the supplementary statement which is enclosed in brackets next to the term in question.



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From each student's response to each statement conveyed in the questionnaire regarding the ease of use of this module, it is illustrated that the module has been delivered with standard grammar, the right choice of words so that effective sentences are built that make it easier for readers to understand the contents of the module.

#### 4. CONCLUSION

From the answers to all questions regarding the ease of use of this module, it can be concluded that this module can be understood and used easily by readers, in this case students. The module subject matter is described clearly and systematically in standard Indonesian and in accordance with standard Indonesian grammar rules. The language used has also conveyed the message that the presentation of the module is in accordance with the learning objectives and has represented the current state of reality of community life which is supported by real examples that exist in community life.

As previously mentioned, grammar has an important role in the presentation of this module. With standard grammar and choice of words or diction and the right terms, the written sentence fulfills the requirements of an effective sentence. Thus, a module written with a good choice of words and effective sentences will be well understood by students and students can also easily understand what the real meaning is conveyed in each material in the module. In other words, students who are able to understand the module well means that they have carried out the learning independently so that a good understanding of the material presented in Islamic religious education learning is also obtained.

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