

AHLUSSUNNAH WAL JAMA'AH LEARNING MODUKE DEVELOPMENT FOR INTERNALIZATION OF NATIONALIST VALUES IN CLASS X MADRASAH ALIYAH AL-BIDAYAH CANDI KECAMATAN BANDUNGAN KAB. SEMARANG INDONESIA

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ABSTRACT: This study aims to analyze the need to develop the Ahlussunnah Wal jama'ah learning module to internalize the values of Class X MA Al-Bidayah in the Bandungan Temple. The feasibility of the Ahlussunnah-Wal jama'ah learning module and the effective use of the Ahlussunnah-Wal jama'ah learning module in class X MA Al-Bidayah Candi kec.Bandungan. This research is a research development in which a specific product is analyzed and the effectiveness of the product is tested. The data collection tool used the validation sheet of the AhlussunnahWal jama'ah learning module and the pre and post test tools for students' ability to internalize nationalist values. The results of this study show that, on the one hand, the process of developing the Ahlussunnah-Wal jama'ah learning module for internalizing nationalistic values comprises four stages, namely (a) define; by analyzing the learning problems of Ahlussunnah-Wal jama'ah, class X MA Al- Bidayah, (b) design; by analyzing the concepts and materials in the module to be designed, determining the required materials and tools, (c) development; by creating learning modules Ahlussunnah wal jama'ah and performing due diligence by the validator -Material experts and historians (d) Exclusion (dissemination); by applying the learning module Ahlussunnah wal jama'ah to class X MA Al-Bidayah. Second, the development of the Ahlussunnah wal jama'ah learning module has a very good feasibility level in terms of material value with a value of 79 and a historical aspect with a value of 31 in the category very valuable. Third, the use of the Ahlussunnah wal jama'ah learning module, which gives the femininity of students better results in internalizing nationalist values in class X MA Al-BidayahCandi kec. Bandungan.

Keywords: *Modules, Learning from Ahlussunnah wal jama'ah, Internalization, Values of Nationalism.*

I. INTRODUCTION

Education is a means to raise a national character that can accelerate development as well as mobilize domestic potential to increase the nation's competitiveness (Mansur Muslich: 2015). Muhaimin (2011: 27) If you pay attention to the implementation of education in Indonesia lately, now the Indonesian government emphasizes character education or morals. So that Indonesia today really needs moral education.

The effort to instill noble values in students is one important effort to prevent the development of radical Islam. In this case, Ahlussunnah wal jama'ah's education has great potential to become a counter against the strengthening of radical Islam. The existence of Madrasah is very important to create cadres of the nation who are Islamic and have a Nationalist spirit. Madrasahs as formal educational institutions need to pay special attention to national character education, seen as institutions to prepare students for life, both academically and as moral agents in society (Anwar Rifa'i: 2017).

It should be noted, to form the character of the nation, it is necessary to have a Nationalist attitude, which is an ideology that places the nation at the center of its problems and seeks to enhance its existence to achieve and maintain autonomy, unity and national identity (Tukiran, 2013: 199). Aspects that need to be developed in the Nationalism, namely: love for the country, willing to sacrifice, unity and oneness and never give up.

Guntur (2017: 57) As the nation's successor, students are obliged to uphold the attitude of loving their country to build a united society. Attitudes that reflect mutual respect among fellow citizens must be demonstrated through an example.

Based on the results of observations, Madrasah Aliyah Al Bidayah is a madrasa that has a vision, "to create students who are faithful, knowledgeable, have good character and are skilled." This Madrasah is an educational institution under the auspices of the Ma'arif Nu Education institution, Semarang Regency. To foster the nationalistic character of students, the curriculum includes Ahlussunnah wal jamaah education as compulsory local content. Ahlussunnah wal jamaah education is one of the components intended to increase spiritual potential and shape students to become human beings who believe and have devotion to Allah SWT and have noble morals.

Ahlussunnah wal jamaah education which develops the teachings of ahlussunnah wal jama'ah has great potential to become a counter against the growing strengthening of radical Islamic currents. This is because ahlussunnah wal jama'ah can be used as a means of building a tolerant, inclusive, and moderate understanding of Islam. In Ahlussunnah wal jamaah, an understanding of aqidah ahlussunnah wal jama'ah by carrying out the basic concepts of Ahlussunnah wal jamaah, namely Tawasuth and I'tidal, Tasamuh, Tawazun, and Amar ma'ruf nahi mungkar needs to be introduced as early as possible to all NU cadres who are present at all levels and all levels of the NU organization, including students.

Based on the conditions in the field, the use of the Ahlussunnah Wal jamaa'ah learning module has not yet been renewed so that in the learning process the delivery of material is not optimal. The development of the Ahlussunnah Wal jamaa'ah learning module is one of the strategies for internalizing nationalist values through learning Ahlussunnah Wal jamaa'ah so as to encourage student motivation to continue to progress and be active. With this, it is hoped that students can internalize nationalist values in themselves.

This study describes and analyzes the process of developing the Ahlussunnah wal jama'ah learning module to internalize Nationalist values. As well as to describe and analyze the feasibility of the Ahlussunnah wal jama'ah learning development module and to measure the effectiveness of using the Ahlussunnah wal jama'ah learning module.

II. METHODS

This research is a development research. It is called development research because it developed the Ahlussunnah wal jama'ah learning module to internalize nationalist values in class X students of MA Al-Bidayah Candi. The development model that researchers use is 4D which is Define, Design, Development, and Dissemination, the details of the steps are as follows:

1. Device Development Stage

a. Define (definition)

This stage is carried out by activities to define and define the terms of development. researchers conducted data collection observations. After the initial data were collected, a concept analysis was carried out. The result of concept analysis on learning "Ahlussunnah wal jamaah" is the learning module "Ahlussunnah wal jamaah". Learning is focused on improving students' abilities to understand and carry out nationalist values. Furthermore, the author of the formulation of objectives is the result of the final analysis at the define stage. In the goal step of making learning "Ahlussunnah wal jamaah", namely (1) to determine the contribution of the learning model "Ahlussunnah wal jamaah". (2) to determine the correlation of the "Ahlussunnah wal jamaah" learning method in understanding and practicing the values of Nationalism.

b. Design (Design)

At the design stage, the "aswaja" learning module is based on the value analysis of the concepts that exist at the initial stage of define. In this study, the first one is to design the initial module design then determine what materials or tools are needed for learning as written in the module. The materials that the researchers used in the learning process were blackboards, markers, erasers and the "Ahlussunnah wal jamaah" module. The results of the product design at this stage are temporary so that the product can be used in learning, because the learning module "Ahlussunnah wal jamaah" does not yet have a high level of validity as a learning module before being tested first by a historical expert validator and material and declared valid by the validator.

c. Develop (development)

Before being applied to learning "Ahlussunnah wal jamaah" at MA Al-Bidayah Candi, the module that has been designed and made must be tested for its feasibility first by a validator of historians and material experts. It aims to provide responses as well as validate and provide suggestions on the learning module "Ahlussunnah wal jamaah" to internalize the developed Nationalist values.

d. Dessiminate (Spread)

In the dessiminate stage, the distribution of the Ahlussunnah Wal jama'ah learning module was not extensive, only to the scope of MA Al-Bidayah Candi, because later the module was granted to MA Al-Bidayah Candi after taking the data from the field trials. To obtain data on the results of field trials in this study that the module was effective for learning "Ahlussunnah wal jamaah", a Pre-Test and Post-Test were conducted. In addition, researchers also used questionnaire data to find out how motivated students were to instill Nationalist values in themselves.

2. Module Testing Phase

The trial was carried out as an effort to obtain input, correction, and improvement of the Ahlussunnah Wal jama'ah learning module to see its implementation in the field. The trials conducted at MA Al-Bidayah were carried out by pre-test and post-test. In addition, researchers also used questionnaire data to find out how motivated students were to instill nationalist values in themselves.

III. RESULT AND DISCUSSION

Referring to the analysis of the results of material expert validation, it was found that the development of the learning module was feasible for use in learning. Meanwhile, according to an analysis by historians, the material presented is in accordance with history. After corrective steps have been taken to the module and it is declared valid based on a validation test by historians and material experts, the module is ready to be tested.

Test the effectiveness of developing the development module "Ahlussunnah wal jamaah" to internalize Nationalist values in class X students of MA Al-Bidayah Candi Kec. Bandungan. The results of the effectiveness test can be seen through the comparison of the results before the module treatment and after the module treatment conducted by 27 students of MA Al-Bidayah Candi.

The comparison of the results before and after is based on the percentage of achievement of the internalization of the character of environmental care and student responsibility through a questionnaire. The following describes the comparison of student questionnaires to test the effectiveness of the product. Based on the results of the pre-test and post-test, the student's self-assessment was then carried out by calculating the Independent Samples Test.

T-Test Group Statistics

KRITERIA	N	Mean	Std. Deviation	Std. Error Mean
data hasil uji efektivitas POST TEST	27	79.3333	3.00923	.53196
produk modul PRE TEST	27	66.1481	3.15318	.55741

Independent Samples Test

		data hasilujiefektivitasprodukmodul	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	.024	
	Sig.	.877	
t-test for Equality of Means	T	8.112	8.112
	Df	62	61.865
	Sig. (2-tailed)	.000	.000
	Mean Difference	6.25000	6.25000
	Std. Error Difference	.77051	.77051
	95% Confidence Interval of the Difference	Lower 4.70977	4.70970
		Upper 7.79023	7.79030

After analyzing using SPSS, it was concluded that the Sig value of 0.000 was smaller than 0.05. So, there was a significant difference between the internalization of nationalist values in students before using the module and after using the module.

In addition to conducting an effectiveness test in the form of a pre-test and post-test, the researcher also conducted an effectiveness test in the form of a questionnaire to students related to Nationalist values. The data on the results of the questionnaire effectiveness test are presented as follows:

Tabel4.3 STUDENT ANGKET RESULTS

No	Nama	Jumlah
1	RK	106
2	AU	100
3	LML	118
4	PCD	112
5	UMA	96
6	ANK	121
7	NN	121
8	ITM	122
9	ANA	123
10	GIS	119
11	RFA	113
12	ADC	100
13	DR	99
14	WS	119
15	AG	98
16	RES	90
17	BLY	107
18	MAN	100
19	AI	125
20	ST	106
21	A	102
22	AMH	119
23	AFS	96
24	SDS	105
25	EN	99
26	MST	116
27	SL	115
Jumlah		2947
		109.148
Rata-Rata		1
PERSENTASE (%)		87%

Based on the results of student questionnaires, a score of 2947 was obtained with a percentage of 87% so that from these results students were motivated to internalize nationalist values through the development of the learning module "Ahlussunnah wal jamaah".

IV. CONCLUSION

The process of developing the learning module "Ahlussunnah wal jamaah" to internalize nationalist values in class X students of MA Al-Bidayah Candi Kec. Bandungan includes four stages, namely (a) define (defining) by analyzing the learning problem "Ahlussunnah wal jamaah", (b) design by analyzing the concepts and material in the designed module, determining the materials and tools needed, (c) developing (development) by making a learning module "Ahlussunnah wal jamaah" to internalize Nationalist values in class X students of MA Al-Bidayah Candi Kec. Bandungan and conduct a feasibility test through a validator of historians and material experts, and (d) disseminate (dissemination) by implementing the learning module "Ahlussunnah wal jamaah" to internalize nationalist values in class X students of MA Al-Bidayah Candi Kec. Bandungan.

Development of a learning module "Ahlussunnah wal jamaah" to internalize nationalist values in class X students of MA Al-Bidayah Candi Kec. Bandungan has a very good level of feasibility seen in the historical

feasibility aspect with a percentage of 77% with a very decent category and material aspects with a percentage of 85% with a very feasible category.

Using the learning module "Ahlussunnah wal jamaah" to internalize nationalist values in class X students of MA Al-Bidayah Candi Kec.Bandungan provides better more effective results, namely giving better results in the process of internalizing nationalist values.

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