

Development of Deradicalization Integrated Islamic Education Support Books

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ABSTRACT

The aim of this article develop books to support Islamic Education learning as an effort to prevent the development of religious radicalism in madrasah aliyah. This research was conducted with a mixed-method design. The book development process includes preliminary studies, book development, validation, and testing the effectiveness of integrated teaching materials for the prevention of religious radicalism. Based on the results of the analysis of the needs of several subjects, data was obtained that the development of supporting books on Islamic Education was very necessary for preventing religious radicalization. It can be done by internalizing the deradicalization of religion in Islamic Religious Education (PAI) learning materials. The book was designed according to needs analysis. Pancasila, pluralism, and religious moderation are integrated into learning materials to increase students' belief and belief in Allah SWT which is reflected in attitudes and experiences of worship. The results of due diligence by experts, due diligence by teachers, and students and the results of the FGD show that the product can be declared valid. Also, based on the test results, it was known that supporting books were declared effective, efficient, and have high attractiveness. Thus the supporting books for Islamic Education that have been developed were valid and effective for use in Islamic Education learning for Madrasah Aliyah as an effort to prevent religious radicalism

Keywords: *Supporting Books, Religious Deradicalization, Book Deradicalization*

ARTICLE INFO

Article history:

Received
December 19, 2020
Revised
April 20, 2021
Accepted
June 01, 2021

How to cite

Thaha, H., Mawardi, M., & Rustan..E. (2021). Collaborative Learning Design: An Innovation through Sharing and Jumping Tasks. *Jurnal Iqra': Kajian Ilmu Pendidikan*, 6(1). 73-87.

<https://doi.org/10.25217/ji.v6i1.1193>

Journal Homepage

<http://journal.iainnumetrolampung.ac.id/index.php/ji/>

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INTRODUCTION

The rise of radicalism and terrorism with religious labels can damage the pluralism of the life order of the Indonesian nation. Radicalism calls for a complete change to a condition or all aspects of community life (Qodir, 2014). The behavior of radicalism legalizes violence in solving problems which is certainly different from the concept of jihad in Islam (Sahri, 2016).

The phenomenon of radicalism can be seen from the destructive-anarchist actions that overturn the religion of a group of people against other groups, both of the same religion and of different religions, which are considered different and heretical. The behavior of radicalism first appeared in the era of the Caliph Ali Bin Abi Talib, marked

by the rebellion of the Khawarij group against the rejection of the victory of the *tahkim* (Abdullah, 2016; Sahri, 2016). The phenomenon of radicalism then continued in the contemporary era which was heavily influenced by the Islamic response to the West. For example, the 2001 WTC bombing, the 2001 suicide bombing in Bali, the church bombing, police station, and other places (Ghifari, 2017; Husein, 2017). Starting from this phenomenon, it raises a fundamental understanding of the justification for the use of violence in the name of religion through violence (Abdullah, 2016). Moreover, it is easy to spread radicalism on a large scale through social media which is supported by changes in the social and political order, making radicalism in Indonesia even bigger (Muthohirin, 2015; Thoyyib, 2018).

Based on the findings of Darmawati H & Abdullah (2016) regarding the response of Madrasah Aliyah students in Makassar to radicalism, it is known that although the majority of students are still moderate, some respondents also show religious radical tendencies. This tendency is evident from the desire to join radical groups to try to replace Pancasila as the basis of the State, upholding the Islamic caliphate, and being radical in terms of the struggle for Islam through violent means. This condition was reinforced by the findings of the Jakarta Institute for Islamic Studies and Peace in 2010 to 2011, whereas many as 48.9% of junior and senior high school students expressed their approval of radicalism (Qodir, 2014).

This condition certainly requires countermeasures as soon as possible. However, overcoming radicalism is not an easy matter considering that radicalism is not only a social movement but has become an ideology. In eradicating ideology requires cooperation between all parties, especially the school environment. To solve terrorism and radicalism from its roots, the de-radicalization strategy is a solution that can be done (Golose, 2009). The keys to implementing deradicalization are divided into 3, including (1) humanist with upholding human rights, (2) soul approach, namely through good and educational communication, and (3) touching the grass roots by touching all components exposed to radicalism.

The educational approach is one of the steps to counter radicalism. Education has a great opportunity to spread the seeds of radicalism as well as an antidote to radical Islam (Ma'rifah, 2012). In previous research conducted by Zada (2015) found that in the book *Fiqh Madrasah Aliyah*, several materials contain intolerance and radicalism, namely the discussion of limiting the rights of non-Muslims regarding marriage, inheritance, and politics. This of course can lead to a distorted understanding of students, especially Madrasah Aliyah learners are a group that is vulnerable to the teachings of radicalism. At that age, a person begins to look for identity by doing various activities (Widyaningsih, Rindha. Sumiyem, 2017). In the stages of belief development, they are at the synthetic-conventional stage of belief (Wiyani, 2013). At this stage, a person tends to learn the beliefs that exist in the surrounding environment and accept these beliefs without being accompanied by a critical attitude. The existence of moral shocks experienced by young people contributes to causing them to become participants in radical movements (Azca, 2013). Thus an environment that can direct students to anti-radicalism is needed, including the home, school, and community environment.

Muballigh, clerics, religious leaders, religious teachers, religious lecturers, and Kiai in Islamic boarding schools play a role in socializing radicalism. Socialization can be in the form of a pure and thorough interpretation of "jihad" based on the scientific interpretation methodology (Sahri, 2016). Various efforts can be made by the school, for example explaining religion adequately, promoting dialogue, monitoring students,

and teaching diversity (Saihu & Marsiti, 2019; Syahlan, 2018). In this context, Islamic education teachers are required to develop learning support books that are integrated with deradicalization.

In previous research, (Wiyani, 2013) integrated the values of anti-terrorism education in Islamic Education learning in SMA which included citizenship, compassion, courtesy, fairness, moderation, respect for other, respect for the creator, self-control, and tolerance. These values are carried out thoroughly into learning objectives, learning materials, learning experiences, and learning evaluations. The research focuses on integrating anti-terrorism values. There are no studies that have examined the development of the PAI religious book that focuses on preventing radicalism. Therefore, this study focuses on the development of supporting books on Islamic Education, which include religious moderation, pluralism, and Pancasila.

This research is very important to do because the development of supporting books that integrate religious deradicalization can increase and strengthen the role of Islamic education institutions in order to reduce the influence of radicalism and terrorism in Indonesia. The practice of religious education (Islam) which has been more exclusivism than inclusivism can be improved (Baidhawry, 2005). Apart from that, the philosophy of religious education which only justifies its own religion can be criticized for further improvement and reorientation. Thus, this supporting book is expected to be a source of teaching material in Islamic Education learning to increase knowledge and avoid misunderstanding of various materials that are at risk of teaching radicalism.

The main objective of this research is to develop books to support Islamic Islamic studies as an effort to prevent the development of religious radicalism in Madrasah Aliyah. The purpose of this development is to (1) collect data on the need for books to support Islamic Education learning as an effort to prevent the development of religious radicalism in madrasah aliyah. (2) Finding the approach and design of books to support Islamic Education learning as an effort to prevent the development of religious radicalism in madrasah aliyah. (3) Knowing the appropriateness of the PAI learning visitor book as an effort to prevent the development of religious radicalism in madrasah aliyah through expert reviews, trials, and dissemination. (4) Producing a book supporting PAI learning as an effort to prevent the development of religious radicalism in madrasah aliyah.

METHOD

This research on the development of teaching materials was conducted using a mixed-method approach. The research design refers to the modification of the conceptual design of the experts which is simplified into four stages of the process, namely: (1) preliminary study, (2) development of supporting books for integrated Islamic education prevention of religious radicalism, (3) validation, evaluation, and revision, and (4)) test the effectiveness of PAI supporting books.

The preliminary study carried out a needs analysis through document review and filtering responses to students, teachers, community leaders, and religious leaders. The development procedure is carried out through the following stages: (1) selecting existing products as comparison materials and basic materials (embryos) for the products being developed, (2) paying attention to the tabulated results of needs analysis responses into the design, (3) integrating the concept of deradicalization in learning objectives, content, and activities.

Products are developed through a series of trials and evaluations. The evaluation referred to is focused on effectiveness, efficiency/practicality, and attractiveness. Referring to the findings of trials that were made improvements to produce the final product.

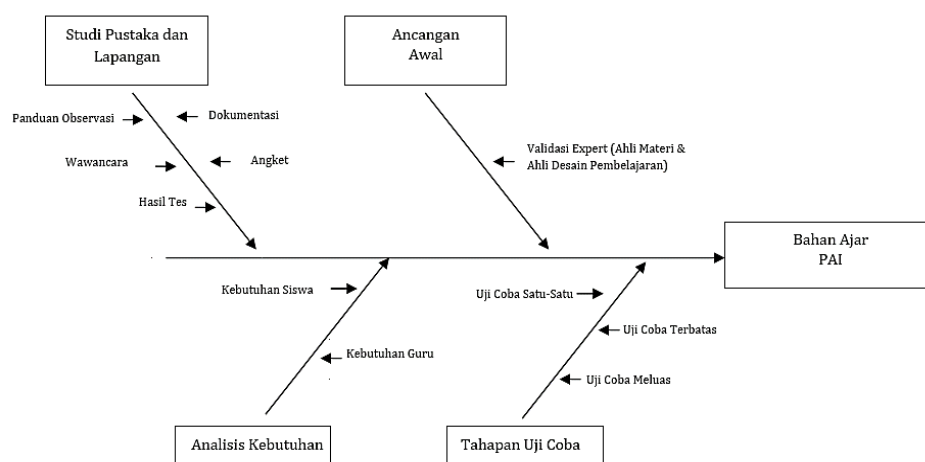


Figure 1. Development Process

Research location in MAN 1 Palopo which is located on Jl. Ratulangi Balandai Kec. Palopo City Bara. The subjects of all stages of development, namely Islamic education teachers and students at MAN 1 Palopo, community leaders, and religious leaders. Data obtained through document review, observation, and questionnaires. The data analysis technique used is sequential. This analysis is intended to produce integrated PAI teaching materials for preventing religious radicalism.

Researchers specialize in developing supporting books for PAI at the madrasah level because students at this level are still in the process of searching for self-identity and learning to know many things, becoming the most strategic target to strengthen this religious radicalism movement. Moreover, the strategic position of students who have a wide social range and are relatively autonomous is considered by the radical movement as the most appropriate and easy means of proliferating the radical ideologies they are fighting for.

RESULT AND DISCUSSION

Analysis of the Need for PAI Supporting Books

The design of PAI supporting books based on curriculum data and previous teaching materials as well as responses to the needs of students, teachers, communities, religious leaders are described as follows.

Student Needs for PAI Supporting Books

Data needs related to contextual content with a response of 98% of 30 students. 87% of students responded to the need for multiple sources of explanation. The criteria for students who are panicked with their own beliefs are 94%. Willingness to get along and being reliable with different beliefs 42% of students. These data indicate that product development requires contextual content and multiple sources of explanation. Also, there is a need to provide supporting material that can melt the negative religious fanaticism in students.

Teacher Needs for PAI Supporting Books

One of the factors contributing to the understanding and actions of radicalism in Indonesia is an education in schools. AJ (32 years) said that,

"The potential for radicalism that occurs in schools whose religious doctrine is still weak and carries out religious teachings is raw. It could also (because) the understanding of the arguments of the Qur'an is only partial, fragmentary, and not comprehensive, (for example, understanding the verse) ashiddāu 'alā al-kuffār, hard on unbelievers (in pieces)."

Furthermore, the need related to the importance of Islamic Education learning is inserted in the discourse of Islamic education in the response of the PAI teacher, HS (41 years) with an explanation

"So far, the issue of radicalism in schools has not been discussed, let alone it will be used as teaching material."

He added that

"It is very important that the prevention of radicalism is included in PAI learning in schools, given the phenomenon of rampant acts of terror committed by radicals in the name of religion."

Furthermore, HT (59 years) said that

"Students who do not have a religious education background at the pesantren are very easy. By Islamic models who have their extra organization. "

Therefore, the need for schools to control and religious teachers to regulate moderate Islam. Students must have broad insight into Islamic understanding from various sources.

The Need for Religious Leaders for Supporting Books of PAI

The religious leader HI (56 years old) thinks it is true that Islamic radicalism is possible to emerge in schools. Furthermore, to counteract the mistakes of radical Islam, MW (64 years) argued that,

"PAI teachers must find the right way to cope with the condition of the ummah. They know that is the way if we are in society just preaching. "

Referring to these data, teachers are required to be able to teach Islam and conduct studies in handling radicalization that occurs. However, KH (53 years)

"The current condition is dangerous, there are people who want to destroy their religion. But there are also times when people want to be like "

Current conditions can be dangerous because there are people who destroy religion, but there are also people who want to be fooled. The interview excerpt implies information that there is information related to radical problems which only serve as a divider for the ummah. Observing this, the need for development needs to look at the concepts adopted in teaching materials.

The needs of the user community for supporting books of PAI

The need book to support PAI was obtained from the community represented by the school committee ZR (43 years) stated that

"I represent the parents of students, I hope our children are well educated, equipped with religious knowledge that does not deviate."

This statement implies the need for learning that can provide input on learning outcomes for children with the correct content. In contrast to that, the parents of the LB

student (52 years) conveyed the complaints they felt as a result of their child taking extracurricular activity studies.

"I became troubled because my child was taking part in the study, I had to pick up and drop off. He doesn't want to go and come home if he gets a ride with someone who isn't his mahram "

Furthermore, he said that

"When I went to work together to help build a church, my son always rebuked me."

These data provide an assessment of some students who take Islamic Education lessons in the curriculum, curricular activities also add fanaticism in students. Also, the students' anti-pluralist attitude towards preventing their parents from working together to build means of different beliefs.

Document Analysis

Content analysis in the document is carried out through the identification of Core Competencies and KD which have the potential to become the door for planting radicalism. Based on the KI and KD, then checking the material for the teacher and student handbooks is carried out. For Akidah morals learning content, in-class X "Understanding the Importance of Salih Charity, Tolerance, Musawah, and Ukhuwah" needs to focus on content that is based on Islamic teachings. Apart from that, contextualization in student life also needs to be noted. In class XI, the material needs to explore the attitude of respecting the differences in flow in social life. Also, basic competencies present disgraceful morals, slander, *namimah*, and backbiting. Class XII needs content that encourages students to appreciate the negative impact of *nifaq* and stubborn behavior. Also, for students to have good faith competence it needs to be based on KD to believe in the virtue of reading al-quran.

The content of Quran Hadith in grade X needs to be directed towards the goal of understanding the function of the Qur'an in life. The content in class XI needs to encourage the ability to explain the content of Q.S al-A'rof: 56-58, Shad: 27. In class XII the content needs to be directed to deepen basic competency in understanding QS. Al-Baqarah: 11 concerning the prohibition of doing earth damage. Also, at each grade level students are taught about how to live in diversity to better understand tolerant attitudes in everyday life.

Fiqh content in class X needs to provide "understanding of the law of da'wah in Islam". The understanding of preaching in the previous class needs to be improved in class XI with material on the concept of jihad in Islam, believing in Islamic law about *jihat* law, believing in Islamic law about *jinayat* law. In class XII, understanding content is needed related to deliberation in Islam. Also, it is necessary to get used to being patient in facing tests and trials and having an optimistic attitude.

The content of Islamic Cultural History in class X needs to look more closely at "Umayyad rule in Damascus and the Abbasid dynasty". The need to know history in class XI which has deradicalization value can be seen in KD explaining the development of civilization and science during the Utsmani Turks. Also, KD regarding the process of the establishment of the Umayyah dynasty needs attention. In class XII, the background content of the emergence of the world Islamic reform and modernization movement is needed.

Based on the results of the overall needs analysis conducted on students, teachers, community, and religious leaders, and analysis of available documents, it confirms the results that the prevention of radicalism is a need that needs to be resolved in learning. Therefore, we need a book supporting PAI that is integrated with

the prevention of radicalism, especially at the Madrasah Aliyah / Senior High School level. Researchers specialize in developing supporting books for PAI at the Madrasah Aliyah level because students at this level who are still in the process of searching for self-identity and learning to know many things are the most strategic targets to strengthen this religious radicalism movement. Moreover, the strategic position of students who have a wide social range and are relatively autonomous is considered by radical movements as the most appropriate and easy means of proliferating the radical understandings they are fighting for (Ghifari, 2017).

Design of Integrated PAI Supporting Book for the Prevention of Radicalism

The development design with a deradicalization integration pattern in the Islamic Religious Education subject is carried out as follows.

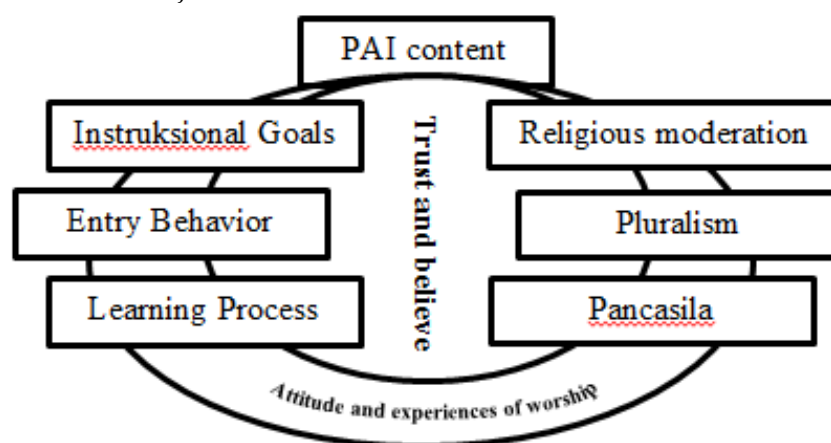


Figure 2. Product Integration Pattern

Product design is oriented into supporting materials for teaching materials at every level in SMA / MA. The product design can be divided into four Islamic religious lesson content, namely Al-Quran Hadith, Akidah Ahlak, Fiqh, and Islamic Cultural History. Each content, divided into odd and even semesters.

In design development, the initial step taken is goal setting. Clear objectives, provide a clear picture or direction of learning as well. The purpose of developing this PAI book is to integrate deradicalization with Islamic education. Referring to these objectives, the materials in PAI learning are linked to deradicalization, starting from teaching Pancasila, pluralism, and religious moderation. This material is packaged in fun and conducive learning activities to increase students' confidence and trust in the Creator which is manifested in attitudes and experiences of worship in everyday life. The expected attitude and practice of worship are tolerant and not radical.

The learning content is prepared based on the needs analysis that has been carried out in the early stages. The tendency to grow and develop jihadist ideology among young people needs to be transformed into a spirit of patriotism. Love for the homeland (Indonesia) has a strong foundation of the texts of the Qur'an and Sunnah. There are many verses, in between; Q.S.90: 1; Q.S.14: 35; Q.S.95: 3. If our young people are introduced to patriotism and patriotic behavior, the enthusiasm and desire to make jihad and make radical changes can be directed towards the improvement and welfare of their homeland. This is in line with research (Rustan et al., 2018) which states that the implementation of the 2013 curriculum in Islamic religious education can foster the character of students who are religious, tolerant, democratic, and love peace. The

practice of deradicalization by Islamic Education teachers by introducing and instilling religious values, national insight, and diversity in the learning process (Sary, 2017). In line with this, Abdurrohman & Syamsiar (2017) revealed that the practice of PAI learning with an inclusive religious model is very strategic because it is relevant to the character of Indonesian society which is plural and mainstream Indonesian Islam, namely Wasathiah moslem (moderate).

Learning al-Qur'an, for class X is taught the importance of the Qur'an as a guide for life, while for classes XI and XII are taught about the prohibition of doing earth damage. Students are taught about faith in Allah SWT. Besides, in determining selected verses, verses are also added which can provide understanding and inculcation of attitudes when interacting with people of different religions, so that as early as possible a tolerant, inclusive attitude is embedded in students, namely: (1) Material which relates to the acknowledgment of the Koran that there is plurality and a race for goodness (Surat al-Ma'idah: 48). (2) Material related to the recognition of the existence of peace and avoiding violence between religious communities (Surah Al Hajj: 4). (3) Material related to justice and equality (Q.S. An-Nisa ': 135).

The material of fiqh, the concept of da'wah methods and the law of Jihad and Jinayat are strengthened. Misinterpretation of jihad requires direction so as not to cause radical seeds in students. Also, it was expanded by the study of fiqh *siyasah* (government). From this *siyasah* jurisprudence contained the concepts of nationality which were exemplified at the time of the Prophet, friends, or caliphs afterward. At the time of the Prophet, for example, how did the Prophet Muhammad manage and lead a multiethnic, multicultural and multi-religious society of Medina. The condition of the people of Medina at that time was not much different from that of Indonesian society, which was also multiethnic, multicultural, and multi-religious. With this diversity, students are taught how to make decisions through deliberation

Furthermore, the moral material that focuses on its study of good and bad behavior towards Allah SWT, the Prophet, fellow humans, oneself, and the environment, is important for laying the foundations of nationality. Because, the sustainability of a nation depends on morals, if a nation despises morals, that nation will become extinct. In the Qur'an, it has been told about the destruction of the people of Lut, due to the collapse of moral principles.

Meanwhile, the material on the history of Islamic culture, material that is based on historical facts and realities, can be exemplified by the social interaction practices applied by the Prophet Muhammad when building Medina society. From the historical site of the Medina development process carried out by the Prophet Muhammad, it is found facts about the recognition and appreciation of the values of pluralism and tolerance.

The supporting book that has been produced is entitled "Islamic Education Teaching Materials Integrated Deradicalization of Religion." The resulting products are 3 books intended for SMA / MA and the equivalent. The books in question are intended for class X, class XI and Class XII, as follows:



Figure 3. Product Development Outcomes

The books that have been produced generally consist of a cover page, a flip of a cover page, an introductory note, a table of contents, a subject review, and in each chapter or module there is an introduction, a concept map, main material and enrichment, practice questions, answer keys, guidelines, scoring, glossary, and bibliography.

Feasibility of the resulting teaching materials

Prior to use, the supporting books that have been designed go through a due diligence process that begins with the content validity by experts, due diligence by teachers and students, and FGD. Validation is carried out to determine the feasibility of teaching materials to be applied in the classroom (Fannie & Rohati, 2014). Feasibility obtained from content, educational technology, and curriculum experts by reviewing the content, design, technical aspects obtained results worthy of field trials.

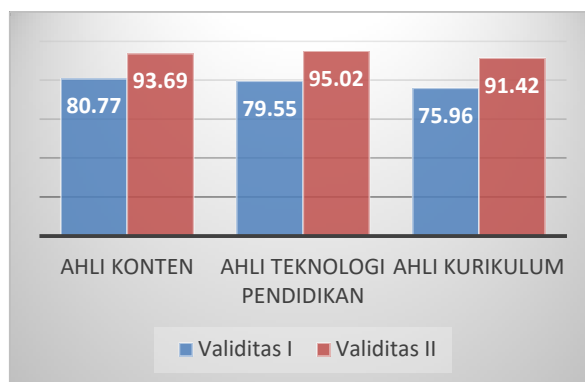


Diagram 1. Expert Test Results on Validation I and II

Eligibility for one-on-one trials was obtained from 3 teachers and 3 students. Aspects reviewed by the teacher, namely: content, presentation, benefits, and opportunities for textbook implementation. The score was obtained from the teacher on all aspects, an average of 94.67 or a very good category. Based on this value, it can be argued that all indicators of supporting book products are in the practical category.

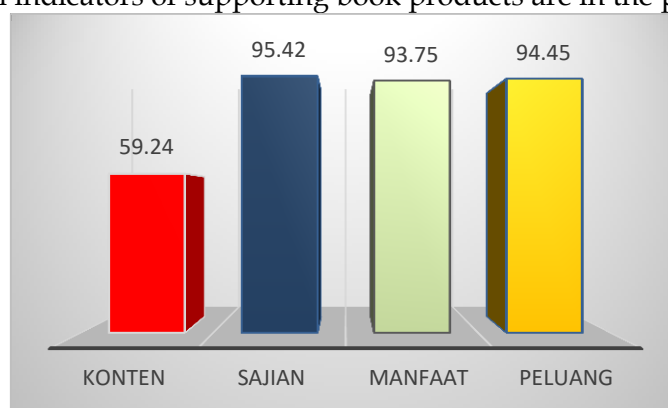


Diagram 2. Average Value of Each Practical Indicator

Feasibility obtained from student responses to books includes aspects of learning, aspects of content, and aspects of the display with practical results. One-on-one test subjects for students were selected with the principle of representation, namely: (1) information processing (visual, auditory, and kinesthetic), and (2) student interest (high and low). The results of the trial show that a lack of visualization in a design affects the increase in student motivation with visual learning styles. In general, the test results show that the supported book products developed can maintain and increase learning motivation and improve student skills.

Feasibility in small group trials obtained student activity during the use of supporting books by 82.8% and teacher activity by 85.71%, classified as effective on the Tarkent scale. Student responses regarding the proposed supporting book products offered reached an average score of 84.98 with the very good category. Although the activity of using supporting books is said to be effective and the response to the product is very good, improvements are still being made to the display aspect where the pictures in the book are made more attractive. It aims to make students' interest in learning better and students more active in participating in learning.

The appropriateness of supporting books obtained from the results of student response questionnaires in large group trials with a focus on motivation which includes attention, relevance, self-confidence, and satisfaction. The aspect of attention to learning obtained a total score of 989 or 82.42 reaching very high qualifications.

Likewise, in the aspect of the relevance of learning to the objectives, student needs, and learning tasks, the total score was 992 or 82.67 in the very high category. The acquisition of student responses on the aspects of self-confidence, confidence, courage, and high adequacy of the learning carried out obtained a total score of 700 or 77.78 in the high category. Likewise, in the aspect of satisfaction with learning, a total score of 642 or 71.33 was obtained in the high category.

Attitudes that are formed from the use of supporting books are viewed from cognition, affection, and conation. The results obtained in the cognition aspect amounted to a total score of 1241 or 92.73. These results reflect the very high knowledge, views, and beliefs of students in the learning that has been given. The acquisition of student attitudes on the affection aspect obtained a total score of 1129 or 83.63. These results reflect the joy of students towards the implementation of learning that reaches very high qualifications. Likewise, in the aspect of satisfaction with learning, a total score of 1089 or 90.75 was obtained. These results reflect the tendency of students to act towards the use of this supporting book with very high qualifications.

Based on the Focus Group Discussion, decent results were obtained. The reasons for this book to be published and important for readers are: (1) radicalism is a national problem that needs to be addressed from an early age, including by integrating deradicalization in the Islamic Religious Education system in Indonesia; (2) the existence of this book is very much needed in enriching Islamic education in Indonesia; (3) is a valuable input for the world of education in Indonesia to support the 2013 curriculum, especially Islamic Religious Education.

Test Results

Furthermore, trials were carried out in large groups by assessing effectiveness, practicality, and attractiveness. This agrees with (Musthan, 2015) that to see the effectiveness of a learning device, trials are carried out. The results of the questionnaire on effectiveness, efficiency/practicality, and book attractiveness are presented in the following diagram:

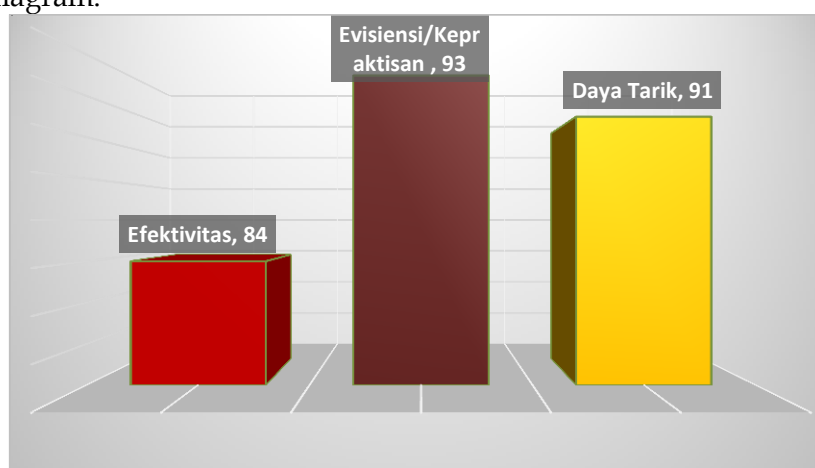


Diagram 3. Test Result

Based on the diagram above, it is known that the effectiveness level of the book reaches 84 in the very high category. The effectiveness of a book is seen in student learning outcomes. Thus it can be concluded that the developed textbooks can improve student learning outcomes. The practicality of the book based on the trial results

reached 93 in the very high category. Practicality reflects the ease with which teachers and students use supporting books. With this high category, it can be concluded that the supporting books developed can be easily used in the teaching and learning process of Islamic Education. Meanwhile, from the attractiveness category, the score was 91 with a very high category. The attractiveness of supporting books is seen from the responses and activeness of students during the learning process using these supporting books. Textbook design is one of the factors that have an impact on students' interest in reading books and even following the learning process. Thus, the results obtained from this trial are that the supporting books developed are considered effective, practical, and have an appeal to students.

The advantages of books include: (1) Analysis based on the results of theoretical studies and related to field conditions regarding existing books for comparison, book users, and supporting and inhibiting factors in using books; (2) The teaching material in the form of this book has passed the process of testing and evaluation of its application by referring to the research and development steps; (3) The discussion parsed by integrating knowledge, to provide a broad understanding of both teachers, students, and other educational institutions; and (4) a very complete component equipped with learning objectives for each introduction, concept maps, main and enrichment materials, practice questions, answer keys, scoring guidelines, glossary, and bibliography; and (5) Evaluation of teaching materials focused on effectiveness, efficiency/practicality, and book attractiveness.

Academic and theoretical significance in the product can be used as supporting material for the deradicalization of religion which is educational and contextual. Thus, the product can be an effort to prevent religious radicalism as early as possible in children since they are in school. The resulting product still needs a more in-depth study. The absence of similar products means that the product has no comparison to the quality of content. The novelty of the product greatly affects the effectiveness of its use. However, it can be said that all the shortcomings are also part of the advantages of the resulting product.

Referring to the description above, it is known that the supporting books for PAI are integrated with deradicalization which are developed according to the needs of teachers, students, society and other related parties. This book contains material on religious moderation, pluralism and Pancasila. The validity test both in terms of content, design, and technical aspects has met the requirements. In addition, this book is also stated to be effective, practical and has an appeal for students in increasing students' understanding of deradicalization. Thus, the deradicalization integrated PAI supporting book at each grade level can be used as a learning resource in Islamic Education learning at the Madrasah Aliyah level for classes X, XI, and XII.

The results of this study are in line with research conducted by (Jufni et al., 2015) adding that teachers can be creative in producing teaching materials according to the needs of teachers and students in achieving learning objectives. The teaching material most often used by teachers is books, so the development of deradicalization-based Islamic education support books will be very useful as a learning resource. Furthermore, (Kurniawati et al., 2015) that a teaching material must be easily understood and understood by students so that they are able to function optimally in the teaching and learning process. This can be assessed from the validity test and testing the effectiveness of the supporting books being developed. If the developed teaching materials have met the validity and effectiveness test, the teaching materials can be used (Musthan, 2015).

This research produces a product in the form of a book supporting Islamic Religious Education at the Madrasah Aliyah level. The impact of this research in teaching materials can make it easier for students to understand Islamic Education material in a holistic review in the frame of religious deradicalization. Referring to this, the results of this study directly act as a preventive measure against the understanding and attitudes of radicalism for students. In addition, the availability of supporting teaching materials in Islamic Education learning can make it easier for teachers to orient learning, especially on basic competencies that have the potential to instill radical understanding. As an effect of the application of this teaching material on a broad scale, it can increase and strengthen the role of Islamic education institutions in order to reduce the influence of radicalism and terrorism in Indonesia.

The supporting book developed can be declared suitable for use by looking at the validity test by experts, due diligence by teachers and students, and the results of the FGD. Also, based on the test results, it is known that supporting books are declared effective, efficient, and have high attractiveness. Thus, the supporting books for Islamic Education that have been developed are valid and effective for use in Islamic Education learning for Madrasah Aliyah as an effort to prevent religious radicalism

CONCLUSION

Based on the results of the research and discussion that the author has described, the conclusions that can be drawn from the research of developing integrated Islamic religious education support books for prevention of radicalism in MAN in Palopo city are very important considering that anticipatory steps are needed to prevent or even eliminate the seeds of Islamic radicalism. Deradicalization is a necessity and must be carried out with various strategies in various places. Education as a learning center for students who are developing and seeking identity is a strategic place to instill moderate Islamic understanding. The urgent need for the prevention of radicalism is the basis for the development of supporting books for PAI at Madrasah Aliyah. Textbooks are designed according to the purpose of developing supporting books, namely the integration of deradicalization. The supporting book contains material on Pancasila, religious moderation, and pluralism. The material is packaged in a teaching and learning process that can attract student interest and motivation and increase student knowledge. The result of developing supporting books is an increase in students' confidence and trust in Allah SWT. This is reflected in the attitude and practice of worship in everyday life..

ACKNOWLEDGMENT

Thanks to the Chancellor of IAIN Palopo and the head of LP2M who have given permission and support for research funds sourced from DIPA IAIN Palopo. To the dean of FTIK IAIN Palopo who has provided financial support for book publishing. In addition, thanks are also conveyed to the PAI expert board, instructional design, and the curriculum involved in reviewing and providing input to produce the final product.

AUTHOR CONTRIBUTION STATEMENT

Hisban Thaha determines the content of Islamic education, Mawardi determines content deradicalization integrated Islamic education and deradicalization. Edhy Rustan determines the theme, procedure development process, language of supporting

book, prepare manuscripts, selecting research articles, and all authors contributed substantially to the revision. Edhy Rustan is responsible for the study overall.

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