

Rebo Wekasan Module to Instill Religious Values, Tolerance, Love the Motherland

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Abstrak

Penelitian ini bertujuan mengantisipasi radikalisme dan terorisme di tingkat SMP/MTs dengan cara menanamkan nilai religius, toleransi, cinta tanah air yang ada pada tradisi rebo wekasan melalui modul dalam kegiatan pembelajaran. Penelitian ini dilakukan pada siswa kelas VII MTs. Daruttaqwa Suci Gresik dengan validasi Silabus, RPP, modul tradisi rebo wekasan, uji coba modul. Uji coba modul angket respon siswa dengan 25 pertanyaan (religius-10, toleransi- 8, cinta tanah air-7). Ketuntasan nilai hasil belajar VII A2 dan VII B2 menggunakan soal pilihan ganda mengalami kenaikan 13, 09 % , selisih 9,41(VII A2) dan kenaikan 10, 64 % , selisih 10,44(VII B2) sehingga penggunaan modul sangat efektif dalam pembelajaran. Pengujian hipotesis melalui SPSS uji non parametrik Kruskall Wallis diperoleh nilai signifikannya adalah 0,000 jika nilai P value <0,05 maka H1 diterima, Ho ditolak artinya ada perbedaan nilai sebelum dengan sesudah diberi modul. Berdasarkan hasil analisis data, pembelajaran modul tradisi rebo wekasan dalam penanaman nilai religius, toleransi, cinta tanah air pada materi pengaruh interaksi sosial terhadap pembentukan lembaga sosial ternyata efektif mengantisipasi radikalisme dan terorisme.

Kata Kunci: Modul Tradisi Rabu Wekasan, Nilai Religius, Nilai Toleransi, Nilai Cinta Tanah Air

Abstract

This study aims to anticipate radicalism and terrorism by instilling religious, tolerance, love for the country that exist in rebo wekasan tradition through modules in learning activities on class VII MTs. Daruttaqwa Suci with validation of the Silabus, RPP, rebo wekasan tradition module, module testing. Testing the student questionnaire module with 25 questions (religious-10, tolerance-8, love for the country-7). The completeness of learning outcomes VII A2 and VII B2 using multiple choice has increased by 13, 09%, a difference of 9.41 (VII A2) and increase of 10, 64%, a difference of 10.44 (VII B2) so that modules is very effective in learning . Hypothesis non-parametric Kruskall Wallis a significant value of 0.000 if the P value <0.05 then H1 accepted, Ho is rejected, mean difference in value before and after being given the module. Based on the results of data analysis, learning the rebo wekasan tradition module in instilling religious, tolerance, love for the country on the material of the influence of social interaction on the formation of social institutions is effective in anticipating radicalism and terrorism.

Keywords: Rebo Wekasan Tradition Module, Religious, Tolerance, Love For The Motherland

How to Cite: Nuriyawati, Prasetyo K, & Haidar, A. (2020). Modul Tradisi Rebo Wekasan Untuk Menanamkan Nilai Religius, Toleransi Dan Cinta Tanah Air. *The Indonesian Journal of Social Studies*, 3(2): 109-113

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e-ISSN 2615-5966 (Online)

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INTRODUCTION

Indonesia, a unitary state with a variety of religions, that its people respect each other and be tolerant in order to avoid friction/conflict that threatens unity and integrity. Based on the 2010-2011 LKIP, 50% of students agree on radicals, 25% of students and 21% of teachers that Pancasila is no relevant now, 14.2% justify the bomb attack, while the 2016 Setara Institute survey of 760 respondents of public high school students in Jakarta, Bandung stated that 35, 7% intolerant, 2.4% intolerant in actions, words and 0.3% have the potential to become terrorists. The teaching of violence in the kindergarten book "Children Islam Loves to Read" teaches radicalism and contains the words 'jihad', 'slaughter', and 'bomb'. It turns out that radicalism, terrorism and intolerance have spread among adolescents through education due to the weakening values of Pancasila and nationality in schools. Students exposed to radicalism did not participate in the flag ceremony and did not want to sing Indonesia Raya (Hilmi, 2016).

Nusantara Islam is the result of the interaction between Islamic teachings and local customs / socio-cultural (cultural values) Indonesia upholds eastern manners and customs, for example respecting kyai and ulama, tahlilan, commemorating the Prophet's birthday, sekaten celebrations. Nusantara Islam was developed through traditional Islamic boarding schools (Sazali, 2017; Karasuta, 2014). To overcome radicalism and terrorism, researchers use the rebo wekasan tradition as a topic in the learning module (Prihantoro, 2016; Husamah, 2013).. Madrasah Tsanawiyah Daruttaqwa Suci is a private educational institution under the auspices of the Al Munawwar Foundation for the Daruttaqwa Suci Islamic Boarding School, Manyar District, Gresik Regency and the Ministry of Religion of Gresik. Based on observations and analysis of the teaching material books at MTs Daruttaqwa Suci, it turns out that there are weaknesses, namely: (1). There is no social studies book that incorporates the rebo wekasan tradition into learning on the effect of social interaction on the formation of social institutions (2). In the rebo wekasan tradition, there are religious values, tolerance, love for the country that need to be developed in order to prevent radicalism and terrorism. (4). the concepts in the textbook tend to be more complicated, not in accordance with the educational background of the Islamic boarding school at MTs Daruttaqwa Suci.

This research is based on social cognition theory by L.S. Vygotsky argues that culture influences children's development in the learning process that builds their own perspective through schemes (mental structures) and experiences experienced by an individual by organizing experiences and providing an individual way to absorb new information given especially to overcome the notions of terrorism, radicalism and intolerance (Ahmadi & Sofan, 2011).. The module is a stimulus that brings changes, there are student learning outcomes, student perspectives on terrorism and radicalism as well as dealing with conflicts around their environment.

The purpose of this research is to produce a social science module based on local wisdom of the rebo wekasan tradition and to analyze the effectiveness of the rebo wekasan tradition module to instill the values of religious character, tolerance and love for the country for Grade VII students of Madrasah Tsanawiyah Daruttaqwa Suci Manyar Gresik. The hypothesis is that the development of social studies learning through modules based on local wisdom of the rebo wekasan tradition (X) will make social studies learning effective at MTs Daruttaqwa Suci (Y) student understanding through student responses regarding religious values, tolerance, the value of love for the country and student evaluation and one of the effective ways to improve Students' abilities in social life in solving problems, anticipating terrorism, radicalism and intolerance, especially in social studies learning and helping teachers to facilitate classroom teaching.

METHOD

This research is a quantitative research using the research and development (R&D) model of the Borg and Gall method (1981), namely: (1) problem identification, (2) information gathering (literature study / literature study, observation), (3) product design rebo wekasan module (analyzing KI, KD and material; compiling themes and materials, (4) design validation (5) design improvement (6) product testing (trial design; expert evaluation; user-individual trial evaluation, group trial small and large group trials; test subjects - material experts, linguists, class vii students. (7) product revision (8) 8. use trial (9) final stage product revision. (10) mass production. are: independent variable (X) rebo wekasan tradition module and dependent variable (Y) The effectiveness of social studies learning on learning outcomes The population is grade VII students of MTs Daruttaqwa Suci Manyar Gresik. The subjects of this study include language experts, material substance experts, 5 trial students individually, 20 students in the group trial pok small, 40 students field trials.

This research was conducted at MTs Daruttaqwa Suci, Manyar District, Gresik Regency because it is included in the area where the rebo wekasan tradition takes place and was carried out on the last Wednesday of the safar month in the hijri year or November 7, 2018; odd semester 2018/2019 academic year because students are given 2 days off (Tuesday and Wednesday) so that students can carry out social studies learning through local wisdom modules based on rebo wekasan directly in the field / reality. Teknik pengumpulan data melalui observasi, dokumentasi, angket (kuisisioner). Teknik Analisis Data yaitu uji kelayakan dan keterbacaan produk dengan skala Guttman, efektifitas penggunaan modul menggunakan hasil pretest dan post test yang dilaksanakan pada siswa kelas VII MTs Daruttaqwa Suci melalui korelasi skor butir soal pilihan ganda. prosentase ketuntasan hasil belajar, uji non parametrik.

RESULT AND DISCUSSION

This research uses KD 3.4 to analyze social interactions in space and its effects on social, economic and cultural life in terms of values and norms, as well as socio-cultural institutions and KD 4.4. presents the results of an analysis of social interaction in space and its effects on social, economic and cultural life in terms of values and norms, as well as socio-cultural institutions from the determination of social elements that exist in the Rebo Wekasan tradition, namely regarding interactions and religious values, tolerance values and national values (Asmani, 2012). described into a module draft based on the local wisdom of the Rebo Wekasan tradition

Validation starts with a learning tool in the form of a syllabus (score 3,4) and lesson plan (score 3.5) so that it is valid when applied in learning. The average score of 3.74 validation of the Rebo Wekasan tradition module means that it is very valid and has met the feasibility of content, presentation, language, graphics and can be used as a learning resource. The valid modules were tested in the form of a student response questionnaire with 25 questions (10 religious questions, 8 tolerance questions and 7 homeland love questions). The results of the individual module trials are religious scores: 0.8, tolerance score of 0.8 and homeland love scores with an average of 0.77 meaning that the module is appropriate if it is used to instill character values in the form of religion, tolerance and love for the country.

The results of the small group trial on the rebo wekasan tradition module were religious score: 0.8, tolerance score: 0.9 and homeland love score 0.84 so that an average of 0.85 means that the rebo wekasan tradition module is suitable if used to instill character values in the form of religion, tolerance and love for the country. The results of the large group trial of the rebo wekasan tradition

module were religious scores: 0.85, tolerance scores: 0.86 and homeland love scores: 0.84 with an average of 0.85 meaning that the rebo wekasan tradition module was appropriate if used to instill character values in the form of religion, tolerance and love for the country (Hilmi, 2016).

The recapitulation of individual trials, small group trials and large group trials regarding the rebo wekasan tradition module is a religious value score of 0.81 which means that the rebo wekasan tradition module is appropriate if used for social studies learning at MTs Daruttaqwa Suci. The tolerance value of 0.85, the value of love for the country, 0.81 means that MTs Daruttaqwa Suci students have an insight into the high love for the country because on the indicator of singing the song Indonesia Raya or Hizbul Wathon, through the national anthem sung by the teacher and students together, it will cause inspiration, motivation or willingness to learn about the meaning of life (learning to love their environment, to love others, to love their homeland) so that they can anticipate the growing notions of radicalism and terrorism (Petrenko, 2015).

The completeness of the learning outcomes of MTs Daruttaqwa Suci students was carried out in class VII A2 (20 students) and class VII B2 (23 students) with a KKM IPS score of 75 by giving treatment before using the Rebo Wekasan tradition module (pre test) and the value of student learning outcomes after using the rebo wekasan tradition module (post test). In the value of learning outcomes in class VII A2, there was an increase in the KKM score of students who were given the rebo wekasan tradition module of around 13, 09% (73.81% to 86.70%) while the difference in the score was 9.41 which was a large difference of > 1 then there was the difference is a significant difference means that learning using the Rebo Wekasan tradition module is effective in improving student learning outcomes. In the pre-test score of class VII B2, there was an increase in the KKM score of students who were given the Rebo Wekasan tradition module by around 10.64% (76.96% to 87.60%). This indicates that the learning outcomes of grade VII A2 students are better than grade VII B2 students. Hypothesis testing using the non-parametric Kruskal Wallis test with SPSS shows that the P value is shown by the Asymp.Sig value. bound. So from statistical calculations, the P value is 0.000, which is less than the critical limit of 0.05, which means receiving H1 or the treatment of giving the rebo wekasan traditional module in social studies learning at MTs Daruttaqwa Suci has an effect on the test score then the result of the hypothesis states that there is a difference between the value of learning outcomes between students who were given the Rebo Wekasan tradition module and the learning outcomes of students who have been given the Rebo Wekasan tradition module.

CONCLUSION

From this research it can be concluded that the rebo wekasan tradition module after passing the validation of linguists and materials and 3 times the test the average score is in the range 0, 67 - 0, 99, which means appropriate (S) means students of MTs Daruttaqwa Suci have insight into love of land high water because on the indicator of singing the Indonesia Raya song or Hizbul Wathon, through the national anthem sung by teachers and students together, it will generate inspiration, motivation or self-will to learn about the meaning of life (learn to love their environment, love others, love their homeland) so that they can anticipate the growing understanding of radicalism and terrorism. There is a difference seen a decrease in the value of the score from individual trials to large group trials. The average reduction is between 4% and 10%. This decline affects students' thinking patterns. Students in individual trials when viewed from the results of the score tend to have a conceptual way of thinking that can only understand conceptually, not yet able to apply it in real life. Students in small group trials and large group trials, if seen from the results of the scores, tend to have a contextual way of thinking that can combine the material concepts in the rebo wekasan tradition module with the rebo wekasan (social and cultural) even.

Students who have contextual abilities tend to be able to elaborate / combine religion (not too fanatical, more tolerant) with the rebo wekasan tradition as local wisdom by adopting local values so that the cultural roots of the Indonesian nation become strong. This proves that Indonesia is a developed country with social intelligence (local genius) because of its cultural diversity since ancient times (accepting other cultures by filtering them without eliminating existing indigenous cultures) and it is hoped that all young generations who will continue to culture, these traits will still exist and embedded in the nation's children today.

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