



History Learning Module Based on Islamic Values on K.H. Hasyim Asy'ari's *Jihad* Resolution Material

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Abstract: The purpose of this study was to produce a feasible module. Islamic values-based learning module is an innovation to support educational progress. This module could be utilized as teaching materials to shape the student's religious character through independent learning to achieve the desired competency goals. The research method used was the R&D (Research and Development) with the ADDIE procedure as the development model. The data were collected through observation, interviews, and questionnaires. The results showed that the developed module was feasible based on the feasibility assessment by material experts, media experts, teachers, and students. Overall, it met the feasibility criteria with an average score of 4.75 from the material experts, 4.55 from the media experts, 4.28 from the teachers, 4.45 from the limited trial, and 4.61 from the field trial. The module was declared feasible, effective, and practical to be used as teaching materials and learning resources by students in the history learning process. The benefit is that the material in the module is integrated with Islamic values to improve and shape the students' religious character.

INTRODUCTION

The current globalization era requires continuous innovation. The innovation is to adjust the demands and needs of students (Dyah Kumalasari, 2018; Kuswono & Khaeroni, 2017b). The challenges of life in the current global era require those who have personality, independence, creativity, and motivation to adapt.

The main purpose of education is to develop morals, science, and skills. This means that education has a very large role in shaping the nation's character (Dwiningrum, 2013). One important part of education to instill this concept is history education. History education has a great influence in shaping the awareness

and character of the nation (Supardi, 2006).

The subject of history is one of the effective and strategic subjects for instilling character values (Lickona, 1996). This is in line with Aman (2011), that history subjects have a strategic meaning in the formation of the nation's character and civilization as well as in the formation of Indonesian people who have a sense of nationality and love of the homeland. History material contains the heroism values, role models, pioneering work, patriotism, nationalism, and an unyielding spirit that underlies the process of character and personality formation.

In the 2013 curriculum, history subjects have a strategic position because they have gained additional hours. These

history subjects have been grouped into two, namely the history of Indonesia (mandatory) and the history of specialization (Hasan, 2012). History education for the senior high school level contains an in-depth understanding of historical events that are considered important for building critical thinking skills, learning abilities, curiosity, and the spirit of nationalism. However, sometimes the teacher only focuses on the delivery of material that refers to the cognitive aspects (Aman, 2019; Hamid, Abd Rahman dan Madjid, 2011). Some of the problems faced in the learning history learning so far are conventional textbooks and minimum character building.

Character education as a deliberate and focused effort to help students understand, care, and act based on ethical values and to teach them to be good (Berkowitz & Bier, 2004). The character can be associated with morals. The existence of character education has implied that education experiences a meaningless climb (Ismail, 2016). The purpose of education is to form good character so that individuals with good character can be produced. Implicitly, education has included a character by instilling knowledge (cognitive), attitude (affective), and behavioral (psychomotor) elements in students (Kuswono, 2013).

History education which is synergized with Islamic values can help the process of forming a good personality. Islamic values can be integrated into the learning process of history so that it leads students to achieve cognitive, affective, psychomotor values with the application of Islamic values (Pratiwi, 2019). One of them is by developing teaching materials in the form of modules based on Islamic values.

Learning history that is integrated with Islamic values will help the development process of students for the better. As revealed by Bachtiar (2015), history learning must be directed to support the realization of Islamic values

in the lives of individuals and Muslim communities. These values must be included in history textbooks as well as the design of the curriculum. It emphasizes that combining history with Islamic values will form a formidable science and technology-oriented nation that is imbued with faith to Allah (Ikhwan, 2014). Learning history is very important to form a quality person. If you can integrate the Islamic values of each history concept it will be easier to develop them in every learning process.

Based on the observation, Madrasah Aliyah Negeri 2 Yogyakarta has a vision and mission of Islamic values, so there is a need to achieve that vision and mission. Therefore, the focus of the problem is the scarcity of teaching materials based on Islamic values. There are not many teaching materials that integrate Islamic values. Therefore, this research developed a module on the history of K.H. Hasyim Ash'ari *Jihad* resolution in 1945. It is expected to support the achievement of the vision and mission of Madrasah Aliyah in creating graduates who have the competency to rely on Islamic values. The development of modules based on Islamic values becomes necessary and mandatory since they are parts of students' competencies.

Learning modules can be interpreted as a book written for students so that they can study independently without (teacher/facilitator) guidance (Prastowo, 2015). Modules are created based on whole and systematic learning programs and are designed for independent learning systems (Abdulahmeed, 2013; Enke et al., 2015). Modules contain objectives, learning materials and activities, and evaluation (Chen et al., 2019; Daryanto, 2013; Munadi dan Yudhi, 2013). The developed module is not just about presenting material since it is equipped with Islamic values contained in the historical events. This module presents teaching materials that are equipped with character values so

that students can understand, determine the attitudes, and behave according to the planned teaching material.

History writing sometimes tends to focus on the facts of events without reviewing the meaning contained, therefore, the history is only memorizing the facts of historical events (Olson, 2009). Also, addressing history learning that emphasizes cognitive aspects, it was necessary to develop history writing about the *Jihad* Resolution of K.H. Hasyim Ash'ari in 1945. The reason was that many students did not know the history of the K.H. Hasyim Ash'ari in 1945.

History always repeats itself, known as "*historia samper reformanda*". It can be interpreted that history is always present in narratives with new interpretations (Yilmaz, 2008), like the *Jihad* Resolution event of KH. Hasyim Ash'ari in 1945. It emphasized the important role of the *santri* or *ulama* in fighting the colonial invaders (Bizawie, 2014; El-Guyanie, 2010; Fadli, 2019). The historical facts have been marginalized by the authorities so that the historiography of Indonesia in the past has been very political. The role of the grassroots (non-political elite) in history cannot be ruled out for granted (Fadli, M. Rijal dan Hidayat, 2018; Wasino dan Hartatik Endah Sri, 2018).

Based on the interviews with the eleventh-grade history teacher of MAN 2 Yogyakarta, the learning resources used was Indonesian history textbooks, student worksheet, and the internet, so that in the history learning process, the students only listened to the teacher's explanation and took note of important material. Therefore, students do not get the values contained in history material. Bearing in mind that in the revised 2013 curriculum, character education is very important to be applied. However, there are no teaching materials available that integrate Islamic values in history learning material.

Research needs to be done to develop modules based on Islamic values (Kuswono & Khaeroni, 2017b). The developed module was intended for the eleventh-grade students so it can bring up new perspectives that can be used as reference material. This study also discussed preliminary research from other sciences such as mathematics (Rahmawati & Rizki, 2017; Yuniati & Sari, 2018) and natural science (Dewi, 2017). This research integrated Islamic values with certain materials so that the learning process can help create a religious character.

Some previous studies have developed modules based on Islamic values in the history lessons. The difference with the module developed in this research is that the modules were intended for the eleventh-grade students. Research on history lessons based on Islamic values is very rare, so this research can be a reference for other researchers. This study also refers to the predecessor research from other sciences such as mathematics and natural science.

Learning history by instilling Islamic values has its advantages, namely learning based on Islamic knowledge. History education containing Islamic values puts history as a way to improve students' morale. In learning history, students' knowledge is not only focused on historical concepts or memorizing material but linking learning with daily life based on Islamic values. Therefore, by using the history learning module based on Islamic values, it can be a solution for students to learn the history and obtain Islamic knowledge.

METHOD

This study employed the Research and Development method (R & D). The development model used was the ADDIE model. ADDIE is an acronym for Analyze, Design, Develop, Implement, and Evaluate (Branch, 2010). ADDIE is a

product development concept. The ADDIE concept applied here is for constructing performance-based learning. (Lee & Owens, 2012) explain that the educational philosophical values contained by the ADDIE model are that learning should be student-centered, innovative, authentic, and inspirational. The concept of systematic product development has existed since the formation of social communities. Creating products using the ADDIE model remains one of today's most effective tools because ADDIE is merely a process that serves as a guiding framework for complex situations. It is appropriate for developing educational products and other learning resources (Schott & Seel, 2015).



Figure 1. Application Steps of ADDIE Development Model (Branch, 2010)

The research site was MAN 2 Yogyakarta that involved 72 students (28 students in the limited trial and 44 students in the field trial). The sample was determined based on high, medium, and low ranking categories through the random sampling technique. During the two stages of the trials, the students who become respondents were different.

Data analysis was performed using qualitative data analysis techniques and quantitative data analysis techniques (Widoyoko, 2012). The quantitative data were obtained from a questionnaire which then converted into qualitative data to determine the feasibility of the developed product. The steps are as follows.

- a. Change the quantitative assessment results in qualitative with the following conditions.

Table 1. Guidelines for Converting Quantitative Data to Qualitative Data

Classification	Scale
Excellent (VG)	5
Good (G)	4
Enough (E)	3
Less (L)	2
Very Less (VL)	1

- b. Calculate the average score of each indicator using the following formula.

$$\bar{X} = \frac{\sum x}{N}$$

Note:

\bar{X} = Average score

$\sum x$ = Total score

N = Number of test subjects

(Sukardjo, 2005)

- c. Qualitatively interpret the average score of each aspect.

Table 2. Score Convention Guidelines

No	Interval Scores	Value	Category	Range
1	Excellent	A	$X > \bar{X} + 1,80 S_{bi}$	$X > 4,20$
2	Good	B	$\bar{X} + 0,60 S_{bi} < X \leq \bar{X} + 0,60 S_{bi}$	$3,40 < X \leq 4,20$
3	Enough	C	$\bar{X} - 0,60 S_{bi} < X \leq \bar{X} + 0,60 S_{bi}$	$2,60 < X \leq 3,40$
4	Less	D	$\bar{X} - 1,80 S_{bi} < X \leq \bar{X} - 0,60 S_{bi}$	$1,80 < X \leq 2,60$
5	Very Less	E	$X \leq \bar{X} - 1,80 S_{bi}$	$X \leq 1,80$

Note:

X = Actual score (score obtained)

\bar{X} = (Ideal average)

$$= \frac{1}{2} (\text{Maximum score} + \text{Minimum score})$$

$$= \frac{1}{2} (5+1) = 3$$

S_{bi} = (Ideal Standard Deviation)

$$= \frac{1}{6} (\text{Maximum score} + \text{Minimum score})$$

$$= \frac{1}{6} (5-1) = 0,67$$

(Sukardjo, 2005)

RESULT AND DISCUSSION

The product developed was in the form of a history learning module based on Islamic values of K.H. Hasyim Asy'ari's 1945 *Jihad* Resolution material for the eleventh-grade students. The process was carried out by the ADDIE development model proposed by Branch (2010).

Analysis Stage

In the analysis stage, the researchers conducted a needs analysis which is the analysis of field studies and analysis of literature studies. Analysis of the field study was carried out by conducting unstructured observations and interviews with the teacher. At this stage of the analysis, the researcher looked for historical material that can be linked to Islamic values. The material developed was additional material contained in basic competencies 3.10.

Design Stage

In the design stage, the researchers gathered information that can be used to support the development of history learning modules. The data collected had been adjusted to the 2013 curriculum and the competency standard of history lessons. The data was then summarized in the form of a temporary draft module. Some steps were taken in this stage, namely, 1) analyzing core competencies and basic competencies, 2) analyzing learning objectives, 3) analyzing learning materials, and 4) analyzing learning evaluations.

Development Stage

This stage is the realization of the previous stages. In this stage, the researchers developed a module that has been designed. The researchers developed the material in the module with the help of Photoshop and Corel Draw applications.

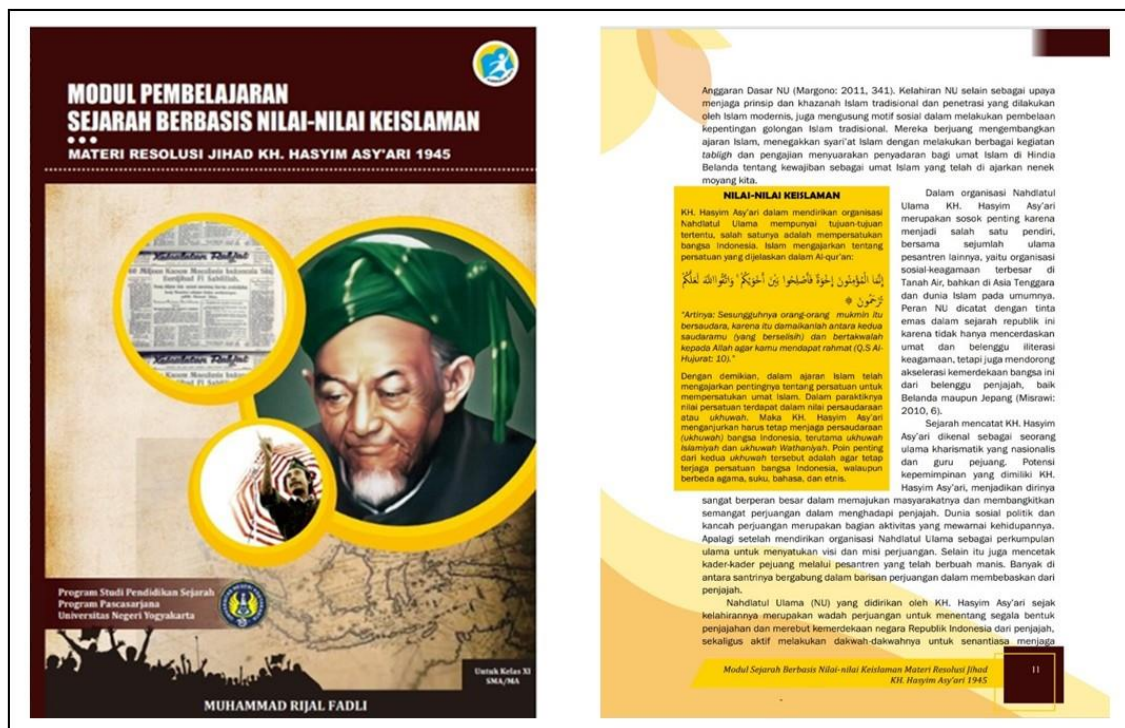


Figure 2. Cover and Module's Components

This development referred to the 2013 curriculum implemented in the

school. In this stage, the researchers validated the initial product to material

experts, media experts, and history teachers. Validation to the history teacher was carried out after passing the validation from the material experts and media experts. The results of the validation from the experts were used as a revision/improvement of the initial product. The descriptions of the validation steps are as follows.

a. Material expert validation

The validation covered the aspects of the relevance of the material, learning design, and language. The validation data was obtained using a questionnaire. The results of the material expert validation can be seen in the Table 3.

Table 3. Results of Expert Material Validation

No	Validation Aspects	Total Score	Average Score	Category
1.	Material Worthiness	23	4.6	Excellent
2.	Presentation Design	69	4.9	Excellent
3.	Linguistic	22	4.4	Excellent
	Total	114	4.75	Excellent

Based on Table 3, an average score (X) of 4.75 was obtained. The average score was included in the range $X > 4.20$ meaning that the developed module was included in the excellent category. It means that the developed module was declared as feasible. The recapitulation of the results of the material expert validation is presented in the Figure 3.

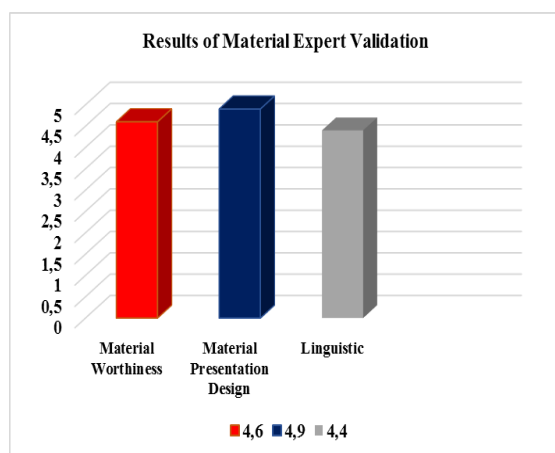


Figure 3. Validation Results of Material Experts

b. Media expert validation

Media expert validation was done after the product design stage had been completed. The media validation was carried out to determine the feasibility of the media listed in the history learning module. The assessment was carried out by media experts covered the graphics and module content design. The experts filled out a questionnaire prepared by the researchers. Recapitulation of the results of the media experts validation can be seen in the Table 4.

Table 4. Results of Media Expert Validation

No	Assessment Aspects	Total Score	Average Score	Category
1.	Graphic	22	4.4	Excellent
2.	Content Design	41	4.5	Excellent
	Total	63	4.55	Excellent

Based on the Table 4, an average score (X) in the range of $X > 4.20$ with the excellent criteria was obtained. It means that the developed module was declared as feasible. The recapitulation of the media experts' validation can be seen in the Figure 4.

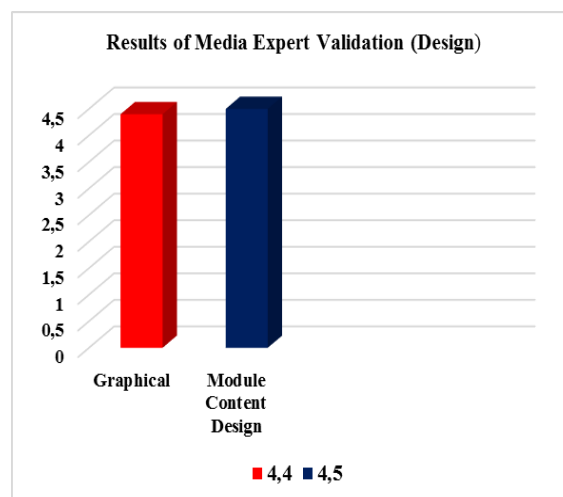


Figure 4. Validation Results of Media Experts

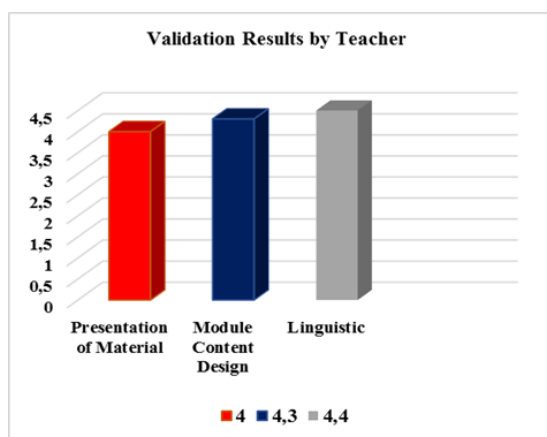
c. Teacher validation

Before it was tested to the students, the developed module was validated by the history teacher. The results of teacher validation can be seen in the Table 5.

Table 5. Results of Teacher Validation

No	Assessment Aspects	Total Score	Average Score	Category
1.	Presentation of Material	16	4.0	Good
2.	Content Design	35	4.3	Excellent
3.	Language	9	4.5	Excellent
Total		60	4.28	Excellent

Based on the validation, an average score of (X) 4.28 in the range $X > 4.20$ was obtained. It means that the module was included in the excellent category and is worthy to be tried out to the students. The recapitulation of the results of validation by the teacher can be seen in the Figure 5.

**Figure 5.** Teacher Validation Results

Implementation Stage

During the implementation stage, a trial was conducted twice. The first trial was a limited trial that involved 28 students and the second trial was a field trial that involved 44 students.

The limited trial was conducted after obtaining validation from the experts. The first trial involved 28 students of class XI IPA 3 to find out the initial response toward the module. The results of the first trial can be seen in the Table 6.

Table 6. Students' Responses in the Limited Trial

No	Assessment Aspects	Total Score	Average Score	Category
1.	Presentation of Material	462	4.1	Good
2.	Content Design	758	4.5	Excellent
3.	Language	276	4.9	Excellent
Total		1496	4.45	Excellent

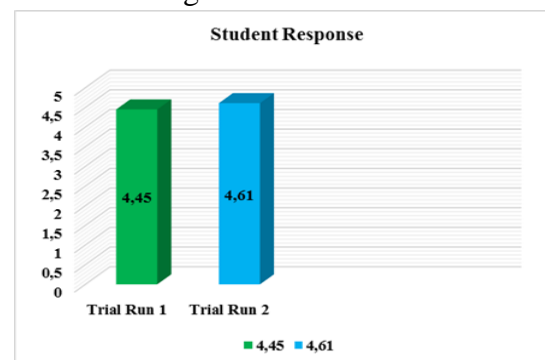
The responses were converted into qualitative data. The obtained average score (X) was 4.45 with the range of scores of $X > 4.20$. It means that the developed module was included in the excellent category. Thus, positive responses were obtained in the limited trial which indicated that the module was feasible to use.

In the second trial, the students assessed the feasibility of the developed module. The results of the field trial can be seen in the Table 7.

Table 7. Students' Responses on the Field Trial

No	Assessment Aspects	Total Score	Average Score	Category
1.	Presentation of Material	787	4,4	Excellent
2.	Content Design	1224	4,6	Excellent
3.	Linguistic	424	4,8	Excellent
Total		2435	4,61	Excellent

Based on Table 7, an average score of 4.61 was obtained which indicated that the module was in the excellent category. Positive responses were obtained that indicated that the developed module was feasible to be used. The recapitulation of the module implementation results can be seen in the Figure 6.

**Figure 6.** Students' Responses

Based on trials 1 and 2, the developed module can be used as a tool or media in learning history.

Evaluation Stage

The researchers evaluated each stage to determine the progress and goodness of the product. The researchers evaluated the suggestions and comments of each stage. Previous research was conducted by Kuswono & Khaeroni (2017a) on Islamic values of history movements as well as developing teaching materials based on Islamic values in Science (Subarkah et al., 2018; Susilowati, 2017; Syafitri & Darmana, 2018). The studies explain that Islamic value-based modules are feasible, effective, and practical. The novelty of this research lies in the module and the material developed. This research and the previous research is different because it reveals additional material facts that are not yet listed in school textbooks. The material contains information about Islamic values as well as verses of the Qur'an related to the history material so that it can broaden students' knowledge.

History learning module based on Islamic values of K.H. Hasyim Asy'ari *Jihad* Resolution in 1945 is appropriate to be used in the learning process. In this case, the development of history learning modules needs to be continued because it will add variety and development as a source of history learning (Maslahah & Rofiah, 2019; Mujiati, 2017; Trisnawati, 2015) have developed history teaching materials with different variations for the development and progress of history learning. Therefore, the development and innovations in history are needed to facilitate students in understanding history.

CONCLUSION

The developed history learning module based on Islamic values of K.H. Hasyim Ash'ari *Jihad* Resolution material for the eleventh-grade students has been

declared feasible, effective, and practical to be used as teaching materials and learning resources in learning history based on the results of positive responses from the respondents. It is expected that the developed module can contribute in developing students' knowledge in terms of Islamic values and can be applied in everyday life. This module can also be used in learning activities and can broaden students' knowledge. The researchers recommend further researchers to identify the effectiveness of this module in developing students' religious character. Also, innovations in learning history can change the negative views of students towards history learning.

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