

Religious-Nationalist Character Building Model on Pondok Pesantren based School to Reduce Radicalism in Kendal Regency, Central Java Provinces

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Abstract

Globalization has made the boundaries between countries and territories are blurred, this is due to the increasing of the population transfers between regions of the state. This condition makes the positive mean taken as easy to find cooperation network and job opportunity, but on the other hand also become a threat to the integrity of a country. The threat generally comes from the many ideologies and cultures that enter into a country, thus undermining the ideology of the country of origin. The main objective of the research is to develop a model of religious nationalist characteristic of schools based on boarding schools, like the pondok pesantren where the model can be accepted as an educational medium to reduce radicalism in Indonesia that usually under the guise of religion. The research uses research and development method which is preceded by observation and interviews with students, cottage and school managers, and stakeholders of pondok pesantren in pesantren based school in Kendal Regency to know the condition of social life and there policy, and then create database. The main outcome of this study is the guidebook on the model of religious nationalist characterization, which is expected to be a new innovation in character building strategies in pesantren-based schools that are expected to answer the challenge of danger of radicalism under the guise of religion. It also produced scientific articles published in international and national journals as an effort to socialize the model.

Keywords: Character building model, Kendal regency, Pesantren based school, Religious-nationalist.

1. Introduction

Globalization as a phenomenon where the world is getting smaller and the greater interdependence among the nations of the world certainly hit the Indonesian nation as well, the influence of globalization is seen in various fields both in physical fields, as well as in areas where the human element is larger its role. The influence of globalization can be positive but can also be negative, it depends on the readiness of a nation in responding and responding to the globalization. The ability of information, communication, industry and transportation to increase the frequency of direct interaction with foreigners, whose presence is not physically, but at the same time bringing the cultural values of the country. As a result all changes, events, progress, values and mindset will go to Indonesia because nothing else can be done to control what is and it's not allowed to enter.

Globalization has made the boundaries between countries and territories blurred, this is due to the increasing of the population transfers between regions of the state. This kind of condition makes the positive meaning taken as easy to find cooperation network and job opportunity, only on the other hand also become a threat to the integrity of a country. The threat generally comes from the many ideologies and cultures that enter into a country, thus undermining the ideology of the country of origin.

The phenomenon of the decline of the ideology of this country also began to appear in Indonesia, this is indicated by the increasingly widespread acts of terrorism, separatism, or other

actions that threaten the sovereignty of the Indonesian nation. Threats and disturbances that arise, generally argue with the reasons of religious ideology and reasons people's welfare. With the condition of the presence of its main education in a boarding school based on today's pesantren has a double role as well as the implantation of religious character values should now be able to inculcate the value of nationalism to reduce the influence of radicalism.

Radicalism as a ideology is not always characterized by acts of violence, but can also be limited to the thoughts and ideologies that do not use violent means to implement such thinking (Khamdan, 2016). The potential of radicalism determined by individual perceptions is not only influenced by certain ideological foundations, but can also be influenced by various other factors in global, regional and local issues. The acts of terrorism that take place in Indonesia, for example, begin with ideological fanaticism, and led to the use of weapons or bombing action. Religious ideology is often a motivation as well as an incentive to justify the acts of violence committed. The strengthening of violence in the name of religion is considered as a form of fundamental belief struggle and religious form in kaffah. It thus gave birth to a religious community group that prefers religious doctrine rather than love-based tolerance and respect for human rights.



2. Methodology

This research can be classified as a research with qualitative methods and research and development methods (to create models of religious nationalist characteristic). Qualitative method is used to collect data as much as possible about community profiles, character issues, and policies related to the planting of characters in boarding school-based pesantren. According to Jacques (2003: 19) qualitative research is the collection of data in a natural setting, and done by people or researchers who are interested in nature. So it is clear that qualitative research puts on a scientific background, natural method, and is done by people with natural attention. In this regard researchers in collecting more data rely on themselves as the main instrument of data collection. This is done because the researcher as an instrument can uncover various situations, can be continuously sensitive to issues of concern and have weapons to then make decisions about the best attitudes and ways that should be displayed.

According to Borg and Gall (1989: 782, on Maleong : 1990), what is meant by research and development model is "a process used develop and validate educational product". This research is also called 'research base development', which emerges as a strategy and aims to improve the quality of community character. In addition to developing and validating the model, Research and Development also aims to discover new knowledge through basic research, or to answer specific questions about practical issues through 'applied research', which are used to improve practices, educational practices. In this research, Research and Development is utilized to produce model of religious nationalist character planting at pesantren based school.

2.1. Locations, Materials and Research Tools.

The location of the research is at the boarding school based on pesantren, the researcher has determined the location of research at boarding school of Kendal Regency. The selection is done with the high possibility of the risk of danger of terrorism.

Materials needed in this study include secondary data and primary data, including secondary data and primary data:

1. Secondary data, regional potential analysis data, community profile data, policy, educational process at boarding school, kiai leadership, and education at pesantren-based school.
2. Primary data, is data obtained from observations and observations in the field include:
 - a. Data Processing Education in pondok pesantren based school.
 - b. Data on the results of the students' response to the ongoing educational process.

2.2. Research Stage

In this second year, conducted research activities include: modeling, model validation, socialization, and dissemination through the issuance of journals.

1. Model Compilation Stage
 - a. Secondary data collection is obtained from the results of previous research.
 - b. Primary data are collected by observation and interview with the stakeholders of pondok pesantren.
2. Model Validation Stage

In order to keep the accuracy of the model, so the improvement model must be tested by practitioner or academic who has competency in character education.

3. Socialization Stage

Socialization is done after the improvement model have been validation and be revised, so the final model is ready to be

socialized. Socialization is done by give a lecture to all of people surrounding pondok pesantren.

4. Character Building Stage

The development of the model of character education on the basis and principle is how to internalize the religious nationalist values in the daily life of the students who take school in pondok pesantren. This way is done in various strategies and approaches, in which he is habituation and learning model.

3. RESULT AND DISCUSSION

3.1. Research Location Profile

We get 5 pondok pesantren based school in Kendal Regency based on suggestion of Department of Religion of Kendal Regency, there are Modern Pondok Pesantren of Selamat, Pondok Pesantren of Miftahul Huda, Pondok Pesantren of Manbaul Ulum, Pondok Pesantren of Al Ulya, and Pondok Pesantren of Darul Aqrom. All of Pondok Pesantren enter the Character Building as Religious-Nationalist to all of their students (santri and santriwati).



Picture 1: Diagram of Research Stage

3.2. Character Education Implementation Policy

In principle, the development of national culture and character is not included as a subject but integrated into the subjects, self-development, and school culture. Therefore, teachers and schools need to integrate the values developed in cultural education and national character into the Curriculum Level of Education Units (KTS), Syllabus and the Lesson Plans (RPP) that already exist.

The principle of learning used in the development of cultural education and the character of the nation seeks to ensure that learners recognize and accept the cultural values and character of the nation as their own and are responsible for the decisions it takes through the stages of knowing, choosing, and judging choices, determining stance, value in accordance with self-belief. With this principle, learners learn through the process of thinking, acting, and doing. These three processes are intended to develop the ability of learners in conducting social activities and encourage learners to see themselves as social beings.

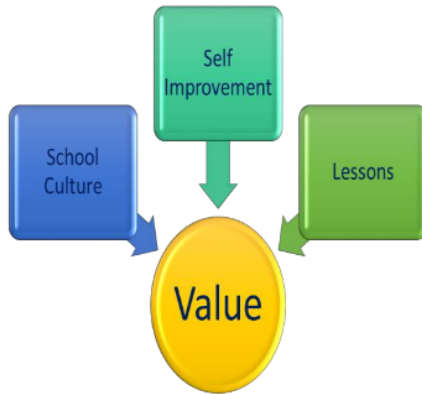
The following principles are used in the development of cultural education and character of the nation.

1. Sustainable;

implies that the process of developing the cultural values and character of the nation is a long process, starting from the beginning of the learner to the completion of an educational unit. Indeed, the process starts from first grade or first year and lasts at least until the 9th or final grade of junior high. Education culture and character of the nation in high school is a continuation of the process that has occurred for 9 years.

2. Through all subjects, self-development, and school culture; requires that the process of developing the cultural values and character of the nation be done through every subject, and in every curricular and extracurricular activity. Figure 1 below shows the development of value through those paths:

The development of cultural values and character of the nation through the various subjects set forth in the Content Standards, is described as follows.



Picture 2: Diagram of Culture and Nationalist Improvement.

3. Values not taught but developed;

implies that the material of cultural value and character of the nation is not an ordinary resource; that is, the values are not made as the subject matter as it is when teaching a concept, theory, procedure, or fact as in the subjects of religion, Indonesian, Civics, Science, Social Studies, mathematics, physical and health education, art, and sports.

Lesson material is used as material or media to develop cultural values and character of the nation. Therefore, teachers need not change the existing subject, but use the subject matter to develop the cultural values and character of the nation. Also, teachers do not have to develop special learning processes to develop value. It is always to be remembered that one learning activity can be used to develop abilities in the cognitive, affective, and psychomotor realms.

The consequences of this principle, cultural values and character of the nation are not asked in the test or test. However, learners need to know the notion of a value they are growing on themselves. They should not be in a position of ignorance and do not understand the meaning of that value.



Picture 3: Diagram of Including Character of Every Lesson.

4. The educational process is done by students actively and fun;

this principle states that the educational process of cultural values and the character of the nation is done by learners not by the teacher. The teacher applies the principle of "tut wuri handayani" in every behavior the learners show. This principle also states that the educational process is conducted in a learning atmosphere that gives rise to pleasure and is not indoctrinative. Beginning with an introduction to the meaning of values developed then the teacher guides the learners to be active.

This is done without the teacher telling the learners that they should be active, but the teacher plans the learning activities that cause the active learners to formulate questions, search for sources of information, and collect information from sources, process information already owned, reconstruct data, facts, or values.

Next presenting the results of the reconstruction or value development process, fostering cultural values and character in themselves through various learning activities that occur in classrooms, schools, and tasks outside school.

The planning and implementation of cultural education and the character of the nation is carried out by the principal, teachers, education personnel (counselors) together as a community of educators and applied into the curriculum through the following matters;

A. Self Development Program

In the self-development program, the planning and implementation of cultural education and character of the nation is done through integration into the daily activities of the school through the following things.

1. School routine activities

Routine activities are activities that students do continuously and consistently every time. Examples of these activities are ceremonies on the big day of the state, inspection of body hygiene (nails, ears, hair, etc.) every Monday, worshipping together or praying with every dhuhur (for Muslims), praying when it starts and finishes lessons, say greetings when meeting teachers, education personnel, or friends.

b. Spontaneous activity

Spontaneous activity is an activity done spontaneously at that time. This activity is usually done when the teacher and other education personnel know the existence of unfavorable actions of the learners who must be corrected on the spot. If the teacher is aware of the behavior and attitude that is not good then at the same time the teacher must make corrections so that students will not do that bad action. Examples of such activities: throwing the garbage out of place, screaming so that it interferes with the other side, fighting, memalak, disrespectful, stealing, dressing indecent. Spontaneous activity applies to the behavior and attitude of learners is not good and good so it needs to be praised, for example: get high marks, help others, gain achievement in sports or art, dare to oppose or correct the behavior of friends who are not commendable.

2. Exemplary

Exemplary is the behavior and attitudes of teachers and other education personnel in providing examples of good actions that are expected to be role models for learners to imitate them. If teachers and other education personnel require that learners behave and behave in accordance with cultural values and character of the nation then teachers and other education personnel are the first and foremost to give examples of behaving and behaving in accordance with those values. For example, well dressed, coming just in time, working hard, speaking polite words, affection, attention to learners, honest, cleanliness.

3. Conditioning

To support the implementation of cultural education and character of the nation then the school must be conditioned as a supporter of that activity. Schools should reflect the life of the desired cultural values and character of the nation. For example, toilets are always clean, garbage cans are in various places and always cleaned, schools look neat and learning tools are placed regularly.

B. Integration in subjects

The development of the values of cultural education and the character of the nation is integrated in every subject of each subject. These values are included in the syllabus and RPP. The development of those values in the syllabus is pursued through the following ways:

1. review the Competency Standards (SK in Indonesia) and Basic Competencies (KD in Indonesia) on the Content Standards (SI in Indonesia) to determine whether the cultural values and character of the nation listed are already covered;
2. using table 1 showing the relationship between SK and KD with values and indicators to determine the value to be developed;
3. include cultural values and national character in table 1 into the syllabus;
4. include the values already contained in the syllabus into the RP;
5. develop an active learning process of learners that enable learners to have opportunities to internalize values and demonstrate them in appropriate behaviors; and provide assistance to learners, whether it is difficult to internalize the value or to demonstrate it in behavior.

C. School Culture

The school culture is very broad, generally covering rituals, expectations, relationships, demographics, curricular activities, extracurricular activities, decision-making processes, policies and social interactions among schools in schools. School culture is the atmosphere of school life where learners interact with each other, teachers with teachers, counselors with each other, administrative staff with each other, and among members of school community groups. Internal interactions of groups and between groups are bound by the various rules, norms, morals and common ethics that apply in a school. Leadership, exemplariness, hospitality, tolerance, hard work, discipline, social concern, environmental concern, nationalism, and responsibility are the values developed within the school culture.

The development of values in cultural education and the character of the nation within the school culture includes activities by principals, teachers, counselors, administrative staff when communicating with learners and using school facilities.

D. Development of Learning Process

The learning of cultural education and the character of the nation uses an active and child-centered approach to the learning process of learners; conducted through various activities in the classroom, school, and community.

1. Classroom;

through the learning process of each subject or activity designed in such a way. Each learning activity develops capabilities in the cognitive, affective, and psychomotor realms. Therefore, it is not always necessary for special learning activities to develop values of cultural education and character of the nation. However, for the development of certain values such as hard work, honesty, tolerance, discipline, independence, the spirit of nationalism, love of the homeland, and reading can be through the usual learning activities of teachers. For the development of several other values such as social care, environmental care, curiosity, and creativity requires conditioning efforts so that learners have the opportunity to create behaviors that show these values.

2. Schools;

through various school activities that are followed by all learners, teachers, principals, and administrative staff at the school, planned from the beginning of the school year, are incorporated into the Academic Calendar and conducted daily as part of the school culture. Examples of activities that can be incorporated into the school program are the inter-class vocal group competitions on homeland-themed songs, art performances, cultural-themed speech contest and national character, cultural-themed performances and national character, inter-class sport competitions, intercolle art contests, exhibition of the work of the students with the theme of culture and character of the nation, the exhibition of photos of the work of the students with the theme of

culture and character of the nation, writing contest, writing competition, interviewing characters related to the culture and character of the nation, inviting various speakers for discussion, speech, or lecture related to the culture and character of the nation. Outside the school, through extracurricular activities and other activities followed by all or part of the learners, designed the school since the beginning of the school year, and incorporated into the Academic Calendar. For example, visits to places that cultivate a sense of love for the homeland, foster a spirit of nationalism, conduct community service to foster social concern and solidarity (help those affected by floods, repair or clean public places, help clean or organize goods in places of worship).

4. Conclusions

Radicalism as an ideology is not always characterized by acts of violence, but can also be limited to the thoughts and ideologies that do not use violent means to implement such thinking. The potential of radicalism determined by individual perceptions is not only influenced by certain ideological foundations, but can also be influenced by various other factors in global, regional and local issues. The acts of terrorism that take place in Indonesia, for example, begin with ideological fanaticism, and led to the use of weapons or bombing action. Religious ideology is often a motivation as well as an incentive to justify the acts of violence committed.

The strengthening of violence in the name of religion is considered as a form of fundamental belief struggle and religious form in kaffah. It thus gave birth to a religious community group that prefers religious doctrine rather than toleration based on love and respect for human rights. The religious expression evolves with certain political contents in the form of the establishment of an Islamic state as the influence of a transnational movement that has no conscious relation to the local wisdom of society.

Religion is often used as a factor of legitimacy or to cover up actual conflicts.

The development of the model of character education education on the basis and principle is how to internalize the religious nationalist values in the daily life of the students who take school in school based on boarding school. This planting is done in various strategies and approaches, in which he is habituation, model, and model.

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