The Internalization of Religious Harmony Values through the Use of Instructional Media

Adeng Muchtar Ghazali
Department of Religion Study, UIN Sunan Gunung Djati Bandung, Bandung, Indonesia

Abstract: The dynamics of religious life with all of its aspects is always hand in hand with the current development. Thus, learning religious lessons also needs to adjust to the rapid advance in science and technology. The aim of this study is to discuss the use of instructional media to internalize the religious harmony values. The method used in this study is an empirical analysis based on a literature study, observation and the researcer's experience in giving reviews and teaching about religious studies which are oriented on creating harmony in human interaction. The result of the discussion showed that the use of instructional media in the perspective of internalizing religious harmony values was a strategic instrument in determining the success of learning process because its presence which directly affects the positive dynamics of the students. The conclusion that can be drawn from the discussion is that the use of instructional media can increase the understanding and deep internalization of the students in understanding the religious harmony values.

Key words: Values internalization, learning, religious harmony, instructional, media

INTRODUCTION

The age of science and technology progress and the globalization is also marked with the rapid growth of product development and the use of technology, so the concept of organizing learning has moved toward modern learning (Darmawan, 2012). The use of technology is believed as a way to raise the quality of education regarding the process as well as the product (Syafaruddin, 2012).

Learning is the main process in education. Learning is the process of interaction between the students and the teachers and the source of learning in a learning environment (Salim, 2015). The success of education relies on the learning system carried by the understanding of the teachers as the guide. The application of technology in learning has huge benefits, especially to ease the transfer of information regarding religious knowledge. The use of technology in learning, at least gives the following results: accelerate the cognitive understanding, to widen the learning experience while simultaneously learn the science and technology, to improve self-management and to facilitate data gathering and its percentage (Sutrisno, 2011). This study discusses the benefits of the use of instructional media to internalize the religious harmony for the students.

MATERIALS AND METHODS

The method used as an analytical tool in the discussion of this study is an empirical analysis based on a literature study, observation and the researcher's experience in giving a review and teaching religious study which is oriented to create harmony in the human interaction. The formulation of research logical framework presented in this study follows the suggestion given by Ramdhani and Ramdhani (2014) and Ramdhani et al. (2014). In this study, the definition of instructional media is graphic tools, photographs or electronics used to comprehend, process and rearrange the visual and verbal information. Furthermore, the discussion of the use of instructional media done in this article used internalization of religious harmony values approach. These values were formulated in the concept of "constructive conflict" adapted constructive conflict: from escalation to resolution (first published in 1998) developed by Louis Kriesberg, the Professor of Conflict Resolution at the University of Syracuse, United States. He developed a comprehensive theory regarding conflicts which he perceives as something natural in the human life which can end destructively or constructively. According to him, there are three mechanisms of which conflicts can be resolved peacefully and become something constructive; the internal party mechanism, the inter-party mechanism and the external mechanism. If put in the context of religious conflict then the conflict can be resolved through internal religious mechanism, inter-religious mechanism and external religious mechanism (Fauzi and Panggabean, 2011).

RESULTS AND DISCUSSION

Instructional media: The progress of technology brings many changes to the use of instructional media which can

be used to design the teaching and learning activities. The key issue is the effort of continuous effort to maximize the learning and teaching activity as cognitive interaction among the students, the learning materials and the lecturers (Arief, 2015).

The use of instructional media has a meaning and a significant influence, especially ensuring a better understanding of the process of learning and teaching activities. The media is not only as the medium of learning materials but also as a way to stimulate imagination, a fun and exciting atmosphere. The media can also spark emotional and mental involvement. The media can give learning spirit and liven the atmosphere of the learning material. The presence of media can clarify information, objectify abstract materials, increase the bigger role in learning (Haryadi and Endaswara, 2015).

Instructional media as the medium of learning has a vital meaning as an attractive feature in strengthening the learning process (Arsyad, 1997). In the process of learning and teaching, the media has several functions, namely: the use of media in learning and teaching is not an additional function. Instead it has its own function as the mean to have an effective learning and teaching situation, the use of instructional media is an integral part of the whole learning and teaching situation. It means that instructional media is one of the elements that must be developed by the teachers, the use of instructional media is an integral part of learning goals and the learning materials, the instructional media is not only recreational tools used only to make the learning process more interesting for the students, the instructional media is mainly used to accelerate the learning process and help the students in comprehending the teacher's explanation, the instructional media is also mainly used to increase the quality of learning and teaching (Sudjana, 1991).

The instructional media has two components, namely hardware and software. Hardware is the component which has a physical form which can be heard or touched by our senses, for example, televisions, radios, LCDs and others. On the other hand, software is contain of learning that exists in the hardware which will be delivered to the students, like Interactive Learning Media (IMP) the internet and others. The main point is instructional media are that every communication facility in the form of print or audio visual, any tools to stimulate the students in order the learning process to happen, any forms and channels used to process the message delivery, any kinds of component within the students environment which can stimulate the students to learn, anything that can be used to deliver messages which can stimulate the mind, feelings, attention and willingness of the students to learn (Susilana and Riyana, 2008).

Religious harmony: Everyone certainly wants to live quietly and peacefully without any conflicts or chaos. This statement has been proven in the case of Village Wonorejo, Principality of Keerom Papua. Even though they consist of different ethnicities, races and religions, they want to live in peace. The harmony and peace became the reason why the citizens made the rules or pacts which are agreed together so that everyone can respect one another not provoke one another and avoid unwanted things that can spark conflicts. When there is a problem, it will be just resolved in the village with familial approach so that the conflict potential can be minimized (Abza, 2015).

There are several reasons and goals of the need to foster the harmony among different religious followers and sects so that it will not result in conflict. The past dialogues among different religion was conducted for sociological and theological reasons. The sociological reasons are: the pluralism of religions of the world is a reality which more and more becomes obvious due to the ease of communication. The bigger the willingness to establish a relationship with the others. Isolationism, besides abandoned is impossible to do. Furthermore, the shared common aspects among the different group of people and among religions which are acknowledged and felt, instead of things that separate it.

The inter-religious dialogue can help the students to grow his or her belief when he or she meets with people of different religion and they share thoughts of various faiths and practices which are believed and practiced by each of the followers of the religion. Besides the positive values for individuals there is also mutual enrichment to the religions among different followers of the religions. For example, in inter-religious dialogue, Islam can contribute to other religions the enhancement of inspiration and universalism.

The inter-religious dialogue can help to promote the cooperation among the citizens of a country so that the people can build their country on mutual respect, justice, peace and friendly cooperation (Daya and Beck, 1992). Here are the theological reasons regarding the religious harmony among the followers of different religions (Daya and Beck, 1992). All human beings came from one origin, God and were created for the same final destination also God. Thus, there is only one God's plan for every human being, one origin and one destination. The differences exist; however, it is meaningless compared with many fundamental commonalities. Every human being is one and this unity which pushed the human to progress his universal harmony. Because of these theological reasons, the religions took positive attitudes toward different religions, apart from his religion. This

action can be conducted with dialogue and cooperation among different followers of religions and together get to know one another, foster and increase spiritual and moral actions which are the followers of different religions as well as the values in the societies and their cultures. Thus, inter religious dialogue is not only academic action, not philosophical and theological discussion; it is a religious action. Dialogues are means to achieve the salvation and that is part of a final goal of religion.

The use of instructional media in internalization of religious harmony values: Based on the importance of the use of instructional media using technology, so the effort to socialize the harmony values to the formal students or to the general society can be done effectively and efficiently. In accordance with (Sudjana and Rivai, 2002) the use of instructional media on internalizing the religious harmony values can be observed in the followings: the teaching will be more interesting to the students so that it can raise learning motivation. The learning materials will be clearer in terms of the meaning so that it can be easily understood by the students. The teaching methods will vary and the students do the learning, like observing, doing and demonstrating.

The internal mechanism: The internal mechanism consist of different mechanisms which happen internally or within a religious community. One of the mechanisms is the new ethical and spiritual development which mainly focuses on the human rights, tolerance, reconciliation, religious freedoms and respect toward people of different religions. For example, the dialogue and multi-cultural interaction which involved different denominations, mazhabs and sects within Islam. For example of another internal mechanisms is something that can happen in a religion and support the peace building process.

For this intra learning model, the use of writing board, the writing of wisdoms words hanging in the class room, the praying room and sport facility can be used for instructional media to integrate the religious harmony values. The media and the learning tools, besides using the handbook, the students and the teachers are expected to develop the media and learning tools and the use of owned science and technology.

The mechanism of inter religious communities: In this part, it is discussed inter religious approach regarding the religious harmony of the internal Muslim communities. The Muslims often live within a plural community which has people of different religions. Within this context, the interaction and the social life which involve Muslims and

non-Muslims are one of the vital mechanism in building peace. The family which consist of family members who have different religious backgrounds can visit one another, play and socialize in their homes. Besides, they can join different activities in their neighbourhood for example, the Independence Day or other occasions. Likewise, children of different religions can play in their neighbourhood or their school. Where there is an Indonesian community, the tendency of children and families to meet and play has a downward trend. This situation portrays the increase of daily segregated interaction and socialization based on religions. Thus, the effort to really increase the daily interaction of the people from different religions is needed.

Besides the daily life, people of different regions can participate in organizational activities and in formal communities. For example, Muslim can participate in political activities and election where religion is not the only determining factor. Muslim can also take part in non-religious and non-profit organization such as cultural organization, arts, hobbies and sports. Other forms of non-religious organizations are business and trade, including the worker union, small medium enterprises and other organizations which have plural members.

The inter-religious community mechanism: The third mechanism in peace building mechanisms is the mechanism which operates in the systemic level, outside the community, religions and inter-community relationship. The Ottoman imperials is one of the example of the mechanism which enabled people from different religions live side by side. The important characteristics of the mechanism are: fair treatment to the existing members of religions, the autonomous or semi-autonomous religions (politically, legally, culturally and religiously) without any interference of imperial bureaucratic in many internal business and lives of a religious community so, long as they paid the taxes, jizyah and fostered the order. It is unclear that this tolerant multinational empire which the multinational organization of Hizbut Tahrir has in mind. This organization longs for the return the khilafah institution on earth. Different kinds of mechanism of conflict resulutions, either actual or potential are the forms of conflict resolution mechanisms which happened due to the dialogue of civilizations in the global level.

In this level, the education in extra learning model of harmony must be more formulated and channeled with involving the students optimally. Even though the use of printing media is still considered effective for particular community but to reach the wider community, then the

use of media becomes more effective, regardless the fact that the implementation needs bigger resources. The multi-media is the product of the advance of digital technology. The use of instructional media in the form of multi-media can leave messages and knowledges in the form of combination of several things: texts, audios, graphics, videos and animations simultaneously.

CONCLUSION

The instructional media used to internalize the religious harmony values which have the effective ability to: deliver messages, stimulate the minds, feelings, attentions and the willingness to learn so that it can push the effective learning process. The use of media technology, like televisions, information technology and information and multi-media technology as instructional media can ease the learning process. Through the media technology, the students have freedom to develop their skills and knowledges without relying on the teachers. When the willingness to learn grows, then the quality of education will increase.

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