

MODULE

Salam Training Module
**Improving Students' Social
Skills of Religious Moderation**



Center for The Study of Islam and Society (PPIM)
UIN JAKARTA
2021

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Responsible Parties:
PPIM UIN Jakarta; UNDP Indonesia

Authors:
Arief Subhan (Koordinator), Ashma Nur Afifah, Annas Jiwa Pratama,
Muhammad Akhyar, Iif Fikriyati Ihsani

Cover & Layout Designer:
Nabilla Aliefiani Jayanti, Astrid Arastazia

Publisher:
PPIM UIN Jakarta
Jalan Kertamukti No.5 Pisangan Barat Ciputat Timur, South Tangerang City,
Banten 15419 INDONESIA Telp. (62 21) 749-9272
Email : ppim@uinjkt.ac.id

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A. Background

This religious moderation training module has been developed as a practical complement to the Protocol of SAPA-SALAM-RANGKUL, especially the Greetings section. This module is structured in such a way that it can be used by the State Islamic Universities or the Moderation House to increase religious moderation of prospective management of student organizations. Please be advised that religious moderation in this context is based on what has been explained in the Protocol, which is a social skill. Therefore, certain parts of the module can be adjusted to the needs of the training implementation by considering the objectives of those sections.

B. Training Objectives

1. Recognizing the diversity of identities and moral choices, and learning to respect that diversity (flexibility abilities)
2. Being aware of personal biases related to relationships with other groups, such as stereotypes, prejudice, subordination, marginalization, and discrimination, and avoiding being influenced by these biases
3. Increasing the ability of empathy, both affective and perspective-taking
4. Improving the ability to work with various parties

C. Training Approaches

The training uses the Andragogical approach and experiential learning along with the Kolb learning cycle. Both of these approaches are considered suitable for this skills training because they place the learner at the center of the learning process itself. Learners could be empowered because they have prior experience regarding the learning material and prior experience, which they will later reflect and transform into new concepts (which are the result of learning). In these two approaches, the trainer is only a facilitator who is equal to the learner, and his job is to facilitate so that the learning process

can support the learner in achieving potential results. The following is an explanation of those two approaches above.

In increasing religious moderation as a social skill that can be seen in everyday individual behavior, of course, we cannot rely on the lecture method alone. In addition, the chosen approaches must also be structured and integrated, not only relying on a one-sided approach but also the combination of them. Below is an offer of an approach on how to increase religious moderation as a social skill in ISHE.

Andragogical Approach

The andragogical approach or adult learning was coined by Knowles (1968 in Merriam, 2001) in addressing the need for adult learning processes with other types of learning styles. However, during its development, Andragogy has changed not only in the learning model for certain types of people but also in learning situations. Andragogy is a learning method that focuses on individuals who learn. Thus, in the learning process, it should involve individuals who learn in their educational aspects as much as possible, and it can create a learning atmosphere that can optimize the learning process (Houle in Merriam, 2001). The andragogical approach considers individuals as active participants.

According to Knowles (in Ozuah, 2005), there are six assumptions in the implementation of the Andragogical approach, as follows:

- a. Needs to know. Adults need to know the benefits and value of the learning material before they start the learning process.
- b. Self-concept of the learners. Adults should be able to apply more independent learning processes and self-directing.
- c. The role of experience. The learning process involves previous experiences possessed by the learners. Individuals are assumed to have rich experiences and can transform information received meaningfully, and it can be applied in everyday life.
- d. Ready to learn. Their readiness to learn depends on their appreciation of the relevance of the topic being studied.
- e. Learning orientation. Learning orientation focuses on problems, tasks, or life. They will be more motivated to learn when

they perceive their knowledge will help them carry out certain tasks or solve problems they will face in life.

- f. Motivation. Andragogical learning depends on motivation. Even though they still respond to external motivations (such as rewards), the individuals are more motivated by internal pressure, their motives, the desire to maintain self-esteem, and the goals they want to achieve.

The Andragogical approach is believed to be a humanist approach to individual learning and their potential development due to its teaching process, social philosophy, and human relations (St. Clair, 2002). In the Andragogical approach, students and educators have equal roles in achieving an optimal learning process as both must work together to determine the appropriate learning process for students. This approach is compatible with the way of increasing religious moderation because every individual must have previous behavioral experience in their own religion. Individuals are also considered to have the need to understand why religious moderation is important for themselves and its application in everyday life. When they find it out, they are expected to be able to direct themselves to follow an independent and self-directed learning process. Therefore, it is hoped that by implementing this Andragogical approach, individuals shall know religious moderation cognitively and apply it in their community's social life.

Kolb's Learning Cycle Approach

Kolb's Learning Cycle Approach often refers to as Experiential Learning. It is how knowledge is created through the transformation of experiences (Kolb, 1984). It is a learning method that emphasizes the importance of individual experience from which a person can learn. It what makes it different from other learning techniques. Experience plays a central role in human learning and development (Kolb & Kolb, 2013). In Experiential Learning, knowledge is acquired through a combination of taking experiences and transforming experiences. Taking Experience refers to the process of taking information while transforming experience is how individuals interpret and act based on that information (Kolb & Kolb, 2013). These two things are manifested in the experiential learning stages. This technique is one of the most widely used techniques in

adult learning. There are four stages in experiential learning (Kolb, 1984), namely:

1. Concrete Experience (CE)

The concrete experience aims to provide authentic experiences for trainees related to the material they will study. It needs to be done so that later participants can make observations and reflections on their experiences.

2. Reflective Observation (RO)

It is a session where participants reflect on their experiences in shaping knowledge by exploring the existing evidence related to the training materials for participants. Reflections that arise can be in the form of behavior, feelings, and perceptions that occur during the CE activity.

3. Abstract Conceptualization (AC)

At this stage, reflections carried out at the RO stage will be drawn, assimilated, and concluded into an abstract concept in which the implications of a behavior can be concluded.

4. Active Experimentation (AE)

At the AE stage, participants will get the opportunity to practice the things they got during the previous process. Things gained in AC can be actively tested and used to form new experiences. At AE, you can also check the learning that participants get.

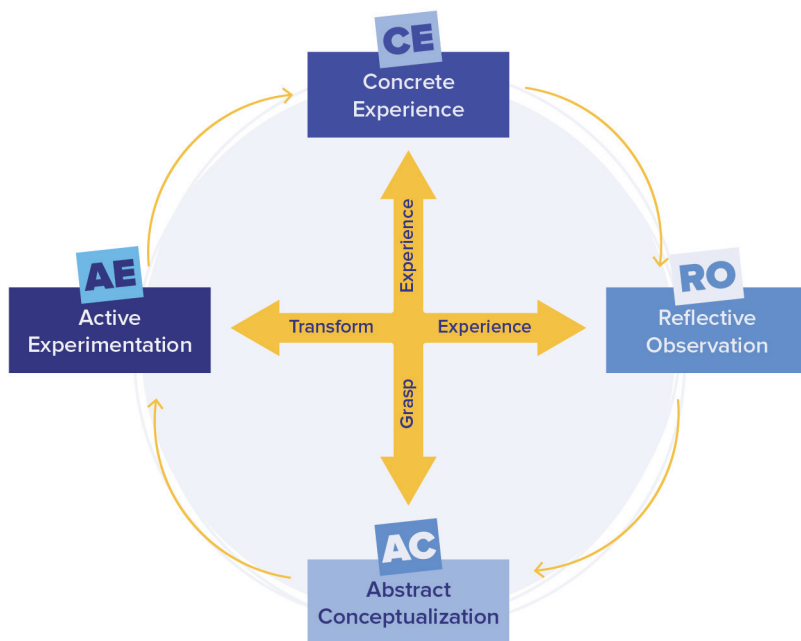


Figure 1. Experiential Learning cycle (source: Kolb, 2013)

This stage is in the form of a circle. Learning occurs from resolving the creative pressure of these four stages. With this approach, the religious moderation training process is translated into these four stages by providing a process for individuals to experience, reflect on what is experienced, transform experience and reflection into the abstract concept of religious moderation, and put it into practice in everyday life.

D. Training Participants

This training is intended for SIHE students who are candidates for the management of student organizations. Training is deemed necessary to increase the religious moderation of students. In addition, students can be agents in promoting religious moderation in other students through programs in the organizations they participate in when they become administrators of student organizations. This training must also consider the proportion of the existing genders of the candidates involved in this training. Thus, male and female students have equal opportunities.

E. Training Stages

No.	Activity	Time
1.	Ice Breaking "The Eyes are Not Enough to See."	15 minutes
2.	Expectation Activities and Learning Contracts	10 minutes
3.	Core activities	
	a. Various Viewpoints	60 minutes
	b. You are Me	40 minutes
	c. Knowing Yourself through Others	70 minutes
	d. Ignorance as the Beginning of Fear	45 minutes
	e. If I become	60 minutes
	f. Save Yourself!	45 minutes
4.	Closing Activity "Reflection and Action Plan"	60 minutes

Eyes are not enough to see

Objectives : Participants are ready to learn new things

Equipment : Paper and stationery

Time : 15 minutes

Method : Individual activity

Procedure :

1. The trainer asks participants to prepare one sheet of paper.

2. The trainer asks the participants to close their eyes and then instructs the participants to draw a person with sentences such as “draw a face,” “draw the nose,” “draw the eyes,” and so on. When finished, ask participants to open their eyes and see their pictures
3. The trainer asks why the picture is not good. The trainer accepts all possibilities and waits for a student to answer “because the eyes are closed appears.”
4. Next, the trainer asks them to draw on the other side of the paper. Then, they can open their eyes while following instructions similar to procedure number “2” with the other different instructions, “draw the fangs,” “draw the stripes,” “draw three mustaches on the left cheek and three on the right cheek, “and” draw the tail. “
5. The trainer leads the discussion / Question-Answer by asking questions
 - a. Is their picture better than the previous one?
 - b. Does their picture look strange?
 - c. Why did that happen?
 - d. What should be done before drawing?
6. The trainer closes the discussion with the emphasis that having clear objectives in starting an activity is very important and greatly influences the learning outcomes that will be carried out.

Learning Expectations and Contracts

Objective : Participants are committed to commencing the learning

Equipment : Paper and pens/markers

Time : 10 minutes

Method : Discussion

Procedure :

1. The trainer asks participants to write down all the anxiety they feel before the activity is carried out. First, all worries must be written down on a piece of paper. After that, all the “worries” can be crushed and thrown into the nearest trash.
2. The trainer asks the participants to convey their hopes for the activity and the things they want to get during the training.
3. After that, the trainer asks the participants to agree on some rules so that the training runs well. Class rules that participants should agree with are the following points:
 - a. Participants agree to be active in training activities
 - b. Mutual respect (including how to express polite opinions, how to politely disagree)
 - c. The right way to express an opinion
 - d. Participants should respect other people who are expressing opinions
 - e. The right way to involve everyone in this discussion
 - f. Students should be open-minded
 - g. The consequences if participants do not carry out the agreement.

Various Viewpoints

Purpose : To develop listening skills and respectful attitudes for different opinions

Equipment : Paper and stationery

Time : 60 minutes

Method : Discussion

Procedure :

1. The trainer asks participants to read the moral dilemma and asks participants to make choices and arguments.
2. The trainer leads the discussion for each moral dilemma discourse. Then, according to their moral choices, the trainer starts with the group of participants into groups A and B.
3. The trainer of each large group divides the large groups into smaller groups so that the group discussion becomes more effective (5-6 people). Ask the group to think about the reasons behind their decision and make a consensus on the appropriate reasons for judging the moral dilemma.
4. Next, each group presents its arguments.
5. The trainer then moves on to the subsequent discourse. The group trainer becomes A and B, according to their moral choices.
6. The trainer then divides each large group into smaller groups (5-6 people). The trainer then asks the group to discuss arguments to justify the choices that contradict their original choices. For example, if their initial choice is A, the group must give arguments to justify choice B and vice versa.
7. Next, each group presented their respective arguments.

8. The trainer digs information from the previous two activities; which stage is easier for them to do, and find out why the second stage is more difficult. Thus, the trainer can conclude that our argument is constructed by our choices (motivated reasons) without firstly looking for evidence to make choices.

Case 1

The economic situation of Benu's family which has been already difficult now becomes increasingly complicated because his father has been laid off, while his mother is a casual worker with an unfixed income. One day, you see Benu putting some items from the shelf in the store into his bag. You know if you report Benu to the store security he will go to jail. Meanwhile, if they do not report, store employees will be fired because the store experiences losses. What would you do?

- A. Pretends not to know if Benu stole goods at the store
- B. Report Benu to the store security guard

Case 2

Tomo is an intelligent student. Currently, he is in the seventh semester. He wanted to graduate for 3.5 years because he knew that there would be no more family money for his tuition fees if he had to add another semester. After explaining the rules of the final test, a lecturer gives an individual assignment to make a final paper. Unfortunately, Tomo fell ill during the work process and just recovered before the deadline for the assignment to be submitted. This final project has a considerable contribution to the final grade. If Tomo's grades are bad, he will unlikely pass this course, and consequently, he will have to take another

er semester in his study. Avoiding this possibility, Tomo ends up copying part of Cinta's paper, a friend in another class who gets the same assignment. In doing so, Tomo only replaces the examples Cinta gives because, according to Tomo, what Cinta does is good and quite relevant. You know what Tomo and Cinta do. You also know that the plagiarism penalty on campus will prevent Tomo from passing that course and maybe even for all the other courses in that semester. What would you do?

- A. Do not tell the lecturer about this
- B. Report to the lecturer what Tomo does

Case 3

Titah is a suspect in the bomb case who has been arrested. The Indonesian police officers have information that the terrorist group Titah joins with is planning further bombings in public areas. Titah knows the location of the terrorist target. So far, the interrogations carried out by the police have not succeeded in getting the location information from the Titah. Finally, the police officers apply for permission from the judge to use force and torture during interrogation in order to obtain information from the Titah. In fact, the use of force in interrogation is very contrary to the implementation of human rights. What should the Judge do?

- A. Do not permit the Police to use force
- B. Permit the Police to use force

You are Me

Objective : Participants can understand the feeling of empathy

Equipment : Activity Sheets A and B and pens or markers.

Time : 40 minutes

Method : Individual activity

Procedure :

1. The trainer pairs up participants who do not know each other.
2. The trainer gives Activity Sheet A and asks participants to fill it based on their actual conditions.
3. After they have finished filling the sheet, the trainer gives Activity Sheet B and asks participants to fill it as if they were becoming their partners. Each participant may not ask the person he pretends to be. He can only just look at that person physically.
4. Participants are asked to compare the answers on Worksheets A and B. The same answers are scored 1, and different answers are scored 0. This comparison is called Alpha Score.
5. Each pair of participants exchanges Activity Sheet A. Participants are asked to compare their own Activity Sheet B with their partner's Activity Sheet A. The same answers are scored 1, while a different answer is scored 0. This comparison is called the Beta Value.
6. Participants return Activity Sheet A of their partner.
7. The trainer asks what Alpha and Beta Values mean and whether those values are large or small. Keywords: people who have good empathy will not see other people like themselves (Alpha Value) regardless of whether the "guess" is correct or not (Beta Value).
8. The trainer explains the definition and scope of empathy.

Sheet for Activity A

1. The animal that best reflects my true nature is
2. Vegetables that I do not like the most
3. If I had one billion Rupiah in cash, I would
4. If I were a musician, I would play in any genre of music
5. Seeing a friend who slipped because of the slippery floor, I would
6. My favorite traditional Indonesian food is
7. The places in the world I want to visit the most are
8. After college, I will
9. I do not like people who
10. After I graduate from college, my professional career in the field of....

Sheet for Activity B

I am (partner's name).....

1. The animal that best reflects my true nature is
2. Vegetables that I do not like the most
3. If I had one billion Rupiah in cash, I would
4. If I were a musician, I would play in any genre of music
5. Seeing a friend who slipped because of the slippery floor, I would
6. My favorite traditional Indonesian food is
7. The places in the world I want to visit the most are

8. After finishing my study, I will

9. I do not like people who

10. After I graduate from the university, my professional career will be in the field of

Alpha Value:

Beta Value:

Knowing Yourself from Others

Objective : To build a self-concept as an empathic person

Equipment : Pair interview guides and stationery.

Time : 70 minutes

Method : Interview in pairs and discussion

Procedure :

1. The trainer put participants who do not know each other in the same group.
2. The trainer asks participants to conduct a pair interview. Each person takes turns to ask for the most memorable experience regarding the behavior of seeing others as equal and how they felt when doing this.
3. Afterward, each pair joins groups of 10-12 people. The groups choose note-takers who will record the important points of each participant's story. Each person tells their partner's experience in the interview.
4. Each group discusses and tries finding a common thread from each and presenting it to all participants.
5. The trainer draws out the key points in the discussion and asks participants what they would have done earlier if the party receiving it was not a person of the same religion or had different beliefs. The trainer can also explore the participants' understanding of the relationship between considering others as equal and being able to empathize.

Ignorance is the Beginning of Fear

Objective : Change the group's perception of boundaries between groups and change negative associations (stereotypes) in outgroups

Equipment : Stationery

Time : 45 minutes

Method : Discussion

Procedure :

1. The trainer asks participants to read the discourse.
2. The trainer invites participants to discuss which story they can best accept for their behavior from the three given discourses. Then, the trainer can explore the participants' reasons for the answers.
3. The trainer directs the discussion that we often relate a certain behavior with a particular religious or ethnic group, even though this behavior may also be carried out by people in other groups or even within our own group.
4. The trainer gives participants a set of group names and asks participants to write counter-associations to the groups compared to the associations that the participants have believed for a long time.
5. The trainer continues the discussion on what makes counter-association difficult for participants and what can be done to help participants better understand other groups. The trainer also needs to emphasize the human tendency to see other groups uniformly (out-group homogeneity).

Discourse I

Mr. Abdul is an umbrella seller. Usually, he sells his umbrella for 25 thousand Rupiah. Then one afternoon, when many people needed umbrellas because it is raining, he decides to increase the price of the umbrellas to 40 thousand Rupiah.

Discourse II

Mr. Abdul is an umbrella seller. When the time for prayer comes, he usually closes his store and goes to the mosque. Mr. Abdul sells his umbrella for 25 thousand Rupiah. Then one afternoon, when many people need umbrellas because it is raining, he decides to increase the price of the umbrellas to 40 thousand Rupiah.

Discourse III

Koh Edi is an umbrella trader. First, Koh Edi sells his umbrella for 25 thousand Rupiah. Then one afternoon, when many people need umbrellas because it is raining, he decides to increase the price of the umbrellas to 40 thousand Rupiah.

Counter Association

Women	:
Men	:
Bataknese people	:
Christians	:
Papuans	:
Dayaknese people	:
Shia	:
Buddhist people	:
French people	:
Javanese	:
Fat People	:

If I Were

Objective : To develop perspective-taking skills and build new boundaries in group and out-group

Equipment : Roleplay scenarios and guides

Time : 60 minutes

Method : Role play and discussion

Procedure :

1. The trainer asks 10 participants to play role plays. Participants who are not actors/actresses are assigned as observers.
2. The trainer reads the first scenario, which contains a story about the church's rejection because the residents feel threatened by the spread of a particular religious ideology/sect. Next, representatives from Christian and Muslim

religious groups discuss the issue of a stopped church construction at the village head's office. These two groups must find an agreement that meets the interests of their group. For example, group 1 (Christian Community Representatives) needs easy access to worship places nearby. In contrast, Group 2 (Muslim Representatives) do not approve of the church's construction because they fear Christianization in the community. The trainer who acts as the principal in the roleplay gives each group five minutes to develop their arguments.

3. After this activity is completed, the trainer calls the group representatives to share their aspirations and leads the discussion for 10 minutes.
4. Close the discussion regardless of whether there is an agreement between the two groups. The facilitator then immediately plays the second scenario with the same groups. However, group 1 will be switched to group 2 as representatives of the Ahmadiyah community that need a mosque for their members, considering that they often experience humiliation or refusal to worship at the existing mosques. Meanwhile, group 1 represents the Muslim community that does not approve of the construction of the Ahmadiyya Mosque because the Ismailic community is afraid that they will spread deviant sects in society as they used to.
5. The trainer returns to being the Village Head who leads the deliberations between the groups. Finally, the trainer invites the participants to discuss in their respective groups according to the roles they carry for 10 minutes.
6. The trainer then leads the participants' discussion.
 - a. How did the group discussion process go?
 - b. *What are interesting things from the course of the discussion when they become the minority groups?*
 - c. *What are interesting things from the course of the discussion when they are the majority?.*
 - d. *What they feel about being a minority group.*

- e. *What they feel about being in the majority.*
- f. *What they feel when conditions are reversed in the second role play.*
- g. *In everyday life, what things make it difficult for us to understand what is perceived by minority groups.*
- h. *What is the same between minority and majority groups after playing a roleplay.*

Scenario 1

You are a resident of Bantar Gadang Village. In the last few days, the villagers have been experiencing unrest. The majority of Muslims in Bantar Gadang Village staged a protest in front of a church construction being built in the southern part of the village. Since morning, dozens of people have demonstrated in front of the unfinished church. One of the demonstrators even shouted the voice of “jihad” and invited other residents to shout Allahu Akbar. Several people seemed to be carrying sharp weapons. Muslim residents in Bantar Gadang are worried that a church in their village will disseminate a Christianization movement. In addition, according to Muslim residents, the construction of this church was unnecessary because the Christian population was still small.

Meanwhile, from the point of view of Christians, they still need this church even though they are a minority. The nearest church is a 2-3 hour drive outside the village. Many residents who do not have vehicles find it difficult to reach the church every week. So far, the Permit to Build a House of Worship for constructing a church has also been issued. Considering the situation was so hot, the Village Head finally summoned representatives from the Christian community and the Muslim Fighters of Bantar Gadang Village to meet at the Village Hall that afternoon to resolve this issue.

Scenario II

You are a resident of Cipta Karsa Village. In the last few days, the villagers have been experiencing unrest. The majority of Muslims in Cipta Karsa village staged a protest in front of the construction of the Ahmadiyah mosque that was being built in the southeastern part of the village. Since morning, dozens of people have demonstrated in front of the unfinished mosque. One of the demonstrators even shouted a “heretical” voice and invited other residents to shout Allahu Akbar. Several people were found to bring sharp weapons. The Muslim community in Cipta Karsa is worried that the presence of an Ahmadiyah mosque in their village will be followed by the spread of Ahmadiyah’s deviant beliefs. In addition, according to Muslim residents, the construction of this mosque is not necessary because there are already two mosques in Cipta Karsa Village.

Meanwhile, from the point of view of Ahmadiyah members, they still need this mosque of their own even though they are a minority. They often get insulted when they try to worship at the existing mosques in Cipta Karsa Village. The nearest Ahmadiyya Mosque is a 2-3 hour drive outside the village. Many residents who do not have vehicles have difficulty praying at the mosque. So far, the permit to build houses of worship for the construction of mosques has also been issued. Given the heat, the Village Head finally summoned representatives from the Ahmadiyya community and the Muslim Fighters of Cipta Karsa Village to meet at the Village Hall that afternoon to resolve this issue.

Saving Yourself!

Objective : To develop an understanding that collaboration is better than the competition

Equipment : Paper and stationery

Time : 45 minutes

Method : group activity

Procedure :

1. The trainer forms groups of 4-5 members. The trainer then gives Activity Sheet I to each participant. Next, the trainer reads the questions that have been provided.
2. The trainer asks participants to answer personally in the column provided.
3. The activity is continued with a group discussion to determine the group's priority order. Group agreements may not be formed by voting. The results of group decisions are filled in according to the available column. After the discussion is over, the Trainer asks participants to calculate the difference between their personal and group scores. Difference values use absolute values so that there are no minus values.
4. The trainer provides answer keys and explains the reason. Then, participants are instructed to compare the difference between personal values and expert scores as well as group scores and expert scores.
5. The trainer asks the following questions:
 - a. What have participants done? (Keywords: time for answering questions is faster than when they answer in a group, everyone is involved or not in the discussion).
 - b. What do participants feel when undergoing activities? (Keywords: what do you feel when your opinion is not accepted as an agreement, what do you feel when someone does not contribute to the group, what do you feel when a group member is too dominant?)
 - c. What can participants get from the activity? Ask them to explain cases I, II, and III. (Keywords: the difference between personal and group values is how our negotiating power is in the group, while the difference between personal/group values and expert values is how much profit/loss we get from the group.)
 - d. In the future, what can he do in the future after knowing this?

6. Lessons learned:

- a. Working in groups is more complex, but it is possible to get more diverse perspectives.
- b. It is possible that in the group, there will be people who are contributing or dominating too much. It occurs because there is no clear purpose and division of tasks among group members at the beginning of forming groups.
- c. It often happens that every member of the group fails to empathize with group members. It also must consider that everyone has feelings and aspirations. There are times when we have to be sensitive to changes in our group mates' facial expressions or body language. Some can express their opinions without being asked, but some must be encouraged to tell their opinions.

Survival after Explosion

You live in a city whose primary source of energy is a Nuclear Power Plant. One afternoon when you are hanging out with your friends, you hear a danger alarm. This danger alarm will only sound when there is a nuclear leak. In every emergency drills routinely organized by the City Government, when the alarm is sounded, residents must immediately find a shelter in the basement because falling particles containing nuclear radiation can kill humans. You have access to enough dungeons for you and your friends.

You immediately go to the dungeon, but you cannot just go out of the dungeon carelessly after that. For that, you have to bring items to survive in the dungeon.

You have to sort the items below according to their importance to be brought into the dungeon in such a small amount of time.

- ___ one large trash can and one small can with a lid
- ___ matches and candles
- ___ flashlights and batteries
- ___ brooms
- ___ canned and dry foods
- ___ gallons of mineral water
- ___ liquid chlorine bleach
- ___ blankets
- ___ fire extinguishers
- ___ canned food heater
- ___ battery pack radio
- ___ soap and towels
- ___ first aid kit with betadine and medicine
- ___ cooking and eating utensils
- ___ radiation level meter

Answer key

(Based on Protection in the nuclear age, United States Ministry of Defense)

#3 one large trash can and one small can with a lid

#8 matches and candles

#10 flashlight and battery

#12 broom

#2 canned and dry food

#1 gallon of mineral water

#7 liquid chlorine bleach

#9 blanket

#15 fire extinguisher

#13 canned food heater

#5 battery radio

#6 soap and towels

#4 First aid with betadine and medicine

#11 cooking and eating utensils

#14 radiation level gauge

Individual Work Sheet

Name: _____

Items	Individual (A)	Group (B)	Expert (C)	I (IA-BI)	II (IA-CI)	III (IB-CI)
One large trash can and one small can with a lid						
Matches and candles						
Flashlight and battery						
Broom						
Canned and dry foods						
Gallons of mineral water						
Chlorine bleach						
Blanket						
Fire extinguisher						
Canned food heater						
Radio battery						
Soap and towels						
First aid kit with betadine and drugs						
Cooking and eating utensils						
Radiation meter						
			Total			

Group Activity Sheet

Group:

Name	Number I (IA-BI)	Number II (IA-CI)	Number III (IB-CI)
Number			

Reflection and Action Plan

Objective : Participants can summarize the lessons learned and make sure that the proposed action plan is viable

Equipment : Paper and stationery

Time : 60 minutes

Method : Group activity

Procedure :

1. The trainer asks each participant to write down the most exciting things they got during the training.

2. The trainer then asks the participants to make groups of 8-10 people. Each group discusses the things they learned during the training. Also, discuss things that have changed from each other.
3. The trainer asks each group to discuss an action plan after the training that can be brought into concrete as an agenda in each participant's organization according to the lessons during the training.
4. Each group is asked to present the results of the discussion.

Action Plan Design Table

No.	Program	Target	Success Indicator	Measuring Instrument	Steering Committee	Time	Cost

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ATTACHMENT

APPENDIX 1. Sample Training Observation Sheet

Form of Student's Religious Moderation Training			
THE LIST OF DATA			
Facilitator:			
Co-Facilitator:			
Date:			
Time to start:			
SIHE:			
<p>Part 1: Location and room settings</p> <p>1. Location of activity (circle answers):</p> <p>a. Hall</p> <p>b. Classroom</p> <p>c. Other room, please specify _____</p> <p>2. What equipment is in the room? (<i>fill in the answer in the box provided</i>)</p>			
Equipment	Number	Give a checklist	
		Sufficient	Not
Chair			
Table			
Infocus			
LCD screen			
Flipchart Board			
Plano paper			
Post It			

Whiteboard Markers			
Colorful Markers			
Nametag			
Recorder			
Video Recording			

3. How long will the training start from the determined time? (circle the answer)
- 1-5 minutes
 - 6-10 minutes
 - 11-15 minutes
 - 6-20 minutes
 - more than 20 minutes

Instructions:

To the Co-facilitator/Observer: Please complete each section and do not leave it blank.

Part 1: Observation Training

1. Are the location and atmosphere ideal for training activities? If so, state the factors that support the implementation of the activity. If not, state the factors that hinder the implementation of the activity.

(fill the answer in the space provided)

2. Did the Facilitator deliver the following materials during the training?

Session	Learning Materials	Delivered	
		Yes	No
	Ice-breaking activity		
	Learning Contract		
Session 1	Developing the ability to listen and respect different opinions: Multiple Perspectives		
Session 2	Understanding the meaning of Empathy: You are Me		
Session 3	Building self-concept as an empathetic person: Knowing Yourself through Others		
Session 4	Changing group perceptions of boundaries between groups and changing negative associations (stereotypes) in outgroups: Ignorance as the Beginning of Fear		
Session 5	Developing perspective-taking skills and establishing new ingroup and outgroup boundaries: If I Were Becoming		
Session 6	Developing the understanding that collaborating is better than competing: Save Yourself!		

3. According to observation, did the participants participate in the discussion

- Yes, 100% of participants participated in the discussion
- Only 75% of the participants participated in the discussion
- Only 50% of participants participate in the discussion
- Only 25% of participants participated in the discussion

4. In your opinion, how active were the male and female participants?

- The majority of female participants were more active
- The majority of male participants were more active
- Male and female participants were equally active
- Male and female participants were both less/inactive.

5. Can participants state the objectives of the training in the reflection process?

Session	Activity/Topic	Training Objective	
		Stated	Not Stated
1	Various Viewpoints		
2	You are Me		
3	Knowing Yourself through Others		
4	Ignorance as the Beginning of Fear		
5	If I Were becoming		
6	Save Yourself!		

If not, how did the facilitators relate the activity to the objectives of the session?

Session	Activity/Topic	Solution
1	Various Viewpoints	
2	You are Me	
3	Knowing Yourself through Others	
4	Ignorance as the Beginning of Fear	
5	If I Were becoming	
6	Save Yourself!	

6. Are there any factors that interfere/obstacle/challenge the smooth running of the activity? Describe these factors and how you have handled them in the field
(Please put the answers in the space provided) (please write down per session)

A. Ice-breaking Activity

Obstacles / Challenges	Solutions

B. Learning Contract

Obstacles / Challenges	Solutions

C. Session 1: Various Viewpoints

Obstacles / Challenges	Solutions

D. Session 2: You are Me

Obstacles / Challenges	Solutions

E. Session 3: Knowing Yourself through Others

Obstacles / Challenges	Solutions

F. Session 4: Ignorance as the Beginning of Fear

Obstacles / Challenges	Solutions

G. Session 5: If I Were Becoming

Obstacles / Challenges	Solutions

H. Session 6: Save Yourself!

Obstacles / Challenges	Solutions

Questionnaire for Evaluation of the Implementation of Religious Moderation Training as Social Skills for Students

Dear participants,

We are the Training Team from the Religious Moderation House.

The following is an evaluation sheet for the implementation of the training. This sheet is used to ensure that the training process runs according to its objectives and as feedback in implementing the training. The answers to this questionnaire will be kept confidential and will only be used to evaluate the Training. Therefore, please complete this questionnaire honestly.

Faculty	
Training Date	
Trainer/Instructor/Facilitator	
Gender	Male/Female*

**cross the wrong one*

The following are statements that you may experience in the training process. You simply put an X on the choice of numbers you think are in accordance with how you feel. The description of the numbers is as follows:

1: Strongly Disagree 2: Disagree 3: Agree 4: Strongly Agree

No.	Statement	1	2	3	4
Learning Material					
1.	The material provided is relevant to me				
2.	The material provided is helpful for my daily life				
3.	I will apply the material given in organizational life				
Facilitator Performance					
4.	The facilitator can deliver the material clearly				
5.	The facilitator masters the material presented				

6.	I feel satisfied with the answers given by the facilitator when I / other participants ask questions				
Training Management					
7.	The facilities provided help me to follow the training and to focus on all activities				
8.	I feel comfortable with the training room				
Training Process					
9.	Conducive Training				
10.	I feel happy with the training process				

Suggestion

1. What advice would you like to provide on the training process?

2. What advice would you like to the training Facilitator?

3. What suggestions would you like to give to the training materials?

Impression and Message

1. What impression do you have regarding the training?



**Empowering Educational Actors and Institutions
to Promote Religious Moderation in Preventing Violent Extremism**

Gedung PPIM UIN Jakarta
Jalan Kertamukti No. 5, Ciputat Timur, Tangerang Selatan, Banten 15419 Indonesia
Tel.: +62 21 7499272 | Fax: +62 21 7408633 | E-mail: pmu.convey@gmail.com |
Website: <https://conveyindonesia.com>

