DEVELOPMENT OF TEACHING MATERIALS BASED ON RELIGIOUS MODERATION TO IMPROVE STUDENTS' SKILLS IN PLANNING TOLERANCE-BASED PAI LEARNING

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Abstract:

This research is based on social factsWhichshows that inter-village fights in several places in NTB seem to be an annual ritual for the community. Riots with ethnic, religious, belief, and racial nuances are very striking, thus lowering the image of NTB in the eyes of other regions nationally and internationally. It is suspected that the friction that occurs in multicultural societies such as in NTB is partly caused by the weak attitude of tolerance in society. In this context, therefore, this research focuses on efforts to develop teaching materials and lecture tools based on the concept of religious moderation, especially in Islamic Religious Education learning. The purpose of this development research is to develop teaching materials based on moderation to improve students' skills in planning PAI learning based on tolerance and information literacy. This research is a research and development by adopting the "Kemp et al. (1994) Development Model". Therefore, validation is carried out on the development product, namely teaching materials and validation of research instruments. Empirical validation is obtained by two procedures. *First*, analyzing content validity through expert assessment and *second*, analyzing construct validity through field trials. The results of the study show that the application of teaching materials that have been developed is very effective in improving the skills of designing tolerance-based PAI learning. In other content, it can be emphasized through this research that the development of teaching materials based on religious moderation is considered by the majority of students as something

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new. The high percentage of students who are happy and consider the teaching materials new has implications for student interest in attending the next lecture.

Keywords: Teaching Materials, Religious Moderation, Multicultural Society, Islamic Religious Education Learning

INTRODUCTION

In the current era of globalization, there is a rapid migration of people, goods, and information. There is the formation of urban communities in urban and rural areas that form a life order with a diversity of religions, customs, languages, and so on. This is a new challenge in the context of harmonious coexistence in these community communities. According to Kurnaengsih, Education and learning play a key role in ensuring stability/relationships between today's multicultural societies.[4]

It is undeniable that currently there are frictions between community groups caused by differences in views, perceptions and behavior of community life caused by excessive fanaticism towards certain tribes, certain religions, certain beliefs, certain languages and even certain lifestyles. For exampleThe blending of various characters, cultures and customs in a community of life has the potential to cause conflict.[5] Facts have shown that inter-village fights in several places in NTB seem to be an annual ritual for the community. Riots with ethnic, religious, belief, and racial nuances are very striking, thus lowering the image of NTB in the eyes of other regions nationally and even in the eyes of other countries.

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[4] Kurnaengsih, "The urgency of implementation of multicultural education in school in islamic education perspective," *Risâlah, Journal of Islamic Education and Studies*, No. 1, March 2019 (March 15, 2019): 113, https://doi.org/10.5281/ZENODO.3551295.

[5] S. Maartandan Suppiah et al., "Mahathir Mohamad's Leadership Communication Attributes for Social Change: The Perspective of Malaysian Hindus," *Journal of Intercultural Communication Research*, No. 5 (September 3, 2019): 23, https://doi.org/10.1080/17475759.2019.1672575.

Therefore, a social order is needed where each person as an element of life together has a commitment to respect each other, accept each other, tolerate the differences that exist in the community. This condition is needed to ensure the sustainability of peaceful and harmonious living together to achieve common ideals in the life of the nation and state.

The friction that occurs in multicultural societies such as in NTB is partly caused by the weak attitude of tolerance in society. Tolerance should be the main pillar in the life of society amidst diversity. According to Anisca Dyah Permata Sari and Styabudi Indartono, an attitude of tolerance can only be fostered and developed through well-planned education.[6]

In the context of this phenomenon, the role of higher education in this case the Teacher Training Institution (LPTK) is highly expected through efforts to organize the curriculum and learning system. Learning needs to be designed in such a way as to prepare prospective teachers who will be spread throughout the country. The learning system must provide space for prospective teacher students to have knowledge and skills regarding religious moderation and tolerance and implement these concepts in learning planning and learning practices. Theoretically and practically, what students get through the theory and practice in college is what they will apply when they practice teaching at school and when they actually become teachers.

According to Septi Sesiorina, teaching materials as an important component in the learning system, must be designed or developed in order to fulfill certain needs or objectives.7. In order to prepare prospective educators who

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[6] Anisca Dyah Permata Sari and Setyabudi Indartono, "Teaching Religious Tolerance through Social Studies Education Based on Multicultural Approach," *Advances in Social Science, Education and Humanities Research*, 323, No. ICoSSCE 2018 and ICSMC 2018 (2018): 214–20.

[7] Septi Sisiorina, "The Analysis of Teachers' Lesson Plan in Implementing Theme-Based Instruction for Teaching English to Young Learners," *Journal of English and Education*, No. 2 (2014): 85.

will educate their students to have an attitude of tolerance, teaching materials and lecture tools are needed that are based on the concept of religious moderation. So the development of teaching materials based on religious moderation is important to do. The development of these teaching materials cannot be done immediately but must be based on the results of a needs analysis and also trials within the framework of research and development. In this way, the teaching materials developed have validity, reliability, and effectiveness.

RESEARCH METHODOLOGY

1. Research Design

This research is a research and development. The research develops teaching materials for the PAI learning design course based on religious moderation. This learning tool is expected to be able to improve students' abilities in planning tolerance-based PAI learning in schools.

2. Development Model Design

The development of learning devices in this study follows the development model of Kemp et al. (2010). The Kemp model is a continuous circle.8. Each element of development is directly related to the revision activity. Development can start from any element in the cycle. In accordance with the KKNI Curriculum, development in this study starts from the objectives and ends with evaluation.

In this study, the researcher adopted the nine elements contained in the Kemp et al. (1994) development model, namely (1) Instructional Problems, (2) Learner Characteristics, (3) Task Analysis, (4) Instructional Objectives, (5)

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[8]Kemp, JE, GR Morrison, & Steven MR, 2010, *Designing Effective Instruction*, *6th (Sixth) edition*. New York: Macmillan College Publishing Company.

Content Sequencing, (6)Instructional Strategies, (7) Instructional Delivery, (8) Evaluation Instruments, and (9) Instructional Resources.

The sequence of steps in developing learning devices with the jigsaw type cooperative learning model that was actually carried out in this study is described in the flowchart in the following figure.
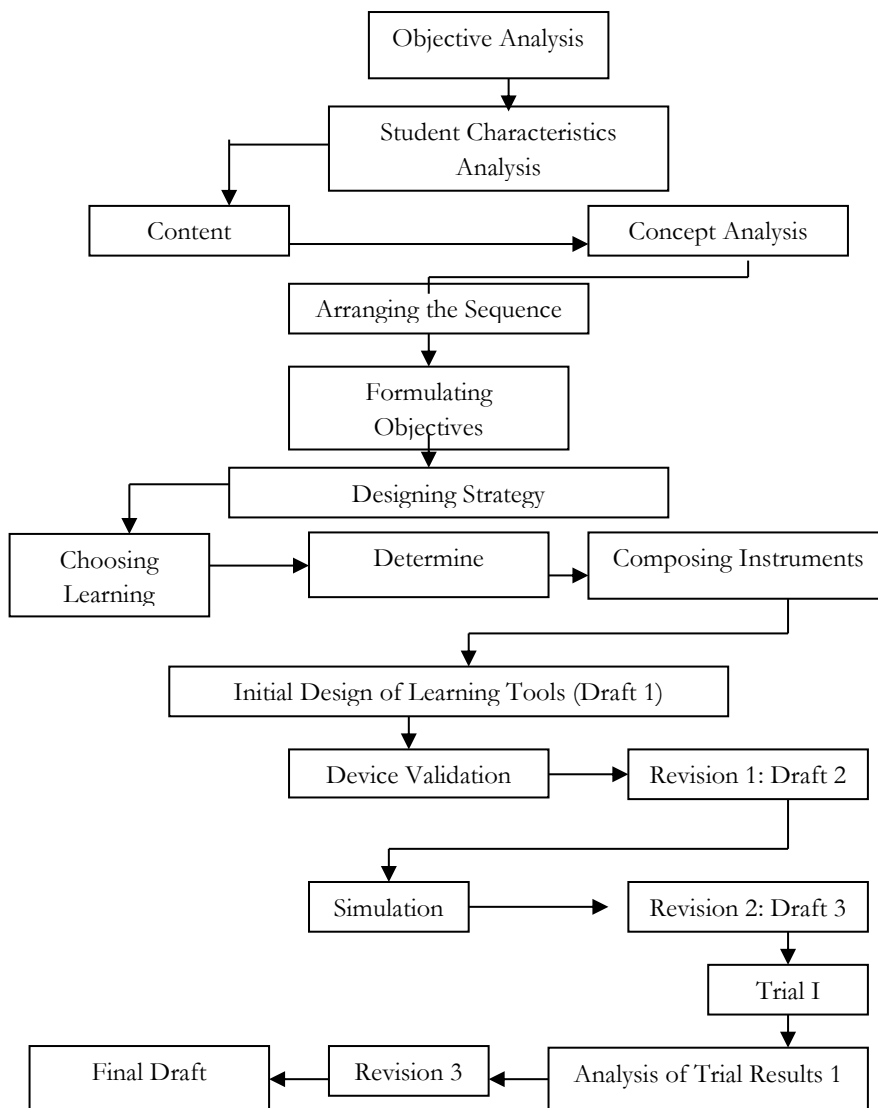
Objective Analysis

Student Characteristics Analysis

Content

Concept Analysis

Arranging the Sequence

Formulating Objectives

Designing Strategy

Choosing Learning

Determine

Composing Instruments

Initial Design of Learning Tools (Draft 1)

Device Validation

Revision 1: Draft 2

Simulation

Revision 2: Draft 3

Trial I

Final Draft

Revision 3

Analysis of Trial Results 1

Figure 1: Device Development Design Flowchart

Research Result Data

1. Data from the Results of the Needs Analysis for Tolerance-Based Education

This stage is carried out to analyze the need for ideal teaching materials in the PAI Learning Design course. The development of this teaching material is intended to answer the gap between real conditions

and ideal conditions regarding the existence of teaching materials based on religious moderation to improveStudent Skills in Planning Tolerance-Based Islamic Religious Education Learning. This section will describe (1) Analysis of teaching materials used in Islamic Religious Education Learning Design lectures (1) The needs of multicultural society for tolerance-based education.

a. **Analysis of the Availability of Religious Moderation-Based Teaching Materials**

Identification of teaching materials used in the PAI FTK UIN Mataram learning design course is sourced from reference books and journals; both national and international journals. The analysis of this teaching material at least includes (1) relevance, what aspects are to be achieved, (1) ease, meaning easy to find, (3) adequacy.

The teaching materials used by lecturers in the Learning Design course are not yet moderation-based, the skills requirements are still general, not specific, for example, improving students' skills in planning moderation-based Islamic Religious Education learning.

In general, in the preliminary study, the findings of this study indicate that teaching materials based on religious moderation to improve students' skills in planning democracy-based learning have not been a priority for lecturers to be used as basic capital to initiate and build much closer and more productive social-religious relations in learning or in compiling teaching materials, both for religious purposes themselves and for national purposes in general. The teaching materials used are only carried out as needed to complete the material in one semester.

The teaching materials used by lecturers in the PAI Department of UIN Mataram in the PAI Learning Design course are assessed based

on the characteristics of learning based on religious moderation. The results of the teaching material assessment can be presented as follows.

Table 1.

Assessment of Teaching Materials for Islamic Religious Education Learning Design course in the PAI Department, FTK UIN Mataram based on Religious Moderation-based Learning

Component	Score
Accuracy of learning objectives	3
CPL Compliance	3
Presentation of material based on religious moderation	4
Assessment used	3
Exercises as power feedback	4
According to student abilities	3
Attraction and suitability of teaching materials	3

Based on the data above, an analysis of the availability of teaching materials for the PAI Learning Design course was carried out by calculating the percentage of (1) Accuracy of learning objectives (2) Suitability of CPL (3) Presentation of material based on various moderation (4) Assessments used (5) Exercises as feedback (6) According to student abilities (7) Attractiveness and suitability of teaching materials.

b. Analysis of Community Needs for Education Based on Religious Moderation

Learning must be designed in such a way as to prepare prospective teachers who will be spread throughout the country. The

learning system must provide space for prospective teacher students to have knowledge and skills regarding religious moderation and tolerance and implement these concepts in learning planning and learning practices. Theoretically and practically, what students get through the theory and practice in college is what they will apply when they practice teaching in schools and when they actually become teachers.

Teaching materials as an important component in the learning system,must be designed or developed in order to fulfill certain needs or goals[9]. In order to prepare prospective educators who will educate their students to have an attitude of tolerance, teaching materials and lecture tools are needed that are based on the concept of religious moderation. So the development of teaching materials based on religious moderation is important to do. The development of these teaching materials cannot be done immediately but must be based on the results of a needs analysis and also trials within the framework of research and development. In this way, the teaching materials developed have validity, reliability, and effectiveness.

The existence of teaching materials based on religious moderation to improve skills in designing tolerance-based PAI learning collected based on observation and questionnaire results, our perception is based on the results of the analysis of the seven indicators above, namely: (1) accuracy of learning objectives (2) suitability of CPL (3) presentation of material based on religious moderation (4) assessments used (5) exercises as feedback (6) according to student abilities (7) attractiveness and suitability of teaching materials.

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[9] Septi Sisiorina, "The Analysis of Teachers' Lesson Plan in Implementing Theme-Based Instruction for Teaching English to Young Learners," *Journal of English and Education*, No. 2 (2014): 85.

Based on the findings above, it is necessary to develop effective and interesting teaching materials and provide convenience in conducting assessments that measure cognitive, affective and psychomotor aspects. The development of multicultural-based PAI teaching materials is very much needed and required to overcome these obstacles.

A. Development Result Data

1. Results of Teaching Material Development Based on Needs Analysis

This development research aims to develop teaching materials for the Islamic Religious Education learning design course. The developed module will be a guide for students so that it can help students in learning.

The activity of developing teaching materials by adopting the Kemp et al. (1994) development model has succeeded in developing learning tools needed in the PAI learning design learning process. Teaching materials are student handbooks as a guide in the PAI Learning Design learning process. Teaching materials are developed by referring to the FTK UIN Mataram curriculum.

The book is the main book. The inconsistencies in concepts, principles, facts, and examples in the book are improved by adopting from other sources that are considered relevant. Other books used by researchers to improve the teaching materials are as listed in the bibliography of teaching materials.

In this study, the researcher adopted the nine elements contained in the Kemp et al. (1994) development model, namely (1) Instructional Problems, (2) Learner Characteristics, (3) Task Analysis, (4) Instructional Objectives, (5) Content Sequencing, (6) Instructional Strategies, (7)

Instructional Delivery, (8) Evaluation Instruments, and (9) Instructional Resources.

a. Objective Analysis

The purpose of this analysis is to determine the basic direction needed in the development of teaching materials. From this basic direction, appropriate learning alternatives are then compiled. In carrying out the analysis of objectives, it is reviewed from the curriculum aspect in the PAI Department, FTK UIN Mataram.

The teaching materials developed are Religious Moderation-Based Teaching Materials to Improve Students' Skills in Planning Tolerance-Based Islamic Religious Education Learning. The general objective to be achieved by developing these teaching materials is that prospective Islamic Religious Education teachers are able to design tolerance-based Islamic Religious Education learning devices.

Based on these objectives, there must be changes in the content of the material taught in the PAI Learning Design course at the PAI Department, FTK UIN Mataram. The core emphasis of these objectives is to prepare PAI teachers who are skilled at planning tolerance-based PAI learning in madrasahs or schools.

b. Analysis of Student Characteristics

Student analysis is a study of student characteristics that include the level of cognitive development, abilities, background knowledge, and socio-cultural background of students. The results of this analysis will later be used as a reference framework in compiling learning materials.

In this study, the subjects were students of the PAI Department, FTK UIN Mataram, Academic Year 2021-2022. PAI Department students

were chosen because in the PAI material there is a lot of material that contains the values of religious moderation, so that if the process is carried out properly, it will produce good religious tolerance.

c. Curriculum Analysis

The curriculum has a very important and strategic function and role. Although it is not the only main factor in the success of the processeducation, the curriculum becomes a guide and direction for the success of educators. In forming the character of students who are faithful, productive, creative, innovative and affective and are able to contribute to the life of society, nation, state and world civilization. The curriculum used in the PAI Department of FTK UIN Mataram is the KKNI curriculum.

The content of lecture materials in higher education must be adjusted to the content of the curriculum in high school or adjusted to the graduation competency standards. StandardscompetenceGraduation is a criterion regarding the qualification of graduate abilities which include attitudes, knowledge, skills. The competency standards for graduates of Junior High Schools (SMP) or Madrasah Tsanawiyah (MTs) are as follows:

Table 2. Graduation Competency Standards

Dimensions	Ability Qualification
Attitude	Have behavior that reflects the following attitudes: faith and devotion to God Almighty; honest and caring character; responsible; true lifelong learners; and physically and mentally

	healthy in accordance with the development of children in the family, school, community and natural environment, nation, state and regional areas.
Knowledge	Have factual, conceptual, procedural, and metacognitive knowledge, at a simple technical and specific level regarding: science, technology, art, and culture. Able to relate the knowledge above in the context of oneself, family, school, community and natural environment, nation, country and regional area.
Skills	Have the ability to think and act: creatively, productively, critically, independently, collaboratively, and communicatively through a scientific approach in accordance with what is learned in educational units and other sources independently.

In conducting curriculum analysis, the thing that is done is to determine the material that will be used in the module that will be developed. This study develops Islamic Religious Moderation-based Learning Design material so that students are skilled in compiling tolerance-based learning.

d. Analysis Need Student

The development research activity is the analysis of the needs of teaching materials based on religious moderation. The needs analysis is

carried out to collect information about the learning needs of students and the characteristics of PAI teaching materials based on religious moderation which are used as alternative sources of teaching materials for students.

The needs analysis was conducted by conducting interviews with lecturers and students in the PAI Department, FTK UIN Mataram. The results of the analysis of the needs of teaching materials for the Moderation-based Learning Design course can be presented in the following table.

Table 3. Results of PAI Student Needs Analysis

Aspects Asked	Results of Student Needs Analysis
Interest in Religious Moderation	Students and lecturers are interested in designing learning based on religious moderation
Have a textbook or other reference for studying Islamic Religious Education Learning Design material based on religious moderation	Most of them do not have a Religious Moderation-Based Islamic Education Learning Design Textbook
Use of special teaching materials to teach Islamic Religious Education Learning Design courses	Yes. Lecturers have special teaching materials to teach MK. Learning Design
Methods used by lecturers in the learning process	Lecture and practice methods in learning

Preferred media in learning activities	Students prefer to learn using modules because the material presented is more detailed.
Difficulty in learning Islamic Religious Education Learning Design material	Yes. Because studying with thick books or books with many pages is boring.
The relevance of material to religious moderation	No. Because the books or sources provided by lecturers are not based on religious moderation.
Alternative needs that can be used to study moderation-based Learning Design	Most students need alternative teaching materials that can be used to learn Islamic Religious Education Learning Design based on various modes.
Agree if a Learning Design module based on religious moderation is developed	All students and lecturers agree that Islamic Religious Education Learning Design teaching materials should be developed based on religious moderation.

Based on the results of the analysis of student needs, it can be seen that the obstacles faced by students in the PAI Learning Design course are that students only use sources that are too thick, causing students to get bored and have difficulty understanding the material. There are no special teaching materials used in the PAI Learning Design learning process based on moderation.

Referring to the results of the analysis of student needs above, it is very necessary to develop teaching materials for the course on religious

moderation-based learning design to improve students' skills in designing tolerance-based learning.

e. Task Analysis

Task analysis is an understanding of tasks in learning that is carried out to identifystructureselected topic. In this case, it is the topic of moderation-based learning design. Task analysis is used to detail the contents of the course in the form of outlines of the main content of the topic. Task analysis on the topic includes analysis The final result of the task analysis is stated in the "Learning Materials and Student Activity Sheets" as a learning tool used in the study.

The task analysis implemented in this Teaching Material and LKM, the researcher is guided by the curriculum of the PAI Department, FTK UIN Mataram. From the contents of the main topics, the structure of the contents can be analyzed which includes facts, concepts, and principles. For each sub-topic in the learning device material

DISCUSSION

1. Revised Product Review

The teaching materials for the Islamic Religious Education Learning Design course in its development create teaching materials based on religious moderation targeting Islamic Religious Education students who take or program the Islamic Religious Education Learning Design course at FTK UIN Mataram. The development of these teaching materials concerns the Development of CPL and learning strategies. Thus, the Islamic Religious Education module can be used as an alternative reference in presenting learning materials for the Islamic Religious Education Learning Design course. The teaching materials created are also

developed with the aim of attracting the interest and motivation of students to be more active in participating in learning.

The developed teaching materials are also expected to form good character and morals of students and help students understand, accept, and appreciate people from different tribes, cultures, values, and religions and uphold plurality and heterogeneity. The teaching materials for the PAI learning design course are based on religious moderation and are compiled based on KKNI by incorporating the values of religious moderation in order to produce a democratic, intelligent, energetic-creative, responsive generation to society, useful, noble, and have good manners.

Intelligent Indonesian people are described as having analytical skills, being able to make choices, mastering science and technology, being energetic and creative, working hard and continuing to try, which is characterized by their very democratic response, tolerance in facing various differences, being able to blend in the midst of pluralism, intelligent people also have useful skills and are able to manage natural resources, have noble morals which are characterized by moral attitudes, anti-corruption, anti-collusion, anti-nepotism, and substantive religion and polite Indonesian people are characterized as individuals who know local customs and know how to socialize well in society.

2. Implementation of Religious Moderation-Based Teaching Materials

In Trial II, the implementation of teaching materials developed by researchers was carried out by Mitra lecturers. Mitra lecturers had previously been given modeling and trained in Trial I to implement the teaching materials that had been developed. In the learning management activities by Mitra lecturers, it was included in the good category. This

means that Mitra lecturers are able to follow the management of lectures using teaching materials based on religious moderation.

The results of the observation show that all aspects of learning management using the developed teaching materials, including (1) preparation, (2) implementation, and (3) time management, have been implemented well. This implementation is supported by the availability of materials developed by the research team.

Based on the results of the analysis of observation data on lecturer and student activities during learning, it shows that the use of teaching materials based on religious moderation can improve the ability to design tolerance-based Islamic Religious Education learning. The percentage of lecturer activity in conveying student motivation and presenting information about the subject matter is low, because during learning the lecturer only presents excerpts of the material as an initial framework for students to think or learn further in groups. This is where the concept of scaffolding lies as proposed by Vygotsky in Slavin (1994), namely the teacher/lecturer provides a child/student with a number of assistance or knowledge during the early stages of learning, then reduces the assistance and provides the opportunity for the child to take over responsibility. Higher mental functions for students generally appear in cooperation between individuals. The low percentage of activity is also supported by the constructivist view in Islamic Religious Education learning (Slavin, 1994), that the most important principle in educational psychology is that the teacher/lecturer provides students with steps that lead students to a higher understanding, with the note that the students themselves must climb the ladder.

3. Tolerance-Based Learning Design Skills

To obtain an overview of student performance in planning learning based on religious moderation, a performance test was conducted to describe student performance in designing learning after implementing learning using the developed teaching materials. Student performance data was taken using the Performance Test Sheet. Student performance observed during the learning process was (1) making lesson plans, (2) learning scenarios, and (3) Learning Outcome Tests.

Based on the results of the analysis, it shows that the scores obtained by all students ranged from 75 to 80. Based on the provisions in force at the location where Trial Tests I and II were conducted, students are said to have completed the test if they obtained a score of≥70. Thus, the grades obtained by all students meet the requirements to be said to be complete.

The assessment criteria for the performance test obtained by students in Trial Activity I have the following criteria: Group I obtained the criteria of being skilled in doing it without needing help from the lecturer. On the other hand, for the performance test, making a learning outcome test was carried out with the criteria of being skilled in carrying it out with the need for necessary assistance from the lecturer. Group II obtained the criteria of being skilled in doing it without needing help from the lecturer to make the lesson plan, while for the performance test, making a learning outcome test was carried out with the criteria of being skilled in carrying it out with the need for necessary assistance from the lecturer.

In Trial Activity II, the criteria are as follows: Group I obtained the criteria of being skilled in doing it without needing help from lecturers to create learning scenarios and lesson plans. Meanwhile, for the performance test, making learning outcome tests was carried out with the

criteria of being skilled in carrying it out with the need for necessary assistance from lecturers. Group II obtained the criteria of being skilled in doing it without needing help from lecturers for the performance test of creating lesson plans and learning scenarios, while the group for the performance test for learning outcome tests was carried out with the criteria of being skilled in carrying it out with the need for necessary assistance from lecturers.

During the real learning activities (Trial II) which is the second stage of this research series, aspects that describe the use of teaching materials based on religious moderation. The results of these findings and discussions are a complete and comprehensive description of the research entitled "Development of Teaching Materials Based on Religious Moderation to Improve Students' Skills in Planning Tolerance-Based Islamic Religious Education Learning".

4. Student Responses to the Implementation of Religious Moderation-Based Teaching Materials

To assess the quality of learning by implementing teaching materials based on religious moderation to improve skills in designing tolerance-based learning, one of which is by cross-checking students and lecturers by asking them to provide comments or opinions on the learning tools and PBM carried out. Students' opinions are collected using a data collection tool in the form of a student response questionnaire, while lecturers' opinions are collected using a lecturer impression questionnaire instrument. The same thing is also to explore students' responses to the teaching materials that have been developed, as well as students' interest in attending the next lecture as they have experienced.

During learning with teaching materials based on religious moderation, students generally feel happy. The high interest of students also supports the success of learning management carried out by lecturers during learning, so that lecturers can manage learning with teaching materials based on religious moderation with a good category. The high percentage of student enjoyment of the classroom atmosphere is proven by their enthusiasm in learning.

From the implementation of teaching materials based on religious moderation, students generally consider it as something new. The high percentage of students who feel happy and consider it new with the teaching materials has implications for students' interest in attending the next lectures like the ones they have attended.

However, teaching materials based on religious moderation still need to be improved in terms of language and appearance if the materials that have been developed will be applied again to other subjects or by parties who need them. Because based on the data, 15% of students consider the language in the teaching materials to be less understandable, and 4% of students consider the appearance of the teaching materials to be less attractive. From the results of the researcher's interviews with students, it was obtained that the language was not easy for students to understand. Meanwhile, students who consider the appearance of the teaching materials to be unattractive, because students consider the teaching materials to be presented in the form of dictations and do not have attractive images.

CONCLUSION

From the results of the development and implementation of teaching materials based on religious moderation in the PAI Department, FTK UIN

Mataram, it can be concluded that the development of teaching materials based on religious moderation can improve the ability to plan tolerance-based learning with the following important notes;

1. The teaching materials that were successfully developed were teaching materials based on religious moderation to improve skills in designing tolerance-based learning.

2. The application of the developed teaching materials is very effective in improving skills in designing tolerance-based learning.

3. In general, students stated that they enjoyed learning using teaching materials based on religious moderation.

IMPLICATIONS

Some suggestions from the results of the research that has been carried out are as follows:

1. For other parties who wish to use Islamic Religious Education teaching materials based on religious tolerance, it should be reanalyzed as much as possible to adjust its implementation, especially in terms of time allocation, supporting facilities including learning media, and the characteristics of students at the Higher Education Institution where this teaching material will be applied.

2. In developing teaching materials, one should use language or terms that are easy for students to understand or language that does not give rise to multiple interpretations by them, and present adequate examples that are already familiar to students from their living environment.

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