

Optimizing Religious Moderation Through Nearpod-Based Interactive Media in Islamic Elementary School

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Abstract: The purpose of this study is to describe the process and results of developing interactive media based on Nearpod on the material of religious diversity in Indonesia. The ADDIE model was chosen in Research and Development (R&D). This development model consists of five steps, namely (1) Analysis, (2) Design, (3) Development, (4) Implementation, and (5) Evaluation. The results of the study indicate that interactive media based on Nearpod is very feasible and can be used for learning with a validity level of 80% from media experts, 90% from material experts, 82% from learning experts, and student responses of 79% (very good and acceptable). The effectiveness of interactive media based on Nearpod is shown by an increase in attitudes and abilities of religious moderation with an N-Gain value of 0.62 in the moderate category. The significance of this study lies in its contribution to providing effective learning tools to improve attitudes of religious tolerance among students, which can help build a more harmonious and tolerant society.

Keywords: Interactive Media, Religious Moderation, Media Development



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A. Introduction

In the 5.0 era, collaboration capabilities cannot be underestimated. This ability is the main ability that every individual must have to survive (Sutrisno & Mahruzah Yulia, 2022). This ability helps individuals in completing tasks and problems. Elementary school students are often involved in fights over trivial issues. (Sutrisno, Yulia, & Fithriyah, 2022). They tend not to be able to manage their emotions when they find out things that are different from what they usually understand. Differences for elementary school students are considered unusual and wrong. They tend not to be able to manage their emotions when they find out things that are different from what they usually understand. Differences for elementary school students are considered unusual and wrong. Students are also less able to accept friends' opinions that conflict with them. This attitude shows that there is a lack of tolerance among students. To improve this,

innovation is needed in the education process. One of them can be done by utilizing the existence of technology.

Technology that continues to develop will certainly have an impact on various sectors, especially in the field of education. Technology in the education sector is no longer a rare item (Donny Maulana, Ismamudi, & Wiyanto, 2023). Technology development in the education sector is carried out to improve the quality of education (Jura, 2018). The development of educational technology studies has produced various educational concepts and practices that utilize media as a learning resource (Suryadi, 2019). Educational technology is a field of applied science that synergistically combines several scientific disciplines to facilitate the learning process, improve performance and improve the quality of learning (Agustian & Salsabila, 2021).

Learning is an activity carried out by teachers under certain conditions so that students' cognitive, affective and psychomotor changes change in a better direction (Bistari, 2018). Learning aims to help students gain various experiences. According to McGriff in Anggraeni and Akbar, the learning process must focus on context and experiences that can make students interested and able to carry out learning activities. (Anggraeni & Akbar, 2018). Learning must be able to create a conducive learning environment. This conditioning is carried out to develop students' potential as optimally as possible. By creating a conducive, safe and comfortable environment, students can collaborate, work in teams, be creative and carry out various activities. This will certainly enliven the class and contribute to the formation of a complete personality (Devianti & Sari, 2020).

Tolerance is an attitude or action that gives freedom and allows other people to have opinions, beliefs, choices, religion and decisions according to their choices even though they are not the same as us. (Rahmawati & Harmanto, 2020). Tolerance is one dimension of religious moderation. Religious moderation can be understood as a perspective, attitude and behaviour that is in the middle position without being excessive in religion, that is, not extreme. What is meant by no exaggeration here is placing one's understanding at a high level of wisdom by paying attention to religious texts, the state constitution, local wisdom and common consensus. (Hefni, 2020).

Based on the results of observations and interviews conducted at Madrasah Ibtidaiyah Fathul Ulum Bojonegoro with the school principal and several class teachers, researchers discovered the problem that students tend to have a weak attitude of tolerance. Students are still often involved in arguments. Even when asked questions, they tend not to have the awareness to collaborate and respect their friends. Based on the explanation from Andreas Evan et al., the problem of intolerance also often causes problems in the school environment. From these problems, Christopher et al. designed a Board Game learning media (Christopher et al., 2019). This media was developed to make it easier for students to learn the importance of tolerance in everyday life.

According to Gusti Feby et al. selecting and using appropriate learning media can overcome problems in learning, especially regarding students' understanding of

tolerance. media in the research can increase their understanding of solidarity. In this research, Gusti Feby et al. apply interactive media during the teaching and learning process (Gusti, Haryadi, & Purnawan, 2018).

Interactive learning media is a learning media based on information and communication technology (S. Wulandari, 2020). Interactive learning media is a medium for conveying messages between teaching staff and students. This media allows communication between humans and technology through systems. This system is an educational application (Istiqlal, 2017). One of the interactive learning media is Nearpod. Nearpod can be found at <https://Nearpod.com/> which is a cloud-based application or platform that is relatively easy for students to use (Hayatur, 2022). Nearpod is software that has been integrated with an audiovisual learning system, so it can be applied in distance learning. In addition, Nearpod has a way of controlling materials that helps teachers in learning tasks (E. A. Wulandari, 2022).

In this research, the material discussed is religious diversity in Indonesia. Research related to religious diversity has been studied by several researchers, such as research related to religious moderation in grade 4, but this research focuses on developing learning models to optimize religious moderation abilities. (Yulia, Fithriyah, & Ilmi, 2023). The results of this research recommend that it is necessary to use teaching materials that can support these activities. Therefore, researchers developed Nearpod-based learning media. The diversity material was chosen because Indonesia has religious diversity which is a characteristic of this nation. The diversity of the Indonesian nation is often associated with cultural richness (Widiyani, 2023; Yulia, Fithriyah, & Faizah, 2024), Several studies that have been carried out focus on diversity within a cultural frame, in contrast to this research which depicts diversity through the lens of religiosity. The variety of religions found in Indonesia is always a hot topic to discuss. The implementation of religious diversity requires mutual understanding of one another because they do not live by just one belief.

Based on the description above, efforts that can be taken in the learning process to optimize religious moderation are to innovate learning by utilizing advanced technology. Technology-based research in learning usually focuses on evaluation instruments, using Quizziz (Mulyani, 2017). The use of technology in learning has been proven to influence students' abilities (Yuda, Rhamadani, Pratama, & Sutabri, 2024). Researchers use Nearpod Learning Media. It is hoped that the use of Nearpod can foster an attitude of tolerance. Therefore, this research aims to describe the process of developing interactive media on religious diversity in Indonesia based on Nearpod and describe the effectiveness of developing interactive media based on Nearpod for optimizing religious moderation at MI Bojonegoro.

B. Method

Based on the background and research objectives that have been described, the research method that can be used and can support problem solving in this research is

Research and Development (R&D). Research and Development is a research method used to describe the results of making certain products, and test the effectiveness of these products. The development model adopted is ADDIE (Analysis, Design, Development, Implementation, and Evaluation) developed by Dick and Carry (Sugiyono, 2018).

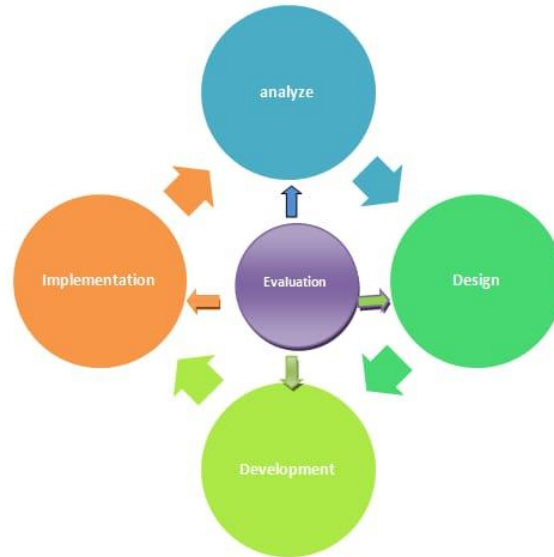
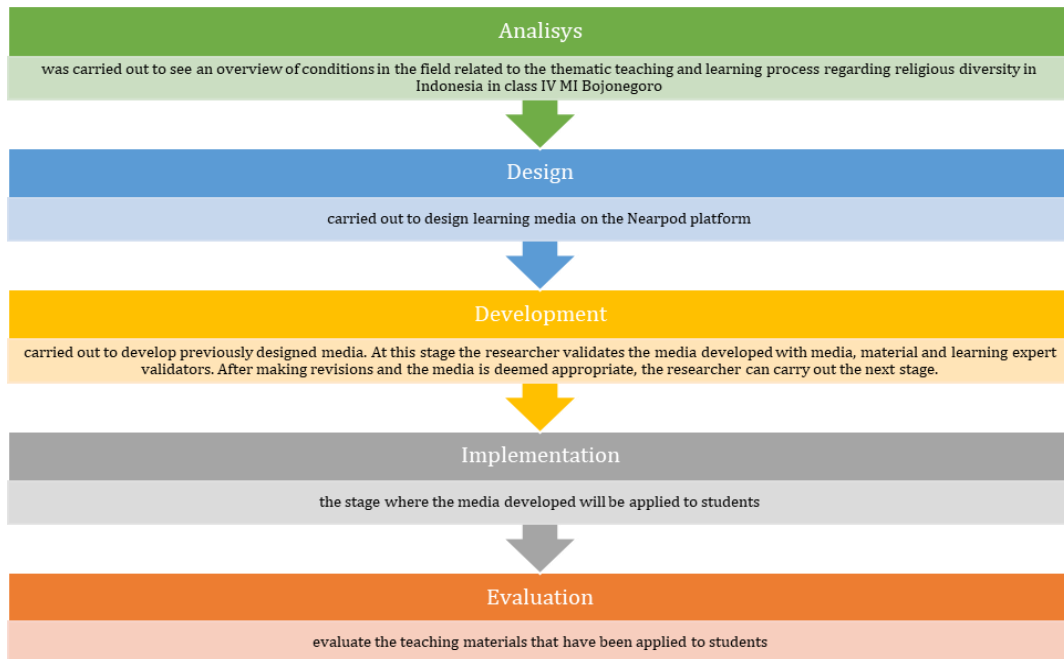


Figure 1. ADDIE Development Model

The following are the steps for the ADDIE development model:

Chart 1. ADDIE Development Steps



This Nearpod-based interactive media will be tested on a small scale on 4 students and a large-scale trial on 19 class IV students at MI Bojonegoro using data collection

techniques, namely observation, interviews and questionnaires. From data collection in class IV on a large scale. The following are the results of the validity test of 18 questionnaire items used for student self-assessment before and after the application of Nearpod-based interactive media which was calculated using the product moment correlation formula with a total of 4 trials, and using an r table of 0.95, a result less than 0, 95 then the questionnaire items are declared invalid, while questionnaire items that get a result of more than 0.95 are declared valid. Based on the results of the validity test, 15 valid questionnaire items were obtained and 3 invalid questionnaire items were obtained. Calculation of the questionnaire items obtained a reliability coefficient of 0.96 with a range of 0.90-1.00, so it can be categorized as very high reliability.

The data obtained was analyzed in two ways: quantitative and qualitative. Quantitative data from the media validation results were analyzed based on eligibility percentages, while student ability assessment data were analyzed using N-Gain to determine effectiveness. Qualitative data, on the other hand, underwent analysis through four stages: data collection, data reduction, data presentation, and conclusion.

C. Results and Discussion

The results of this research are as follows:

Needs Analysis

Based on the problems experienced by class IV students, namely the weak attitude of tolerance in students, one of the efforts that can be used in the learning process to optimize religious moderation so that students can develop an attitude of tolerance is by using interesting learning media, namely Nearpod-based interactive media. This analysis was carried out with the following results in Table 1.

Design

At the design stage, the researcher designed the material and also designed the layout of the learning media as shown in Table 2.

Development

In the development stage there are several activities carried out by researchers. The results of the initial validation of Nearpod-based interactive media were declared good or feasible with a percentage of 72% with revision notes. The revision was made because the media design used colours that were not appropriate to the student's developmental stage and the animation needed to be adjusted to the material. After revising the media, the researcher carried out a second validation and obtained a percentage of 88% with the category as very suitable and can be used for learning as shown in Table 3.

The results of the initial validation of material on Nearpod-based interactive media were declared good or feasible with a percentage of 80% with revisions. The material validator provides suggestions on initial material that is too broad, so it needs to be simplified in some readings. After revising the material, the researcher carried out

a second validation and obtained a percentage of 90% in the very good category and suitable for use for learning (see Table 4).

The results of the validation of interactive media learning experts based on Nearpod are stated to be suitable for use for learning with a percentage of 82% based on Table 5. According to the learning expert validator, interactive media based on Nearpod is following the development of grade IV students and this media can attract students' attention because the material is presented in visual and audiovisual forms. After validating several experts and getting good grades, the next step is to revise the learning media by paying attention to criticism and suggestions from the three experts. More complete product revisions can be seen in Table 6. Product Revisions.

Implementation

After the product was validated and declared feasible, the researcher implemented this media in class IV MI Bojonegoro and obtained student response results. Student responses were obtained by distributing questionnaires regarding student responses to learning activities using Nearpod-based interactive media. The results of the analysis of the student response questionnaire obtained a percentage of 79% and if interpreted it falls into the range of 76%-100% which states that the media developed is very good and can be accepted by students.

Table 1. Results of Curriculum Analysis

Analysis of Student Needs	Analysis of Learning Process	Material Analysis
Students' collaboration abilities are low	The learning process only uses textbooks	The material aims to provide students with experiences of accepting differences.
Students' ability to respect friends' opinions is still far from expectations	Some students actively participate in learning	The material aims to provide students with experiences in appreciating differences.
students' lack of ability to accept their friends' differences	Some students are reluctant to contribute to learning.	The material aims to provide students with the experience of being active in a conducive trail of opinion

Table 2. Media Design

Material	Media
Religious tolerance in Indonesia	Fun and interactive game-based media
Worship carried out by each religion in Indonesia	Image illustrations are provided in each material
Celebration of religious holidays in Indonesia	The colours on each slide tend to be bright
Respectful attitude towards followers of other religions	Conversation illustrations are made to increase interactiveness

Table 3. Media Expert Validation Results

No	Question	Score	Max score	P (%)
1.	The initial display of the media is attractive to students	4	5	84%
2.	Text/writing is easy for students to read	4	5	84%
3.	The media is operated easily	5	5	100%
4.	Media consists of several images that match the material	5	5	100%
5.	Some videos match the material in the media	5	5	100%
6.	Media consists of text that is appropriate to the material	4	5	84%
7.	The image display on the media is clear	4	5	84%
8.	The video display on the media is clear	5	5	100%
9.	The text display on the media is clear	4	5	84%
10.	Harmony between cover colour and writing	4	5	84%
11.	Harmony between cover colour and writing	4	5	84%
12.	Media can be accessed via cell phones, laptops and other hardware.	5	5	100%
Total score			53	
Percentage			88%	

Table 4. Material Expert Validation Results

No	Question	Score	Max Score	P (%)
1.	The content of the material is by the learning objectives	5	5	100%
2.	Use of language by Enhanced Spelling (EYD))	5	5	100%
3.	Material in the media uses standard language	4	5	84%
4.	Media clarity in conveying material is good	4	5	84%
5.	The depth of the material content in the learning media is good	5	5	100%
6.	The material in learning media is provided in a coherent manner	4	5	84%
7.	The language used is easy to understand	5	5	100%
8.	The language used is interactive	4	5	84%
9.	The language style used is communicative	4	5	84%
10.	The editorial writing in learning media is quite clear	5	5	100%
Total score			45	
Percentage			90%	

Table 5. Results of Learning Expert Validation

No	Pertanyaan	Skor	Skor Max	P (%)
1.	The existence of Nearpod media can motivate fourth-grade students	4	5	84%
2.	The existence of Nearpod media can activate students' learning	5	5	100%
3.	Nearpod media support for the independence of fourth-grade students	3	5	68%
4.	Nearpod media helps students in learning	4	5	84%
5.	Nearpod media suits the characteristics of elementary school students	4	5	84%
6.	Nearpod media makes learning efficient	4	5	84%
7.	The use of Nearpod media makes students learn interactively	4	5	84%
8.	Nearpod media can activate students during learning	4	5	84%
9.	Learning is more interesting with Nearpod media	5	5	100%
Total score			37	
Percentage			82%	

Evaluation

After conducting a small-scale trial and the questionnaire items declared valid and reliable, the researchers conducted a large-scale trial on 19 students in class IV MI Bojonegoro. From the results of large-scale trials, researchers analyzed the self-assessment questionnaire using the N-Gain Score formula. The N-gain score test was carried out to determine the effectiveness of using learning media in research. The N-gain score test is carried out by calculating the difference between the scores before and after using learning media. Based on Table 7 the results of the N-Gain Score test above, it is known that the average value of the N-Gain Score is 0.62 with the criteria being moderate or quite effective in optimizing religious moderation in class IV.

The development of Nearpod-based interactive media on religious diversity material in Indonesia using the ADDIE development model can produce media that can optimize the attitudes and abilities of religious moderation in class IV. This ability is optimal because in this media students can analyze behaviors that are by the values of religious moderation. This behaviour is shown through video illustrations. With videos, students can better understand the real situations depicted through video displays (Risabete & Astuti, 2017). Apart from that, teachers also need to link technological developments with the learning process (Sutrisno, Amreta, Rofi'ah, & Sofyan, 2023). Through interesting learning videos, students can also learn optimally (Yulia, Sutrisno, Jannah, & Sa'diyah, 2023).

Attitude learning is certainly optimal if it is done by providing role models (Ardiansyah & Yulia, 2022; Maryatun, 2016). The existence of this role model makes students better able to direct their focus on whether the good and bad things are

appropriate or not. The use of several media in learning helps students realize abstract things related to learning material. In this case, Nearpod media contains pictures, writing and videos of daily processes which often escape students' focus.

Table 6. Product Revisions







Before Revision	Criticism and suggestions	After Revision
	<p>The cover needs to be added with the name of the class and semester</p>	
	<p>The conversation uses male and female characters</p>	
	<p>The design is too plain</p>	

Table 7. N-Gain Score Test Results

Name	Score 1	Score 2	N-Gain Score
A1	49	53	0,36
A2	52	56	0,50
A3	51	53	0,22
B	51	57	0,67
D	50	54	0,40
F1	51	55	0,44
F2	49	57	0,73
G	52	57	0,63
I1	51	57	0,67
I2	47	57	0,77
I3	49	58	0,82
K1	51	57	0,67
K2	49	55	0,55
L	47	57	0,77
M	49	57	0,73
R1	49	58	0,82
R2	46	56	0,71
R3	50	56	0,60
Z	49	57	0,73
Amount	942	1067	
Average	49,57	56,16	0,62
Category			medium

D. Conclusion

This research describes the process and results of developing Nearpod-based interactive media on religious diversity in Indonesia. This product has fulfilled the components of being a good media based on the validation results from the three validators, namely media expert validation obtained a result of 88%, material expert validation obtained a result of 90%, and learning expert validation obtained a result of 82%. This media was tested on 19 students of class IV MI Bojonegoro and after testing the effectiveness of the media, a score of 0.62 was obtained, which states that this Nearpod-based interactive media was declared quite effective in optimizing religious moderation in class IV MI Bojonegoro. Therefore, researchers and teachers need to adopt more sophisticated technology in learning. The development of technology and the direction of education means that students' need for diverse learning experiences is quite high. Therefore, researchers recommend that there be learning innovations not only in teaching materials but can be combined in the learning process.

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