

## DEVELOPMENT MOBILE LEARNING OF ISLAM RELIGIOUS EDUCATION TO IMPROVE RELIGIOUS MODERATION

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**Abstrak:** One of the objectives of the Islamic Religious Education (IRE) course is to create students who are committed to maintaining inter-religious harmony and inter-religious relations. However, IRE learning in some universities tend to develop cognitive domain and is not focused on improving religious moderation. On the other hand, the Covid-19 pandemic and the development of information technology have given rise to online learning modes. These two conditions encourage the development of mobile learning for IRE to improve student religious moderation. The study uses ADDIE model of development research with five stages, namely analysis, design, development, implementation, and evaluation. Instruments of data collection was questionnaires of validation for experts, lecturers, and students. The results showed that mobile learning got score 85 of the material experts and 95 of the design experts, both scores meant very well. As for the practicality test, students gave score 92.5, and the lecturer gave 93 which means very good. To conclude, mobile learning of IRE is categorized as valid and practical to use.

**Kata kunci:** development, mobile learning, Islam Education, religious moderation.

### INTRODUCTION

According to PP No. 55 of 2007 religious education is intended to form a personality that is faithful, pious and has noble character and maintains peace and harmony between and among religious communities. Religious education is very urgent for the people of Indonesia. In the official regulation (PP of the Republic of Indonesia number 55 of 2007) concerning Religious Education and Religious Education, it is stated that all types and levels of education are obliged to provide religious education to students at least in the form of subjects. Religious education is defined as education that provides knowledge and skills, and shapes students' attitudes and personalities to become good people.

In line with the objectives of religious education above, Islamic Religious Education Courses in universities are also directed at the formation of students who are faithful, pious and have noble character and maintain peace and harmony between and among religious communities. However, in the reality, IRE learning at many universities tends to develop the cognitive domain and is not focused on developing attitudes, including religious moderation [1] [2] [3]. IRE learning in some public universities focuses more on reading material activities, listening to explanations using the lecture method. Lecturers rarely use videos or multimedia that can support not only student understanding but also skills in improving their character.

This condition is exacerbated by the involvement of public university students in radical Islamic organizations that are intolerant and reject the existence of the Unitary State of the Republic of Indonesia and Pancasila. The National Agency for Combating Terrorism (BNPT) states that students at eight major universities in Indonesia are indicated to join radical Islamic organizations that are intolerant and anti-Pancasila [4]. some organizations known to reject the Unitary State of the Republic of Indonesia and Pancasila are available in public

universities and are supported by some students, including the Gema Pembebasan, the KAMMI, Hizbut Tahrir Indonesia [5]. The most obvious action from student groups who rejected Pancasila and the Unitary Republic of Indonesia was the 'declaration of the caliphate' which was carried out by around a thousand students from various public universities located at IPB in 2016 [6].

Meanwhile, the development of information technology coupled with the emergence of the Covid-19 pandemic in the last two years has led to the growth of information technology-based learning methods, namely online learning. This is also in accordance with the conditions of students who are accustomed to living in the virtual world of the internet. This online learning method has recently been implemented in Indonesia due to the emergence of the Covid 19 pandemic and has two types of learning, namely synchronous and asynchronous [7]. Both ways of online learning require learning support facilities and infrastructure, one of which is urgently needed is mobile learning.

A number of these conditions, namely IRE learning which tends to develop the cognitive domain, the large number of public higher education students being embraced by radical ideologies, the absence of PAI textbooks, and the development of information technology combined with the Covid-19 pandemic, show the urgency of making PAI mobile learning. This problem has prompted the development of mobile learning to strengthen religious moderation in IRE courses as an effort to teach design focused on the affective domain.

Mobile learning was chosen as a form of learning media so that this product can be used anytime and anywhere. This mobile learning presentation was chosen as a learning resource and IRE learning media because its practical use can be done anywhere and anytime according to the user's timeline, and to make it easier to understand the text of the material equipped with videos. learning related to the material discussed, to accommodate the learning styles of students who are religious [8] and makes it easier for users to determine their preferred learning steps [9]. Meanwhile, the approach used is problem-based learning to create a caring response to problems in the residential environment related to diversity.

Previous research on the use of mobile learning in IRE teaching [10] can help teachers manage learning better. However, this research was conducted at the basic education level. Mobile learning is also very effective for students on PAI material [11]. Based on this explanation, it is important to develop mobile learning IRE for university students.

## 2. METHOD

This research is a research development or Research and Development (R&D). Research and development is research aimed to produce certain products and test their effectiveness [12]. This study uses the ADDIE model with five stages, namely, analysis, design, development, implementation, and evaluation [13]. The research subjects were first-class students consisting of 30 students from the Faculty of Education, Kanjuruhan University, Malang in the even semester of 2020/2021.

The topic of mobile learning used in this study is "Implementation of Islamic Teachings in a Multicultural Society". The type of mobile learning selected is mobile learning supported by notebooks, tablets, PCs (Personal Computers), PDAs (Personal Digital Assistants), smart phones or cellular phones. Mobile learning is used to reveal a learning media model that adopts the development of mobile technology as a learning medium, which presents images, audio, and text [14].

Data were collected through a questionnaire, which was used as material validation, language validation, media validation, and practicality questionnaire. Data analysis used descriptive qualitative. The practicality questionnaire was made using a Likert scale. The

attitude scale is designed to measure student responses as mobile learning users in IRE learning.

### 3. RESULTS AND DISCUSSION

#### 3.1. Result

The testing of IRE mobile learning products based on religious moderation includes validation of material and language experts, validation of media experts, and practicality tests by lecturers and students of Universitas PGRI Kanjuruhan Malang. The following is the front view of IRE mobile learning in Figure 1.



#### 3.1.1 Judgment of material expert

Product validity analysis is carried out by experts who are deemed to be in accordance with predetermined criteria to test the theoretical suitability of the product. Product validation data is known through a validation sheet in the form of a questionnaire. The data was collected to determine the validity/feasibility of product before being tested in the field. At this stage the researcher gets suggestions and input from expert validators. The results of the validation of the content of mobile learning materials based on religious moderation obtained score 85.

#### 3.1.2 Judgment of design expert

Design expert validation is needed as an evaluation of the mobile learning. The data obtained in the form of quantitative and qualitative data through a questionnaire given by researchers to design experts, namely one of the media lecturers at the Faculty of Education, Universitas PGRI Kanjuruhan Malang. Based on the calculation of the questionnaire data, PAI mobile learning gets score 95, which means it is very valid.

#### 3.1.3 Judgment of practicality

In this study, the practicality test was carried out by distributing questionnaires to 30 students and IRE lecturers. The practicality test by lecturers in IRE courses and students is carried out with the aim of knowing the practicality of the media and references for making improvements. The practicality test by the lecturer is carried out by measuring the criteria of language and its limitations, presentation organization, and content. While the practicality test by students is done by measuring the criteria of motivation, attractiveness, convenience, and usefulness. The practicality test by students got score 92.5 which was in very good category.

#### 3.1. Discussion

Learning media is a means of delivering planned information, so that it can create a good learning atmosphere and learning is carried out effectively and efficiently [15]. Learning media plays a very important role in creating fun learning and addressing the adaptation of distance learning from abstract things to concrete things. Learning media is tested for validation first to determine its feasibility. The feasibility of developing IRE mobile learning based on religious moderation can be known through validation tests by material and language experts, validation by media and design experts.

The results of the validation of material and language experts get a percentage of 85, and the validation of media design experts of 95 indicates that the development of Islamic Islamic education based on religious moderation is categorized as very suitable to be used as online and offline IRE learning teaching materials. This is similar to the research of Murjani et al. [16] the development of augmented reality-based learning multimedia as an effort to counter radicalism among high school students has met the adequacy of the content aspects and the learning aspects are categorized as good.

In terms of material, researchers develop teaching materials in the form of learning activity modules which are briefly presented in mobile learning device applications. The design of the content of the material presented is basically from the development of learning outcomes (CPMK) and Sub-CPMK of IRE course related to the implementation of the material "implementation of Islamic teachings in a multicultural society". Meanwhile, the content of mobile learning in IRE courses is presented briefly related to the values of religious moderation and its actualization to make it interesting [17], as a source of reference for students in analyzing Islamic teachings based on religious moderation by using language that attracts students. This is reinforced by the opinion of Muslich [18] that one indicator of the feasibility of language is the use of communicative language.

Meanwhile, in terms of media design, the product to be validated is still in the revision process, because the application to be developed requires an attractive layout and presentation colors as well as plots and images that can support the achievement of learning material. And learning will run optimally if the material is delivered clearly, coherently, and interestingly. Nugroho stated that color is an important visual element that has an impact on its use [19].

Religious moderation is a way of middle ground or a form of one's attitude which is shown by not exaggerating in addressing the problems of religious, cultural, ethnic, linguistic and racial diversity. IRE courses as a means of learning, and personality development of students as carriers of better attitude change in the community. Mobile learning to facilitate student needs requires a practical test to find out when it is used in learning.

The results of practicality questionnaires by lecturers and students get scores above 90 which are categorized as very good for use as learning media. These results are in line with research by Anam & Aisy [20] which shows that mobile learning media as a medium for religious learning can provide convenience and influence on student learning outcomes. This is certainly a strategic step for educators to be able to maximize their learning by using mobile learning.

There are three main functions of using mobile learning, namely supplement, complement, and substitution functions. The supplement or additional function can be interpreted that there is freedom for students to choose and use mobile in accessing learning materials or in their use as learning media. The complement function is defined as a complement because it can be used as an evaluation tool, providing enrichment, reinforcement and can be used to repeat or recall learning that has been done even without the help and assistance of the teacher or tutor. While the substitution function which means that students can be given the freedom to choose the learning model used, either

conventional learning models, technology-based learning models, or mixed models, namely combining conventional and technology models [21].

#### 4. CONCLUSION

Based on the results of research on the development of PAI mobile learning based on religious moderation, it was concluded that mobile learning was declared feasible based on the results of the validation of material and language experts, obtaining an assessment of 85, and validation of media design experts of 95. PAI mobile learning was also declared practical based on the results of the assessment by lecturers of 92 and assessment by students obtained 95.

It is recommended that lecturers use this mobile learning in learning PAI courses at public universities. In its implementation, further product development is expected to consider the time allocation. This research can be continued by testing the effectiveness of mobile learning and developing all IRE course materials.

#### AUTHORS' CONTRIBUTIONS

Both authors contribute to do research, analyse data, and to write the article.

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