

Strengthening Religious Moderation through Learning Media Innovation in High Schools

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ABSTRACT

This study aims to strengthen the values of religious moderation in senior high schools through the development and implementation of innovative learning media. Utilizing a Research and Development (R&D) approach adapted from the Borg and Gall model, the research was conducted through several stages including needs analysis, product development, expert validation, limited testing, and broader implementation. The learning media developed consisted of digital modules, interactive videos, and infographics that incorporated key values of religious moderation such as tolerance, anti-violence, and appreciation of diversity. The findings indicate that innovative media significantly enhance students' cognitive understanding and affective commitment to religious moderation. Students not only improved their conceptual grasp of pluralism but also showed greater empathy and inclusiveness in social interaction. This study concludes that the integration of digital-based, contextually relevant, and value-oriented media is a powerful tool in shaping moderate religious attitudes among high school students.

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1. INTRODUCTION

Indonesia is known as a multicultural country that has extraordinary diversity, both in terms of ethnicity, culture, language, and religion. This diversity is a characteristic and a national wealth that must be maintained and cared for together (Susanto & Syahrudin, 2024). In the context of religious life, tolerance and moderation are important foundations that ensure social life remains harmonious and peaceful. However, maintaining a balance between religious identity and national spirit is not an easy matter, especially in the midst of the rapid flow of globalization and the development of information technology

(Herdiyanti, Janah, & Susanto, 2025). Schools as formal educational institutions play a vital role in instilling moderate religious values to students from an early age. The Senior High School (SMA) level is a strategic stage because at this time students are in the phase of searching for identity and forming a way of looking at the world, including in terms of religiosity (Haryaningsih, 2022).

However, social reality shows that the challenges in instilling the values of religious moderation in the younger generation are increasingly complex. The increasing symptoms of intolerance, hate speech, and the spread of extreme religious beliefs through social media are serious threats targeting students. The National Counterterrorism Agency (BNPT) report in 2023 noted that around 10% of students had been exposed to radical content in cyberspace, either directly or indirectly (Susanto, Ali, & Hidayat, 2024). This shows that the younger generation, including high school students, are in the midst of a religious identity crisis and are vulnerable to an exclusive understanding of religion. Unfortunately, the approach to religious learning that has been carried out in schools tends to be conventional, normative, and does not touch the affective dimension of students. Religious moderation material is delivered in a one-way manner through lectures and textbooks that are less interesting, thus failing to form critical and empathetic awareness of diversity (Yahuda, Susanto, Widodo, & Kolis, 2024).

This condition demands innovation in the learning process of religious moderation. Strengthening the values of moderation cannot only rely on lecture methods, but needs to be supported by innovative, interactive, and contextual learning media. Innovations in digital-based learning media such as educational videos, animations, simulations, or interactive applications can bridge students' needs for a more visual, communicative, and reflective learning experience. Innovative media can also ground the concept of religious moderation in students' real lives, so that they not only understand it cognitively but are also able to internalize and practice it in their daily lives. The use of attractive digital media in accordance with the characteristics of the digital-native generation will increase learning motivation and facilitate the transformation of friendly, fair, tolerant, and peace-loving religious values.

A number of previous studies have indeed examined the importance of religious moderation in education. For example, the study by Roni Susanto et al. (Susanto, Rohmah, Hidayanti, & Sugiyar, 2023) emphasizes that strengthening religious moderation in schools will be effective if delivered across the curriculum. Yahuda et al. (Yahuda et al., 2024) also proves that the use of interactive media can improve students' understanding and tolerance in diversity. However, most

of these studies are still focused on aspects of material content and conventional learning strategies, not many have developed innovative learning media as the main approach. This is where the position of this research becomes important, namely developing and implementing innovative learning media that are specifically designed to strengthen religious moderation at the high school level.

The main objective of this study is to design, develop, and test innovative learning media that can improve students' understanding and attitudes towards the values of religious moderation. In more detail, this study aims to: (1) identify students' needs for learning media that are appropriate to their characteristics, (2) design technology-based learning media that insert the values of moderation, and (3) measure the effectiveness of the media in forming moderate religious awareness. This research is important not only to answer the need for education that is more relevant to the digital era, but also to prevent the spread of extreme ideologies that threaten the nation's social cohesion.

The urgency of this research lies in the current social situation which indicates increasing intolerance among the younger generation, as well as the lack of learning media that can effectively integrate the values of moderation. The Indonesian government through the Ministry of Religion and the Ministry of Education, Culture, Research and Technology has also determined the strengthening of religious moderation as one of the national priority programs. Therefore, schools, including high school level, need to be given support in the form of appropriate learning media so that the strengthening of these values does not merely become a normative discourse, but becomes a real part of the education process.

This research uses a Research and Development (R&D) approach with a modified Borg and Gall model (**Borg & Gall, 1983**). The research procedure includes initial studies, analysis of student and teacher needs, digital-based media design, expert validation, limited trials, product revisions, and implementation in a broad classroom environment. Data were collected through observation, interviews, questionnaires, and pretests and posttests on student understanding and attitudes. The results are expected to not only produce applicable learning media products, but also have a real impact on forming students' religious moderation awareness as a whole.

The novelty of this study lies in the integrative approach that combines religious moderation content with digital-based learning technology specifically designed for high school students. Unlike previous approaches that tend to be textual and theoretical, this study offers an interactive and contextual learning

experience in accordance with the learning culture of the younger generation. Thus, the results of this study are expected to be a new model in strengthening religious moderation that is more effective, creative, and has a broad impact in the secondary education environment.

2. METHODS

This research uses a Research and Development (R&D) approach by adapting the development model from Borg and Gall which has been modified according to the needs of educational research (**Borg & Gall, 1983**). The R&D approach was chosen because the main focus of this research is to develop a product in the form of innovative learning media to strengthen religious moderation and test its effectiveness in the Senior High School (SMA) learning environment (**Borg & Gall, 1983; Huberman & Jhonny, 2014**). The Borg and Gall R&D model is considered relevant because it involves systematic stages starting from needs analysis, product development, validation, to implementation and evaluation. In detail, this study consists of nine main stages, namely: (1) preliminary study and initial data collection, (2) planning and preparation of learning media design, (3) initial product development, (4) validation by material experts and media experts, (5) product revision based on expert input, (6) limited trials, (7) advanced product revision, (8) extensive trials, and (9) final refinement and evaluation of media effectiveness.

In the initial stage, researchers conducted a needs analysis through interviews and distributing questionnaires to Islamic Religious Education (PAI) teachers and grade XI students in several high schools. This analysis aims to determine the challenges of religious moderation learning in schools and the types of media needed by students to be more contextual and interesting. Furthermore, the results of the needs analysis are used as a basis for designing interactive digital-based learning media, which integrate moderation values such as tolerance, anti-violence, justice, and respect for differences. The initial products of the learning media developed include short videos, story-based simulations, interactive quizzes, and digital infographics. After the initial product development, validation was carried out by material experts (religious education and religious moderation experts) and media experts (educational technology experts) to assess the feasibility of the content, appearance, and usability of the media (**Wahyu, Susanto, & Nur, 2023**). The assessment was carried out using a Likert scale instrument and the results were used to revise the product to make it more optimal.

The next stage is a limited trial conducted in one class as a small experimental group. The instruments used include student response questionnaires, media usage observations, and pretest and posttest tests to determine changes in students' understanding and moderate attitudes before and after using the media. Based on the results of the limited trial, further revisions were made to the media to address technical and content deficiencies. In the extensive trial stage, the revised media was implemented in several classes in different schools to test its effectiveness more comprehensively. Data were collected through tests, student satisfaction questionnaires, and in-depth interviews to explore their learning experiences. Quantitative data analysis was carried out using descriptive and inferential statistical techniques (t-test) to determine the significance of differences in learning outcomes before and after media intervention. Meanwhile, qualitative data were analyzed using a thematic approach to describe students' and teachers' perceptions of the media developed (Sugiyono, 2015). With this method, the research is expected to not only produce innovative learning media that are suitable for use in the classroom, but also be able to provide real contributions in strengthening the values of religious moderation among high school students. The R&D approach allows the developed products to be replicated and applied in various other school contexts.

3. FINDINGS AND DISCUSSION

Conditions of Learning Religious Moderation Values in Senior High Schools (SMA)

Religious moderation is a very important concept in maintaining harmony, tolerance, and harmony of religious life in a pluralistic society like Indonesia (Susanto & Syahrudin, 2024). In the context of education, religious moderation is not only the responsibility of higher education institutions or Islamic boarding schools, but also an important part of the secondary education curriculum, especially in Senior High Schools (SMA). Values such as tolerance, anti-violence, respect for differences, and love of the homeland must be instilled in students from adolescence so that they become part of their character in future social life. However, in its implementation, learning religious moderation in high schools still faces a number of challenges, both structurally, pedagogically, and culturally. In general, religious education at the high school level has included basic competencies that reflect the values of religious moderation. In the Merdeka Curriculum and the 2013 Curriculum, there is material that discusses tolerance between religious communities, religious ethics in a pluralistic society, and the importance of practicing religious teachings without being extreme

(Susanto, Widodo, & Kolis, 2023). However, in practice, this learning is still often normative, textual, and not yet contextual. Teachers convey teachings more theoretically without linking them to the reality of diverse life faced by students every day. As a result, values such as empathy across faiths, respect for differences, and interfaith dialogue have not been fully internalized in students.

On the other hand, a major challenge faced is the lack of in-depth understanding of teachers about the essence of religious moderation itself. Many religious education teachers still adhere to a doctrinal approach, where religious teachings are delivered in a one-way and exclusive manner. In fact, religious moderation requires openness in thinking, respecting the truth believed by others, and rejecting extreme attitudes in religion. The lack of special training for teachers on religious moderation causes the learning process in the classroom to tend not to touch on aspects that should be emphasized, such as diversity, active tolerance, and anti-discrimination. Another problem is the limited media and learning methods used (Kurniawati & Hidayah, 2025). In many schools, learning is still based on textbooks and lectures. Visual, digital, and interactive media that can bridge students' understanding of the reality of diversity around them have not been widely used. In fact, high school students are included in the digital generation who are more interested in visual, audio-visual, and narrative-based media approaches. When learning media is less interesting and does not match the characteristics of the current generation, the potential for learning to instill the values of moderation becomes less than optimal.

From the students' perspective, understanding of diversity and tolerance also varies greatly. Some students show an open and tolerant attitude towards friends with different beliefs or views, but not a few have exclusive or even intolerant tendencies. This is influenced by external factors such as the family environment, social media, and information obtained from outside the school. Social media in particular is an arena that greatly influences students' perspectives on religious issues. Without proper guidance and information filtering, students could be affected by extreme narratives or hate speech that develop in the digital space (Puji, Hani, & Kumalasari, 2025). Therefore, schools are an important fortress to equip students with critical and moderate thinking skills in religion. In addition, social conditions in some areas are also a challenge in themselves. In areas that tend to be homogeneous in religion, learning about tolerance and diversity is a challenge because students do not have direct experience interacting with adherents of other religions. In this case, teachers must be able to present the reality of diversity through media or simulations so

that students still get a complete understanding and do not develop in a narrow homogenous space.

Several studies have shown that extracurricular activities based on tolerance and diversity values are quite effective in instilling religious moderation values. For example, interfaith activities, discussions between student organizations, and study visits to places of worship of other religions can be valuable experiences that shape students' empathy and openness. However, such activities are still rarely carried out and have not become a systematic program in schools. This is due to time constraints, untrained educators, and the absence of policy support that encourages the integration of moderation activities into school programs (**Maskuri, Ma'arif, & Fanan, 2020**). The government itself, through the Ministry of Religion and the Ministry of Education, has launched a program to strengthen religious moderation in the world of education. However, its implementation at the school level is still partial and has not been integrated into a comprehensive learning strategy. Some schools do not even have a complete understanding of religious moderation as an approach that needs to be mainstreamed in character education.

Therefore, a new, more systematic and innovative strategy is needed to strengthen the learning of religious moderation values in high school. One of them is by developing innovative, contextual, and digital-based learning media. This media can be in the form of videos, animations, interactive modules, or learning platforms that present real cases of diversity and tolerance. This kind of media not only provides information, but also learning experiences that encourage students to reflect on the values of diversity in everyday life. With relevant media, teachers can also be helped in delivering material in a more interesting and meaningful way. Moreover, the integration of this innovative learning media can be a bridge to build a healthy dialogue between teachers and students, as well as between students themselves (**Romdhoni & Anam, 2025**). Thus, learning the values of religious moderation in high school is no longer verbalistic and normative, but rather becomes a living, dynamic and contextual process.

In conclusion, the current condition of religious moderation learning in high schools is in a transition phase between the traditional approach to the contextual and inclusive approach. There are still many challenges to be faced, ranging from teacher capacity, limited media, to the influence of the external environment on students. However, the opportunity to strengthen moderation education remains wide open if schools begin to innovate, especially in the use

of appropriate learning media based on local, national, and humanitarian values. This change in learning approach is one of the important keys in preparing a young generation that is moderate, tolerant, and ready to live in a pluralistic and democratic society.

The Process of Developing Innovative Learning Media in Supporting Strengthening Religious Moderation in High School Environments

In an effort to strengthen the values of religious moderation in the Senior High School (SMA) environment, an approach is needed that does not only rely on conventional methods such as lectures or memorization, but also a creative and innovative approach. One approach that is considered effective is through the development of innovative learning media (**Susanto & Muhamma, 2024**). Innovative learning media is able to bridge the delivery of religious values with the context of today's students' lives who are very familiar with technology, multimedia, and visual narratives. The development of this media does not only emphasize the technological aspect, but also the relevance of the content, adaptive pedagogical approaches, and suitability with local values and diversity that live in Indonesian society. The process of developing innovative learning media begins with the first stage, namely needs analysis. This stage is very important because it determines the direction and form of the media to be developed. At this stage, developers or teachers need to identify the needs of religious moderation learning in schools, both from the perspective of teachers, students, and the curriculum. This analysis can be done through interviews, classroom observations, curriculum document reviews, and distributing questionnaires to students and religious education teachers. The results of the needs analysis usually reveal that material on tolerance, anti-extremism attitudes, and interfaith empathy is still delivered normatively and has not touched on the affective aspects of students in depth.

Next is the stage of formulating learning objectives. Learning objectives in the context of religious moderation must cover three domains: cognitive, affective, and psychomotor (**Fardiah, Murwani, & Dhieni, 2019**). This means that the media developed not only conveys knowledge about diversity, but must also be able to shape attitudes and encourage real actions by students to live in a spirit of togetherness and tolerance. Examples of relevant learning objectives include: students are able to explain the concept of religious moderation according to the teachings of their respective religions, students demonstrate an attitude of respecting differences in beliefs, and students are able to collaborate with friends of different religions in social activities. The third stage is planning

the design of learning media. In this phase, the developer designs the form and structure of the media to be used. Innovative learning media can be in the form of interactive videos, animations, digital comics, electronic modules (e-modules), to web-based or mobile learning applications. The selection of media forms must be adjusted to the characteristics of high school students who tend to like visual displays, contextual narratives, and interactive features. In addition, the media must be made inclusive, not biased towards a particular religion, and able to convey messages of diversity positively.

Media design should also include learning scenarios that allow students to actively engage in dialogue and discussion. For example, a learning video can include a case study of religious conflict in society and students are asked to analyze how a moderate attitude can be a solution (**Herdiyanti et al., 2025**). Or in the digital module, self-reflection features and interactive quizzes on attitudes to diversity can be provided. Good media is media that is not only interesting, but also builds students' critical and reflective thinking on socio-religious issues. After the design is formulated, the next stage is media development (**Susanto et al., 2024**). This stage is the production process of a previously created design. For example, if the media is in the form of an animated video, then this stage includes script writing, voice recording, visual illustration, animation compilation, and editing. If in the form of an e-module, then this stage involves creating a layout, integrating interactive questions, and compiling multimedia content. In this process, developers need to work with graphic design teams, voice actors, and material experts so that the results are not only visually appealing, but also content-accurate.

After the media has been developed, validation and feasibility testing are carried out. Validation is carried out by experts, such as religious education lecturers, learning media experts, and education practitioners. The goal is to test the content of the material, the suitability of the message with the values of religious moderation, the feasibility of the media display, and its effectiveness in helping the learning process. Suggestions and input from experts become a reference for making revisions so that the media developed is truly ready for use in the classroom. The next stage is a limited trial in one or several schools (**Wang & Yuan, 2020**). In this trial, teachers use media in the teaching and learning process and students are asked to provide responses through questionnaires and group discussions. Data from this trial are then analyzed to determine the extent to which the media can improve students' understanding, interest, and changes in attitudes towards the values of religious moderation. In addition, the trial can

also identify technical aspects that still need to be improved, such as technical difficulties, media appearance, or how to deliver the material.

After going through revisions based on the trial results, the media is ready to be implemented widely in various high schools. At this stage, teachers need to be given short training on how to use the media optimally. Teachers also need to be given space to adapt the media according to the local context and student needs. In addition, a periodic evaluation process still needs to be carried out to assess the effectiveness of the media in the long term. No less important in the process of developing this media is the integration of local values and student culture. Strengthening religious moderation should not stand alone from the local context. For example, students in the Bali area who live side by side with Hindu communities can be given media that depicts the practice of tolerance between religious communities in the region. Meanwhile, students in Papua, Aceh, or Java can be given media with the context of diversity that they experience themselves. Thus, students not only learn concepts abstractly, but also through experiences that are close to their lives.

Overall, the process of developing innovative learning media in supporting religious moderation is a process that is oriented towards context, collaboration, and sustainability. Context is important because effective learning is relevant to students' lives. Collaboration is needed because good media development cannot be done by one party alone (Jeyarajaguru, 2023). Meanwhile, sustainability refers to the importance of continuous media renewal and development to remain relevant to changing times and dynamic social challenges. Through this systematic and measurable process, learning media not only becomes a visual aid, but also a powerful agent of character education transformation. The media is able to become a bridge between religious texts and the reality of diversity faced by students every day, as well as being an effective means of forming a young generation that is moderate, tolerant, and able to maintain unity in diversity. In the long term, the development of this innovative learning media also contributes to strengthening inclusive and civilized national education.

Effectiveness of Innovative Learning Media in Improving High School Students' Understanding and Moderate Attitudes towards Religious Diversity and Tolerance

Religious moderation is an important concept in creating a harmonious and civilized social life amidst the diversity of Indonesian society. Moderation values such as tolerance, fairness, respect for differences, and anti-violence are the

foundation for managing religious and cultural plurality. Therefore, education is a strategic space in instilling these values, especially at the Senior High School (SMA) level, where teenagers are in the process of forming their identity and social mindset. However, in practice, learning these values is often still textual and normative **(Susanto & Sugiyar, 2023)**. This results in students' understanding being only theoretical without experiencing real changes in attitude. This is where the importance of innovative learning media is present as a solution alternative. Innovative learning media is not only a teaching aid, but also a means of transforming values that can influence students' cognitive, affective, and psychomotor aspects simultaneously. The effectiveness of this learning media can be seen from its ability to present material in a contextual, interactive, and interesting way, so that it can bridge the messages of moderation with students' real lives **(Susanto, 2024)**.

One form of innovative learning media that has proven effective is thematic animated videos that present narratives of conflict and resolution based on tolerance. In the video, students are invited to watch real or fictional stories that reflect conditions of diversity, then invited to reflect on and discuss alternative attitudes that demonstrate moderate values. Other media such as digital comics, interactive modules, and podcasts have also been developed with a similar approach. This content is designed so that students not only memorize the definition of tolerance or pluralism, but are also able to internalize these values in everyday attitudes. The results of research and limited trials in several high schools show that the use of innovative learning media can improve students' understanding of the concept of religious moderation. Students find it easier to understand the material because it is presented in visual language and narratives that are relevant to their lives. When they see figures of different religions being able to be friends and resolve conflicts through dialogue, they begin to reflect on the importance of similar attitudes in the school environment and society **(Susanto & Sugiyar, 2023)**.

The effectiveness of innovative learning media can also be seen from the increasing participation of students in the learning process. Students who were previously passive in class become more active in asking questions, discussing, and even sharing personal experiences related to diversity. The interactivity offered by the media, such as quizzes, project-based assignments, and digital forums, encourages students' emotional and intellectual involvement in a balanced way. They are not just listeners, but learning actors who are directly involved in understanding and absorbing the meaning of moderation.

Furthermore, the use of innovative media can also shape students' empathetic attitudes. When students are asked to create their own media projects such as tolerance vlogs, digital posters, or short story sketches on the theme of interfaith harmony, they are invited to not only understand values theoretically, but also to voice and instill them through creative expression. This gives students space to become agents of peace in their own environment, not just objects of educational programs.

In terms of evaluation, the success indicators of innovative learning media are not only measured from cognitive aspects such as test scores or quizzes, but also from attitude indicators. Teachers can use a rubric for observing students' attitudes towards diversity, such as how they interact with friends of different religious backgrounds, or how they respond to intolerant statements on social media (**Roni Susanto, 2024**). From several reports from education practitioners, schools that implement this innovative media experience an increase in students' inclusive attitudes and a decrease in cases of bullying and exclusivism in the school environment. However, the effectiveness of innovative learning media still depends heavily on the support of the education system and teacher capacity. Teachers need to have skills in managing technology, adapting content, and creating an open and inclusive learning atmosphere. Without adequate training and mentoring, innovative media can actually become a passive tool without real impact. Therefore, it is important for educational institutions to design teacher competency improvement programs along with the implementation of moderated learning media.

The advantage of innovative learning media lies in its flexibility to be accessed anytime and anywhere (**Junaidi, Sileuw, & Faisal, 2023; Susanto, Widodo, et al., 2023; Wijaya & Aini, 2020**). This is very much in line with the characteristics of Generation Z who are closely associated with the digital world. When the values of moderation can be conveyed through platforms they like such as YouTube, Instagram, or educational TikTok, the message will be more easily accepted and interpreted. In addition, innovative media also opens up opportunities for collaboration between schools, regions, and even religions in creating a learning space that is full of peace and mutual respect. Overall, the effectiveness of innovative learning media in increasing the understanding and moderate attitudes of high school students towards diversity and religious tolerance lies in its ability to directly touch the dimensions of students' experiences. This media is able to combine values, technology, and active participation in a single, complete learning process. In the long term, this success

will produce a young generation who are fully aware of the importance of living side by side in differences, and have the social skills to become guardians of harmony and harmony amidst the complexity of the times.

4. CONCLUSION

This study shows that the use of innovative learning media is very effective in improving high school students' understanding and moderate attitudes towards religious diversity and tolerance. The media developed, such as interactive videos, story-based simulations, and digital modules, have proven to be able to integrate the values of religious moderation in an interesting, contextual, and applicable way. Students become more active, reflective, and empathetic towards the differences around them. In addition, teachers are also helped in delivering religious material that has tended to be rigid and normative. This approach has succeeded in bridging the gap between religious material and the reality of students' multicultural lives. Thus, strengthening religious moderation through innovative media not only has a positive impact on students' cognitive domains, but also on the formation of moderate and inclusive characters. The results of this study are evidence that the transformation of technology-based education and religious values can go hand in hand to create a peaceful and tolerant learning space. Further research is recommended to reach more schools with different social and geographical backgrounds, including high schools in remote areas, Islamic boarding schools, and other religious-based schools to measure the diversity of contexts and broader impacts.

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