DEVELOPMENT OF RELIGIOUS MODERATION TEACHING MATERIALS IN CHARACTER EDUCATION COURSES AT PUBLIC CHRISTIAN RELIGION INSTITUTE (IAKN) AMBON

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ARTICLE INFO	ABSTRACT
	The development of religious moderation teaching materials in character education courses at the Ambon State Christian Institute is one form of implementing religious moderation in the Ambon IAKN environment. In addition, this research also aims to deepen and broaden the knowledge of IAKN Ambon students about religious moderation. The study aims to find out eligious moderation teaching materials in character education courses. The type of research is Research and development with four stages, namely, planning, design, development and Disseminate. The results of the study indicate the feasibility of teaching materials for the five main materials assessed by the validator, namely: the mean score of 3.25 which is qualitatively included in the very feasible category. Material validation on the content aspect with an average score of 3.08 with a very decent category. The results of the test with students for the small group obtained 3.16 and for the large group test it was obtained 3.09. The hope in the future is that the development and internalization of religious moderation will not only end in religious moderation teaching materials. However, it is necessary to carry out a follow-up plan with parties who are directly related to the learning process and student development.

INTRODUCTION

The essence of the development of the educational process in higher education is related to the development of student mindsets in order to produce reliable, intelligent, intellectual and competitive human resources. However, the student's mindset seems very idealistic and without direction, as a result, college graduates' out cames are considered irrelevant to the needs of the community (Andriany, 2016). One of the weaknesses of higher education is that it produces the best graduates by showing the highest value in mastery of science in the midst of declining student attitudes and behavior

Higher education is allegedly a field to plant and grow the roots of radicalism and religious intolerance which are very strong. In 2018, based on research results, it was found

that 31% of students in Indonesia had an intolerance attitude (Etikasari, 2018). Meanwhile, the Center for Islamic Studies and the community at UIN Jakarta stated that 69.83% of students had a high attitude of religious tolerance. Meanwhile, 30.16% have a low tolerance attitude (PPIM UIN Jakarta, 2020).

The radical attitude and intolerance that develops in universities proves that higher education still fails to give attention and assistance to students in shaping their mindset and character (Purwanto et al., 2019). If the educational process in higher education is more concerned with changes only in the mastery and application of knowledge. then assume that educating students' character is not the responsibility of lecturers, so that education in higher education has the potential to destroy the dimensions of student character. Students develop knowledge but have a personality that does not blend with a positive character (Sumadi, 2018).

Responding to the strengthening of radical elements and intolerance in the world of education, the Ministry of Religion of the Republic of Indonesia has included a program of religious moderation in the education sectorPresidential Decree No. 18 of 2020 concerning the Strategic Plan of the Ministry of Religion 2020-2024 whi ch plans the implementation, socialization and strengthening of religious moderation on an ongoing basis, both by religious leaders, State Civil Apparatus and in the field of education. The follow-up to the religious moderation program is the publication of a religious moderation book which contains a detailed explanation of the concept, empirical experience of religious moderation and its implementation. Meanwhile, the conceptual part consists of national commitment with 4 (four) indicators of religious moderation, namely: 1) national commitment; 2) tolerance; 3) nonviolence; and 4) accommodating to local culture (Ministry of Religion of the Republic of Indonesia, 2019)

Related to the implementation of religious moderation in the field of education, the educational situation in higher education is still weak in cultivating a situation that familiarizes students with behavior with positive character considerations (Sihombing, 2020). The results of research on the application of character education in universities by Anna Inhardayaningsih found that the implementation of character education in universities cannot be carried out instantly but takes a long time.to produce students who are ethical, responsible and become good citizens.

However, due to academic pressure, lecturers often neglect character education and spend a lot of time dealing with mastery of science alone. In fact, universities as scientific craters are obliged to educate students' autonomy in thinking, maturation and self-identification to think religiously, nationally and be moderate as early as possible. With the aim of preventing students from thinking hard-line ideologies that can damage the character of students. Education can change the mindset of students to liven up feelings to live together (society, social) and pattern intelligent character and manners (Sutrisno, 2019).

There are three reasons why character education in higher education needs to be focused on religious moderation teaching materials, namely: 1) although the character of students has been formed before students enter college and students already have a personal area that becomes a lifestyle. But character as a dynamic condition in the structure of the human personality, if it continues to be educated and patterned, then life behavior becomes increasingly integral and there is continuous self-improvement, 2) there is community expectation that ensures that universities can produce intellectual graduates with moderate mentality as the key to addressing and managing religious diversity in Indonesia, and 3) because character is a term that refers to a particular religion or ideology, students with high reasoning power and sharp analysis can inspire,

That character education in higher education can change the mindset of students is not limited to the cognitive aspect. Although the cognitive aspect plays a role in shaping attitudes, this role does not guarantee that the mindset and behavior can function correctly and appropriately in society. Weak character education development in universities can weaken students' ethical and critical behavior in responding to future orientations, values and the world of work (Zuhra & Ridha, 2021).

An important need in developing religious moderation in higher education is to take an integration and internalization approach in implementing religious moderation. Curriculum development based on KKNI and SNPT can express the content of religious moderation in the formulation of attitudes, knowledge, and special skills as institutional characteristics. The contents of the formulation are then distributed into study materials that can be harmonized into sub-subjects to relevant courses so that they become a prominent feature of the institution of a higher education institution. In order to practice religious moderation values, religious moderation values need to be implicitly included in character education courses and Semester Learning Plans (RPS) so that they become a reminder signal and are not forgotten in the lecture process (Waseso & Sekarinasih, 2021).

Other elements that are believed to be able to support students' critical awareness in understanding and implementing religious moderation are, 1) creating interactions in the environment as part of society by patterning interactions and relationships with justice and tolerance, 2) preparing learning spaces and resources that motivate students to transform their values. So that religious moderation can be institutionalized, and 3) compromising the ethics of religious moderation is more imperative so that lecturers and students are responsible for consciously and orderly moderate behavior (Sutarto, 2022).

In addition to the three elements above as supporters of the application of religious moderation in universities, students also need to be given character strengthening as human resources to have good insight and application of religious moderation. One of the strategies that can be used by lecturers is to develop teaching materials. Teaching materials are a set of teaching materials that students learn because they provide a complete description of the competencies to be mastered (Maria et al., 2021).

In addition, the teaching materials contain forms, concepts, facts, data, processes, and skills that are arranged systematically. IInternalizing the values of religious moderation through teaching materials will help students have confidence and awareness of the truth and the benefits of moderation which are manifested in behavior. Through teaching materials, students can internalize the value of religious moderation into their hearts/ feelings so that they experience rational and emotional appreciation before making decisions (Kristayulita, 2020).

In order to internalize the study of religious moderation in character education, through teaching materials students can be active and find their own way of learning (Nashohah, 2021). That knowledge of religious moderation cannot be transferred just like that but students must be mentally active in building their own knowledge structure. One of the learning resources needed in developing the maturity of knowledge and real experience. Teaching materials can be used as information material in carrying out teaching and learning activities both in written and unwritten (Sugiman, 2017).

There are at least 3 needs to develop religious moderation teaching materials in character education by paying attention to the three pillars of moderation, namely, 1) teaching materials will help the repetition and meaning of moderate religious thought with the character of human values related to oneself, God the One Student, fellow human beings, the environment and national nationality, 2) teaching materials can provide a room for positive feedback from students on the moderation movement in the spread of religion with the aim of

inviting goodness, and 3) teaching materials help students easily study moderation in religious traditions and practices. Students have the opportunity to learn independently in strengthening relations between religions.

The Ambon State Christian Institute (IAKN) as a higher education institution within the Ministry of Religion has the function of cultivating the principle of religious moderation as well as supporting the Minister of Religion Decree Number 529 of 2021 concerning the Working Group on Strengthening Religious Moderation Programs at the Ministry of Religion.The development of religious moderation teaching materials in character education courses at IAKN Ambon aims to:encourage the internalization of religious moderation programs for students byplacing religious moderation as a science and material that needs to be taught. At the same time instilling the content of religious moderation in a measurable manner at the level of mastery of learning outcomes.

METHOD

The research conducting a literature review with the aim of finding various literatures that help review and analyze competency standards, basic competencies, indicators and character education which includes religious moderation (Creswell, 2012). Activities at the research site are seeking, gathering information and taking actions to identify learning situations by characterizing the characteristics of character education with religious moderation content (Sugiyono, 2014). The design stage, making learning tools in the form of lesson plans, teaching materials, evaluation instruments and questionnaires. The development phase includes, Draft 1: expert validation, test questions, limited trials and field trials. Expert validation aims to get suggestions for improvement and provide an assessment of the learning design. Draft 2: expert validation for content, illustration and language. The results of the trial were limited to the class then analyzed and revised the learning tools and submitted for Draft 3. Draft 3 in large groups through the learning process. After completing the learning process, it is continued with reflection as the basis for revision of learning tools. The test was carried out twice, namely limited trial and field test. Limited testing to validate the content of teaching materials.The research subjects are material experts and media experts to test the feasibility of teaching material products. Small group trial of 6 people. Student group of Faculty of Religious Social Sciences, Christian Guidance and Counseling Study Program and large group of 25 students of IAKN Ambon Faculty of Christian Education, Christian Early Childhood Education Study Program. The research instrument is adjusted to the development research stage. The aim of the research is to develop teaching materials for religious moderation in character education courses for students and lecturers to use. The instruments used consisted of documentation studies, interview guidelines, expert judgment questionnaires and student questionnaires for the feasibility of teaching materials. Questionnaire for experts to assess the content, language and images of teaching materials. Data collection is a documentation study to study material about religious moderation. Aspects of teaching materials consist of the relevance of the material, grammar and weight of the material. Design aspects consist of writing, language and layout, image illustrations and color combinations. The response assessment questionnaire uses the Likert scale rating criteria. Highest score using 4 choicesie 4 (Very good); 3 (Well); 2 (Enough); 1 (Not enough).Calculating the average score of each aspect can use the equation:

$$x = \frac{\Sigma x}{n}$$

Information:

X= Average score of expert assessment

$\sum x$ = Total score obtained from the expert

N= Number of questions

Provisions for giving meaning and making decisions use the provisions in table 1:

Table 1
Achievement Level Criteria

Level Qualification Achievement	Qualification
90% - 100% Very good	Excellent
75% - 89% Good	Very good
65% - 74% Enough	Good
55% - 64% Less	Fair
0 - 54% Less Revised	Poor

The results of teaching materials are declared good, feasible and interesting if the qualification results are at a good minimum qualification so they do not need to be revised.

RESULTS AND DISCUSSION
A. Planning Stage
1. Define the Scope
a) Front-End Analysis

The main analysis was conducted to find the problems faced in learning character education for students in responding to religious differences in the IAKN Ambon environment. This finding was found by the researcher by asking students to fill out a questionnaire.The initial analysis was carried out by searching for and finding problems related to the views or opinions of students on the attitude of religious moderation. The results of interviews with students show: 1) students think that inter-religious conflict is something that is natural because each religion needs to defend the truth of its own religion, 2) rejecting the interpretation of other religious teachings is a behavior that must be maintained, 3) responding to differences in religion, still cannot compromise with the differences in the content of religious teachings. Based on this data, the author wishes to develop a product of religious moderation teaching materials in character education courses.

b) Learner Analysics

The students in this study were first semester students of the Faculty of Christian Education, IAKN Ambon, study program for Early Childhood Christian Education and Christian Counseling Guidance. Characteristics of students in terms of cognitive, affective, and psychomotor development, students have not mastered the correct definition and application of religious moderation. The level of mastery is still weak and requires a learning process that specifically characterizes the value of religious moderation.

c) Task Analysis

In the task analysis, the researcher identifies the main skills that must be mastered by students according to the teaching materials developed by the

researcher. The contents of the skills possessed will later be compiled with the knowledge and skills that have been previously owned by students. Important reviews are given in the form of assignments in teaching materials. The tasks assigned are in accordance with competency standards and basic competencies which are translated into indicators. The form of paper assignments, making videos, observations, reports on the results of discussions, presentations and making reports on observations.

d) Concept analysis

In the concept analysis, the researcher made a concept map of religious moderation teaching materials consisting of religious studies, the personality of religious people, religious moderation and national values in religious moderation.Based on the KKNI IAKN Ambon Faculty of Christian Education, the following formulation was obtained:

1) Examining the concept of religious moderation behavior according to human personality traits in
2) Making conclusions about the way of life of religious people with the characteristics of religious moderation
3) Theory
4) Personality and behavior in religious moderation
5) In the soul, the character is a constant balance between a person's inner life and all his actions
6) In the soul, moderate character is a constant balance between one's inner life and all kinds of actions

e) Specifying Instructional Abjectives

Analysis of learning objectives is carried out to determine indicators of learning achievement that must be carried out based on the material and curriculum. The formulated objectives can help researchers describe what studies should be studied more deeply for each chapter, including compiling a grid of questions that provide an overview of the learning objectives to be achieved.

1) Identify Learner Characteristics

Characteristics of users of interactive religious moderation teaching materials in character education courses are lecturers and students at the Ambon State Christian Institute (IAKN) Faculty of Christian Education, Christian Early Childhood Education Study Program.

2) Produce A Planning Document.

Before developing the product, prepared or planned materials or scripts, animations, pictures, test questions, product displays presented in interactive teaching materials

3) Determine and Collect Resources.

Three types of sources are used in this development, namely: 1) elements that are relevant to the material, 2) elements that are relevant to the development and learning process, 3) elements that are relevant to the presentation in interactive teaching materials, between sources that are in accordance with SK and KD in the curriculum and other references in addition to textbooks

4) Conduct Initial Brainstorming.

Brainstormnamely providing guidance for students of the Ambon State Christian Institute (IAKN) Faculty of Christian Education Study Program Christian Early Childhood Education Class C related to interactive teaching materials of religious moderation in character education courses.

B. Findings of the Development Phase of Teaching Materials
1. Teaching Material Products

This research and development produces a product in the form of interactive teaching materials for religious moderation in character education courses at IAKN Ambonlinking the personality of religious people with religious moderation behavior. The description of this teaching material begins with the basic competence of the definition of religion in relation to the behavior of religious people today. The material description begins with making basic competencies, indicators and learning objectives which are then formulated with basic questions about religion, personality and religious moderation. In addition to questions, statements related to the reality of religious life and challenges to the application of religious moderation were also formulated. The formulation of learning objectives is carried out in accordance with material analysis and task analysis to make it more operational because it states observable behavior. In the teaching materials, a number of learning objectives are formulated to be used in developing learning tools. Then researchers develop material products, create a grid of questions to be evaluated to determine the achievement of learning objectives. Learning plans are oriented to the KKNI of faculties, study programs and problems found. Lesson plan for five meetings with topics, 1) Religion, 2) Personality, 3) Understanding and Basic Principles of Religious Moderation, 4) Character in Religious Moderation, and 5) Strengthening Indonesian national values in Religious Moderation.

2. Theory

The teaching materials are in the form of textbooks on Religious Moderation, Religion and Personality, Character and Indonesian National Values in Religious Moderation. Three types of sources are used in this development, namely: 1) elements that are relevant to the material, 2) elements that are relevant to the development and learning process, 3) elements that are relevant to the presentation in interactive teaching materials, between sources that are in accordance with SK and KD in the curriculum and other references in addition to textbooks. Mastery of concepts is done by giving assignments for students to write papers, make observations and interviews based on the worksheets. Students in the discussion room to solve problems and create a mind map about religious moderation in the teaching and learning process in the classroom.

3. Evaluation Instrument

The instrument is formulated in accordance with the learning objectives and teaching materials that have been studied. The elements measured are spiritual, knowledge, attitudes and skills that have been outlined in basic competencies, learning outcomes and indicators that are expected to be mastered by students. The type of assessment for each element is done by creating an assignment. Meanwhile, to obtain data to determine the mastery of the material as a whole, test questions were made for each material.

4. Results and Discussion of Teaching Material Development

This section covers the development of content in interactive teaching materials consisting of: text, images, animations, assignments and videos. Students can easily use it by reading it through a laptop/computer or in digital form. The components of interactive teaching materials consist of cover page, preface, table of contents, introduction, description, prerequisites, instructions for use, concept maps, competency standards, basic competencies, learning objectives, subject matter, summaries, assignments. The learning activities consist of three activities, 1) learning activities about

religious moderation, 2) learning activities about culture and moderate character building, 3) learning activities about the Indonesian national character as the character of religious moderation. Each learning activity consists of basic competencies, learning objectives, material descriptions, summaries, assignments,

Table 2
Validation of two preliminary material experts

No	Rating points	Material expert		Average	Category
		I	II		
1	Clarity of instructions for use of materials teach	3	3	3.0	Very worth it
2	The relationship of the previous material with studied material	4	3	3.5	Very worth it
3	Clarity of learning objectives	3	4	3.5	Very worth it
4	Clarity of concept map drawing material to be studied	3	3	3.0	Very worth it
	Average Score			3.25	Very worth it

Table 2 obtains an average data of 3.0 which is categorized as very good. Very good qualifications on elements, 1) teaching materials studied by students in achieving goals are expected to be achieved maximally, 2) goals for students to be able to master teaching materials appropriately and carry out predetermined instructions, 3) media or learning resources included in teaching materials can be used according to student needs, and 4) the language used in teaching materials can also be understood well. The indicator of the relationship between the previous material and the material is rated at 3.5. The material presented in the product of teaching materials is related to each other. The material presented with the previous teaching materials is stated to be very related, meaning that students are still able to remember the material that has been studied previously and if it is associated with new material, students will not easily forget the contents of the previous material. By mastering the previous material, students can easily absorb the new material being studied. The indicator of the clarity of the concept map depiction, the material expert gave an assessment with an average score of 3.5. This means that students can provide convenience to the order of the material to be studied. A concept map is a picture to connect the meaning of one concept to another so that there is a conceptual understanding of the teaching materials to be studied. The content of the concept map presents a number of information in the form of concepts that are interconnected in a series. Clear concept maps can help students focus their attention on important lesson assignments. Students can understand the facts from the material previously studied, then enter the material to be studied. Thus, the overall average score for the four items is 3.25 which qualitatively belongs to the very feasible category (X = 3.0).

Table 3
Validation Results of Two Material Experts on Content Aspects

No	Rating points	Material Expert		Average	Category
		I	II		
1	The breakdown of material content	3	4	3.5	Very worth it
2	Scope (breadth and depth) of content	3	3	3.0	Very worth it
3	Clarity provides examples to clarify the content	3	3	3.0	Very worth it
4	Clarity and appropriateness of the	3	3	3.0	Very worth it

No	Rating points	Material Expert		Average	Category
		I	II		
	language used				
5	Interesting material content	3	3	3.0	Very worth it
6	Emphasis on important points in the content	4	2	3.0	Very worth it
	3.08				Very worth it

Based on the data from the assessment results of two material experts on the content aspect, it shows that the item content of the material content has an average of 3.5. The second indicator item is the scope of the material content, the material expert gives a very decent assessment with an average score of 3.0. This shows that the scope of the content of the material is relevant to KD. In the third indicator item, namely the clarity of providing examples to clarify the material, material experts provide a very decent assessment with an average score of 3.0. This means that the sample questions are in accordance with the material presented. The fourth indicator is the clarity and suitability of the language used, the material expert assesses it very feasible with an average score of 3.0. This means that the language used is simple and clear, so that the language used is easy to understand. The fifth indicator item is the attractiveness of the material content, the two material experts gave a very decent assessment with an average score of 3.0. This is because the presentation of material content is not only presented in text form, but is also equipped with image content. The sixth indicator item is emphasizing important points on the content of the material. Both experts gave a very decent assessment with an average score of 3.0. This value indicates the presentation of the material content in the interactive teaching material product, there is a note column and the use of bold and italics. Based on the material expert's assessment on the content aspect, the overall average score was 3.08 which qualitatively was categorized as very feasible (X = 3.0). This is because the presentation of material content is not only presented in text form, but is also equipped with image content. The sixth indicator item is emphasizing important points on the content of the material. Both experts gave a very decent assessment with an average score of 3.0. This value indicates the presentation of the material content in the interactive teaching material product, there is a note column and the use of bold and italics. Based on the material expert's assessment on the content aspect, the overall average score was 3.08 which qualitatively was categorized as very feasible (X = 3.0). This is because the presentation of material content is not only presented in text form, but is also equipped with image content. The sixth indicator item is emphasizing important points on the content of the material. Both experts gave a very decent assessment with an average score of 3.0. This value indicates the presentation of the material content in the interactive teaching material product, there is a note column and the use of bold and italics. Based on the material expert's assessment on the content aspect, the overall average score was 3.08 which qualitatively was categorized as very feasible (X = 3.0). This value indicates the presentation of the material content in the interactive teaching material product, there is a note column and the use of bold and italics. Based on the material expert's assessment on the content aspect, the overall average score was 3.08 which qualitatively was categorized as very feasible (X = 3.0). This value indicates the presentation of the material content in the interactive teaching material product, there is a note column and the use of bold and italics. Based on the material expert's assessment on the content aspect, the overall average score was 3.08 which qualitatively was categorized as very feasible (X = 3.0).

Table 4
Media expert assessment results

Aspect	Media Expert		Amount	Average score
	I	II		
Appearance	3.52	3.42	6.94	3.47
Use	3.19	3.33	6.52	3.26
Utilization	3.22	3.50	6.72	3.36
Overall score			20.18	
average overall score				3.37
Category				Very worth it

Based on the above, the results of the assessment of teaching materials by media experts as a whole get an overall average score of 3.47 with very feasible criteria so that these teaching materials products can be used as teaching materials for students in the learning process. Then followed by the use of teaching materials obtained an average score of 3.26 with very feasible criteria. While the last one with the lowest percentage acquisition, namely the aspect of the size of teaching materials, got an average score of 3.36 percentages with appropriate criteria. The overall average score is 3.37 with a very decent category.

Table 5
Small Group Test Results in the Learning Process

No	Rating Points	Average Score	Category
1	Explanation of the title of the material	3.25	Very worth it
2	Clarity of learning objectives	3.36	Very worth it
3	Conformity of purpose with material	3.25	Very worth it
4	Accuracy of mastery of teaching materials for independent study	3.51	Very worth it
5	Current material	3.30	Very worth it
6	The accuracy of the formula for measuring student learning	3.30	Very worth it
7	Confusion of material with tasks	3.32	Very worth it
8	Clarity of independent tasks	3.23	Very worth it
9	Summary clarity	3.23	Very worth it
10,	Clarity of instructional materials	3.31	Very worth it
	Average score	3.16	Very worth it

Based on the results of the small group test on the learning aspect, the overall doctoral average was 3.16 with a very decent category. In table 5 for the accuracy of mastery of teaching materials for independent study, the average score is 3.51 with a very good category.

Table 6
Large Group Test Results on the Learning Process

No	Rating Points	Average Score	Category
1	Explanation of the title of the material	3.40	Very worth it
2	Clarity of learning objectives	3.27	Very worth it
3	Conformity of purpose with material	3.33	Very worth it
4	Accuracy of mastery of teaching materials for independent study	3.39	Very worth it
5	Current material	3.40	Very worth it
6	The accuracy of the question formulation measures student understanding	3.22	Very worth it
7	Confusion of material with tasks	3.45	Very worth it

No	Rating Points	Average Score	Category
8	Clarity of independent tasks	3.30	Very worth it
9	Summary clarity	3.33	Very worth it
10,	Clarity of instructional materials	3.35	Very worth it
	Average score	3.09	Very worth it

Large group test assessment with 10 items, 9 of which are to test the content of religious moderation teaching with assessment indicators, material titles, learning objectives, materials, mastery of teaching materials content with activity materials and task materials. Based on the assessment of the large group test on the learning aspect which consists of 10 items, the average score is 3.09 with a very decent category.

CONCLUSION

Development of Character Education teaching materials with teaching materials: Religious Moderationusing the 4D Model consists of four stages, namely Definition, Design, Development, and Dissemination.

The feasibility of teaching materials for the five main materials that have been assessed by the validators, namely: the mean score of 3.25 which qualitatively belongs to the very feasible category. Material validation on the content aspect with an average score of 3.08 with a very decent category. The results of the test with students for the small group obtained 3.16 and for the large group test it was obtained 3.09.

The internalization of religious moderation does not only end in religious moderation teaching materials that have been developed, but a follow-up plan needs to be made with parties who are directly related to the learning process and student development. The follow-up actions taken in addition to the development of teaching materials were: 1) making the Ambon IAKN environment a laboratory for religious moderation patterns based on Pancasila, 2) revisiting the Ambon IAKN KKNI so that the values and application of religious moderation were given weight, and 3) research studies and Community service can be focused on the concept of religious moderation.

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