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**DEVELOPMENT OF MATERIAL ON CREED AND MORALITY BASED ON THE VALUES OF RELIGIOUS MODERATION IN THE MATERIAL ON ETHICS IN SOCIAL MEDIA**

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**Abstract**

*This study aims to develop Akidah Akhlak learning materials based on religious moderation values on the topic of social media etiquette for Grade VIII students of Madrasah Tsanawiyah. The study employed the Research and Development (R&D) method using the ADDIE model, consisting of analysis, design, development, implementation, and evaluation stages. The developed products included learning modules, learning videos, student worksheets (LKPD), and assessment instruments integrating the values of tolerance, national commitment, non-violence, and accommodation of local culture. The research subjects were Grade VIII students of MTsN 1 Hulu Sungai Selatan. The results showed that the developed product achieved a validity score of 82.19%, categorized as very feasible. Practicality testing indicated positive results, with student activity reaching 88.60% and student responses reaching 87.80%, both categorized as very good. The effectiveness test demonstrated an increase in learning outcomes from a pretest score of 65.20 to a posttest score of 85.60, with an N-Gain score of 0.59 in the moderate category. These findings indicate that the developed materials effectively improved students' understanding and application of Islamic social media etiquette. The novelty of this study lies in integrating religious moderation values into a comprehensive Akidah Akhlak learning package focused on social media etiquette. The developed product is considered feasible, practical, and moderately effective, contributing to Islamic education by strengthening students' digital character, tolerance, responsibility, and awareness of ethical behavior in digital environments.*

**Keywords:** *Akidah Akhlak, Religious Moderation, Social Media Etiquette, ADDIE, Instructional Material*

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## INTRODUCTION

The development of information and communication technology has transformed various aspects of life, including education. The presence of the internet and social media enables people to access information and interact without limitations of space and time. According to the report of the Indonesian Internet Service Providers Association (APJII, 2024), internet penetration in Indonesia has reached more than 79% of the total population. Adolescents are the dominant internet users, including students of Madrasah Tsanawiyah (MTs). Social media has become an essential part of learning activities, entertainment, communication, and the formation of young people's behavior in the digital era. Recent studies have also reported that adolescents frequently use social media not only for educational purposes but also for social interaction and self-expression, increasing their exposure to various forms of digital behavior that may influence their character development.

In addition to its benefits, social media also presents various challenges. The spread of hoaxes, hate speech, cyberbullying, and intolerance are increasingly common phenomena in digital spaces. The Ministry of Communication and Information of the Republic of Indonesia (2023) states that low digital literacy is still the main cause of various violations of ethical behavior on social media. This condition shows that technological advancement has not been fully accompanied by the maturity of users' character. As a result, students are potentially involved in digital behaviors that conflict with social norms and moral values.

These issues pose challenges for the world of education, especially Islamic education. Islamic education does not only function as a means of knowledge transfer but also as a medium for character building and noble morals. The subject of Akidah Akhlak has a strategic role in instilling moral and ethical values in students. Therefore, Akidah Akhlak learning needs to respond to digital technological developments by presenting materials that guide students to use social media wisely, politely, and responsibly in accordance with Islamic teachings (Daulay & Siregar, 2023).

From an Islamic perspective, communication ethics are regulated in the Qur'an and Hadith. The principle of *tabayyun* in Q.S. Al-Hujurat verse 6 teaches the importance of verifying information before sharing it. In addition, Q.S. Al-Hujurat verses 11–12 prohibit mocking, insulting, having bad assumptions, and gossiping. The Prophet Muhammad (peace be upon him) also emphasized the importance of speaking good or remaining silent. These values are highly relevant to the current needs of digital ethics. Therefore, materials on social media etiquette need to be developed so that students are able to apply Islamic teachings in their daily digital activities (Nasoha & Atqiya, 2024).

Strengthening social media ethics can be carried out through the integration of religious moderation values in learning. Religious moderation is a perspective and religious practice that emphasizes balance, tolerance, justice, and respect for diversity. The Ministry of Religious Affairs of the Republic of Indonesia (2019) explains that religious moderation has four main indicators,

namely national commitment, tolerance, non-violence, and accommodation of local culture. These values are very important to be applied in social media interactions where individuals from various religious, cultural, and ideological backgrounds meet (Saefudin et al., 2023). The integration of these values into social media etiquette materials is expected to foster respectful communication, strengthen tolerance, reduce the potential for online conflict, and encourage responsible digital citizenship among students.

Theoretically, the development of social media etiquette materials based on religious moderation is supported by Bandura's Social Learning Theory. This theory explains that individuals learn through observation and imitation of their surrounding environment. In the context of social media, students tend to imitate behaviors they frequently see on digital platforms. Social media provides continuous exposure to various behavioral models, including peers, influencers, public figures, and online communities. Consequently, students may adopt both positive and negative communication patterns through observational learning. Therefore, educational interventions that provide positive digital role models and ethical guidance are essential for shaping responsible online behavior. Therefore, learning must present positive learning experiences through real-life examples so that students can build digital character aligned with moral, social, and religious values (Saputra & Karsiwan, 2024).

Previous studies show that digital literacy and character education contribute to shaping students' behavior in digital spaces. However, most studies still focus separately on strengthening digital literacy or implementing religious moderation. Although several studies have discussed digital literacy, character education, and religious moderation, limited attention has been given to the development of Akidah Akhlak teaching materials that specifically integrate religious moderation values into social media etiquette learning for Madrasah Tsanawiyah students. Research that specifically develops Akidah Akhlak materials on social media etiquette by integrating religious moderation values is still relatively limited. This condition indicates the need for the development of teaching materials that are more contextual, applicable, and relevant to students' digital life challenges (Nuryudi & Maryam, 2023).

Based on the description above, this study aims to develop Akidah Akhlak materials based on religious moderation values on the topic of social media etiquette for Grade VIII students of Madrasah Tsanawiyah. The development is carried out using the ADDIE model, which includes analysis, design, development, implementation, and evaluation stages. In addition, this research contributes to Islamic education by providing contextual learning resources that connect moral values with contemporary digital challenges faced by students. The novelty of this research lies in the integration of religious moderation values into social media etiquette materials supported by teaching modules, learning videos, worksheets (LKPD), and psychomotor assessment instruments. Unlike previous studies that generally focus on digital literacy or religious moderation independently, this study combines both dimensions within a comprehensive Akidah Akhlak

learning package designed specifically for social media etiquette education. The resulting product is expected to strengthen students' digital character effectively and sustainably.

## **METHODS**

This study employed the Research and Development (R&D) method, which aims to develop and produce an instructional product in the form of Akidah Akhlak learning materials based on religious moderation values in the topic of social media etiquette. The R&D method was chosen because it enables researchers to produce a product that is not only theoretically valid but also feasible and effective for use in the learning process. According to Sugiyono (2022), Research and Development is a method used to produce a specific product while also testing its level of effectiveness before being widely implemented. The development model used in this study is ADDIE (Analysis, Design, Development, Implementation, Evaluation), developed by Branch (2020). The ADDIE model was selected because it is systematic, logical, and flexible, allowing the development of instructional products that meet user needs.

The research was conducted at MTsN 1 Hulu Sungai Selatan with Grade VIII students as the research subjects. This school was selected because it actively implements character education programs and has adequate digital learning facilities, making it a relevant setting for developing social media etiquette learning materials integrated with religious moderation values. The object of the study was the development of Akidah Akhlak learning materials based on religious moderation values in the topic of social media etiquette. The developed product included teaching modules, learning videos, student worksheets (LKPD), and assessment instruments designed to support the achievement of students' competencies in cognitive, affective, and psychomotor domains. The product development followed the five stages of the ADDIE model: analysis, design, development, implementation, and evaluation as proposed by Branch (2020).

The analysis stage was conducted to identify learning needs, student characteristics, ongoing instructional conditions, and gaps between existing materials and learning needs in the digital era. Data were collected through observation, interviews, and documentation. The design stage focused on formulating learning objectives, designing learning materials, instructional strategies, learning media, and evaluation instruments integrated with religious moderation values. The development stage involved transforming the design into learning products, which were then validated by subject matter experts, curriculum and instruction experts, Islamic education practitioners, and Islamic education reviewers. The validation process aimed to evaluate the content accuracy, instructional design, language appropriateness, and media quality of the developed product before implementation. The implementation stage was conducted by applying the product to Grade VIII students at MTsN 1 Hulu Sungai Selatan, while the evaluation stage aimed to assess product quality and make revisions based on implementation results and expert feedback (Branch, 2020). Formative evaluation was conducted at each stage of development to ensure continuous product improvement.

Data collection techniques used in this study included observation, interviews, documentation, and questionnaires. Observation was conducted to obtain information regarding learning conditions and student activities during the learning process. Interviews were conducted with Akidah Akhlak teachers to gather information about learning needs and problems encountered in the teaching process. Documentation was used to collect supporting data such as instructional tools, activity photos, and related documents. Meanwhile, questionnaires were used to obtain validation data from experts and user responses to the developed product. The combination of these techniques enabled data triangulation and provided a more comprehensive understanding of the learning context and product quality. The use of multiple data collection techniques aimed to enhance the validity and completeness of the research data, as recommended by Creswell and Creswell (2023).

Data analysis was conducted using both qualitative and quantitative descriptive approaches. Qualitative data obtained from observations, interviews, documentation, and validator feedback were analyzed through data reduction, data display, and conclusion drawing. These steps follow the interactive data analysis model proposed by Miles, Huberman, and Saldaña (2020), which emphasizes continuous analysis throughout the research process. Qualitative analysis was used to obtain an overview of learning needs, product quality, and feedback for revision and improvement. The qualitative findings were subsequently used as the basis for revising and refining the developed learning materials.

Quantitative data were obtained from validation questionnaires and user responses using a four-point Likert scale. According to Mertler (2021), the Likert scale is an effective instrument for measuring respondents' perceptions, attitudes, and evaluations of a product or service. The scores obtained from each instrument were then calculated and converted into percentages using the following formula:

$$P = (\Sigma X / \Sigma X_i) \times 100\%$$

Where:

P = Percentage of feasibility

$\Sigma X$  = Total obtained score

$\Sigma X_i$  = Maximum possible score

The results of the calculation were then interpreted based on feasibility criteria adapted from Sugiyono (2022), namely 81–100% (very feasible), 61–80% (feasible), 41–60% (fairly feasible), 21–40% (less feasible), and  $\leq 20\%$  (not feasible). This interpretation was used to determine the level of feasibility of the materials, media, and learning tools developed. Product validity was determined based on expert validation results, while practicality was assessed through teacher and student responses during the implementation stage. Thus, the resulting product is expected to meet the aspects of validity, practicality, and usefulness in Akidah Akhlak learning based on religious moderation values.

## RESULTS AND DISCUSSION

### RESULTS

This study produced a learning product in the form of Akidah Akhlak materials based on religious moderation values on the topic of Social Media Etiquette for Grade VIII students at MTsN 1 Hulu Sungai Selatan. The product development was carried out using the ADDIE model, which consists of five stages: analysis, design, development, implementation, and evaluation. The developed product includes teaching modules, learning videos, student worksheets (LKPD), and assessment instruments that are integrated with religious moderation values.

#### 1. Analysis Stage

The analysis stage was conducted to identify learning needs, student characteristics, and problems encountered in learning Akidah Akhlak on the topic of Social Media Etiquette in Grade VIII at MTsN 1 Hulu Sungai Selatan. The analysis activities were carried out through observation, interviews with Akidah Akhlak teachers, and documentation studies of instructional tools used in the school.

The observation results showed that most students are active users of social media such as WhatsApp, Instagram, TikTok, and YouTube. Social media is used for communication, obtaining information, and entertainment. However, its use has not yet been fully accompanied by a proper understanding of social media ethics based on Islamic values. Some students still do not understand the importance of tabayyun before sharing information, maintaining politeness in communication, and respecting differences of opinion in digital spaces.

Based on interviews with the Akidah Akhlak teacher, it was found that learning still uses the 2013 Curriculum textbook, which is oriented toward the Basic Competency (KD) "Appreciating social media etiquette in accordance with Islamic principles." Although the available material discusses social media from an Islamic perspective, learning is still focused on theoretical understanding and has not been optimal in developing students' skills to apply social media etiquette in daily life. In addition, the learning materials have not specifically integrated religious moderation values, even though these values are highly relevant to the challenges of social media use in the digital era.

To strengthen the findings of the needs analysis, a documentation study was also conducted on the teaching materials currently used in learning. The documentation results showed that the textbook used as the primary learning resource still presents social media etiquette material in a general manner and has not explicitly integrated religious moderation values. The content mainly focuses on definitions, functions, and impacts of social media, while contextual examples related to students' digital experiences are still limited. Furthermore, the material does not yet provide learning activities that encourage students to practice tolerance, respect diversity, avoid hate speech, and verify information before sharing it on social media. The appearance of the teaching material before development can be seen in Figure 1.

D. ADAB MENGGUNAKAN MEDIA SOSIAL

1. Media Sosial dalam Pandangan Islam

Ajaran Islam terkait etika bermedia sosial sudah ada. Setidaknya terdapat beberapa etika dalam bermedia sosial, antara lain:

a. *Tabayyun* (cek dan riecek).

Dalam al-Qur'an surah Al-Hujarat ayat 6 disebutkan panduan bagaimana etika serta tata cara menyikapi sebuah berita yang kita terima, sebagai berikut :



Figure 1. Teaching Material Before Development

Based on the documentation, the existing teaching material still emphasizes conceptual understanding and provides limited opportunities for students to develop practical skills in implementing social media etiquette. Therefore, it is necessary to develop learning materials that are more contextual, interactive, and integrated with religious moderation values so that students can understand and apply ethical behavior in digital interactions.

The analysis also showed that the learning media used is still limited to textbooks, making the learning process conventional and less engaging for students. The dominant teaching method is lecture-based instruction, so students have limited opportunities to actively participate in learning. Meanwhile, assessment is still focused on cognitive aspects through written tests and does not yet include performance-based evaluation of social media etiquette skills. Based on these findings, it is necessary to develop Akidah Akhlak learning materials based on religious moderation values, supported by interactive learning media, participatory teaching methods, and assessments that cover cognitive, affective, and psychomotor domains.

Table 1. Observation Results of Akidah Akhlak Learning on Social Media Etiquette

No	Observed Aspect	Results
1	Student characteristics	Students actively use social media such as WhatsApp, Instagram, TikTok, and YouTube
2	Learning activities	Learning is still teacher-centered and dominated by lecture methods
3	Learning media	The main learning resource is the Grade VIII Akidah Akhlak textbook
4	Student engagement	Some students are less active in the learning process
5	Understanding of social media etiquette	Students understand basic concepts but have not optimally applied them in daily life
6	Integration of religious moderation	Not specifically visible in the learning process
7	Learning evaluation	Evaluation is still focused on written tests and cognitive aspects

**Table 2.** Interview Results with Akidah Akhlak Teacher

No	Aspect	Results
1	Basic Competency	Refers to KD “Appreciating social media etiquette according to Islamic principles”
2	Learning objectives	Explaining the definition, types, positive and negative impacts of social media
3	Learning materials	Covers social media in Islam and its etiquette, but still general in nature
4	Integration of religious moderation	Not yet specifically integrated
5	Learning media	Mainly uses textbooks as the primary learning resource
6	Teaching methods	Dominated by lecture and question-and-answer methods
7	Learning constraints	Lack of contextual teaching materials relevant to students’ digital lives
8	Evaluation	Uses written tests focusing on cognitive aspects
9	Teacher needs	Needs attractive, contextual materials integrated with religious moderation values
10	Development expectations	Availability of modules, learning videos, LKPD, and comprehensive assessment tools

Based on the results of observations and interviews, it can be concluded that learning Akidah Akhlak on the topic of Social Media Etiquette in Grade VIII at MTsN 1 Hulu Sungai Selatan still requires development in various aspects. In terms of content, the learning materials are still oriented toward conceptual understanding and have not fully connected with real-life social media phenomena experienced by students. In terms of learning media, the use of textbooks as the main learning resource has not provided an engaging and contextual learning experience. In addition, the lecture-dominated teaching method has resulted in low student participation in the learning process. Meanwhile, the evaluation system still focuses on cognitive assessment through written tests and does not yet accommodate the assessment of students’ attitudes and skills in applying social media etiquette.

This condition indicates a gap between the demands of digital-era learning and the actual classroom practices. As digital generation learners, students need learning that not only provides knowledge but also builds character and skills in using social media wisely and responsibly. Therefore, there is a need to develop more contextual, innovative, and relevant Akidah Akhlak learning materials aligned with developments in information technology. The integration of religious moderation values into the Social Media Etiquette material is one alternative to strengthen students’ understanding of tolerance, non-violence, national commitment, and respect for diversity in digital interactions. Thus, the developed material is expected not only to improve students’ understanding of social media etiquette but also to shape their character to be morally upright (akhlaqul karimah), moderate, tolerant, and responsible in using social media in daily life.

The findings of the needs analysis became the primary basis for developing the learning product. The identified gaps in learning materials, media, teaching methods, and assessment systems indicated the necessity of a more contextual learning package that integrates religious moderation values with students’ digital experiences. Specifically, the analysis revealed that students required learning materials that not only explain the concept of social media etiquette

from an Islamic perspective but also provide opportunities to apply these values in authentic digital situations. Therefore, the developed product was designed to address these needs through the integration of teaching modules, learning videos, student worksheets (LKPD), case-based learning activities, and assessment instruments that accommodate cognitive, affective, and psychomotor domains. By aligning the product design with the findings of the needs analysis, the development process ensured that the resulting materials were relevant to students' characteristics, responsive to contemporary digital challenges, and supportive of character formation through the internalization of religious moderation values.

## **2. Design Stage (Planning)**

Based on the results of the needs analysis, the design of Akidah Akhlak learning materials based on religious moderation values was carried out on the topic of Social Media Etiquette. The design process maintained the Basic Competency (KD) of the 2013 Curriculum, namely appreciating and practicing social media etiquette in accordance with Islamic principles. However, the material was developed by integrating religious moderation values, including tolerance, national commitment, non-violence, and accommodation of local culture.

The analysis results indicated that the previously used materials were still general in nature and had not yet connected with social media phenomena that are close to students' daily lives. Therefore, the developed materials include actual case examples of social media use, such as the spread of hoaxes, hate speech, cyberbullying, and conflicts arising from differences of opinion in digital spaces. The materials are also enriched with Qur'anic verses, Hadith, case studies, and reflective activities that encourage students to apply social media etiquette in their daily lives.

In addition to material development, this stage also involved designing learning components consisting of teaching modules, learning videos, student worksheets (LKPD), and assessment instruments. The teaching module was designed as the main learning resource containing systematically organized materials, while the learning videos were developed to clarify concepts and provide contextual examples of the application of social media etiquette based on religious moderation values. Student worksheets (LKPD) were designed to facilitate active learning through problem-solving activities, discussions, and reflection on social media cases frequently encountered by students.

Furthermore, a Lesson Plan (RPP) was designed as a guide for implementing the learning process. The RPP was prepared by integrating religious moderation values into learning objectives, learning activities, teaching methods, learning resources, media, and assessment procedures. The learning objectives were formulated not only to improve students' understanding of social media etiquette but also to develop attitudes of tolerance, respect for diversity, responsibility, and wise behavior in digital communication. The learning activities were designed systematically using student-centered approaches to encourage active participation and meaningful learning experiences.

The developed RPP also reflects the integration of religious moderation values throughout the learning process. Learning activities begin with contextual stimulation through examples of social media phenomena, followed by collaborative discussions, case analyses, and reflection activities. Students are encouraged to analyze various digital interaction cases based on Islamic teachings and moderation principles, enabling them to connect theoretical concepts with real-life situations. The appearance of the developed lesson plan can be seen in Figure 2.

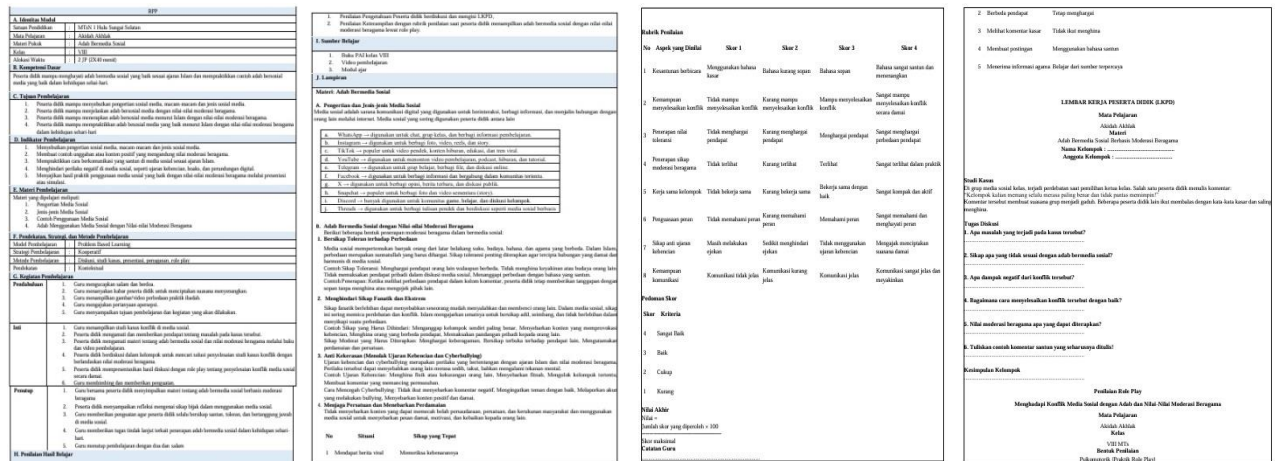


Figure 2. Lesson Plan (RPP) After Development

The developed lesson plan serves as a framework for implementing the learning materials and ensures alignment among learning objectives, learning activities, learning resources, media, and assessment instruments. Through this design, students are expected not only to understand the concepts of social media etiquette but also to demonstrate moderate, tolerant, and responsible behavior in digital interactions.

The learning methods designed include case study discussions and role play. Case study discussions are used to train students' ability to analyze problems occurring in social media based on Islamic values and religious moderation principles. Through these discussions, students are encouraged to evaluate information critically, practice tabayyun, respect different viewpoints, and avoid negative online behavior. Meanwhile, role play is used to develop students' skills in practicing polite, tolerant, and responsible social media behavior through simulated situations that reflect real digital communication experiences.

Learning evaluation was designed to measure both cognitive and psychomotor domains. The cognitive aspect is assessed through written tests aimed at measuring students' understanding of concepts, principles, and applications of social media etiquette. The psychomotor aspect is assessed through observation sheets used during discussions and role-play activities to evaluate students' communication skills, collaboration, problem-solving abilities, and application of religious moderation values. Assessment instruments were developed to provide comprehensive information regarding students' learning outcomes.

The outcomes of this design stage serve as the foundation for the product development process in the next stage. The completed design includes teaching modules, learning videos,

LKPD, lesson plans (RPP), and assessment instruments that have been systematically arranged and integrated with religious moderation values. These components are expected to support the development of more contextual, meaningful, and character-oriented Akidah Akhlak learning.

**Table 3.** Product Design Results

<b>Component</b>	<b>Before Development</b>	<b>After Development</b>
Content	General social media etiquette	Social media etiquette based on religious moderation
Case examples	Limited to textbooks	Real-life social media cases close to students' context
Media	Textbook	Teaching module and learning videos
Methods	Lecture	Case study discussions and role play
LKPD	Not available	Developed according to the learning materials
Evaluation	Cognitive only	Cognitive and psychomotor
Religious moderation values	Not integrated	Integrated throughout materials and learning activities

Based on the design results, it can be concluded that the developed learning materials have accommodated the needs identified during the analysis stage. The integration of religious moderation values into content, learning activities, teaching methods, media, and assessment instruments is expected to create a more relevant and effective learning experience. Therefore, the design stage provides a strong foundation for developing learning materials that not only improve students' understanding of social media etiquette but also foster moderate, tolerant, and responsible character in the digital era.

### **3. Development Stage (Product Development)**

The development stage was carried out by producing the learning product in accordance with the design prepared in the previous stage. The resulting products include Akidah Akhlak teaching modules based on religious moderation values, learning videos, student worksheets (LKPD), and cognitive and psychomotor assessment instruments. The developed materials contain the concept of social media etiquette from an Islamic perspective, integrated with the values of tolerance, national commitment, non-violence, and accommodation of local culture.

The teaching module was developed as the main learning resource and organized systematically according to the learning objectives. The module consists of learning outcomes, learning materials, Qur'anic verses and Hadith related to social media ethics, contextual examples, case studies, reflection activities, and evaluation tasks. The learning video was developed to support students' understanding through visual and audio presentations of social media phenomena relevant to their daily lives.

In addition, student worksheets (LKPD) were developed to facilitate active learning and provide opportunities for students to analyze various social media cases using Islamic values and religious moderation principles. The LKPD contains discussion activities, case analyses, reflection tasks, and role-play scenarios designed to improve students' critical thinking, collaboration, and communication skills. Assessment instruments were also developed to evaluate students'

cognitive understanding and psychomotor skills in applying social media etiquette during learning activities.

After the product development process was completed, the learning materials were validated by four validators consisting of a subject matter expert, a curriculum and instruction expert, an Islamic Education practitioner, and an Islamic Education reviewer. The validation process was conducted to determine the feasibility level of the developed product before its implementation in the learning process.

**Table 4.** Product Validation Results

<b>Validator</b>	<b>Percentage (%)</b>	<b>Category</b>
Subject Matter Expert	70.43	Feasible
Curriculum and Instruction Expert	85.71	Very Feasible
Islamic Education Practitioner	90.48	Very Feasible
Islamic Education Reviewer	82.14	Very Feasible
Average	82.19	Very Feasible

Based on Table 4, the average validation score obtained was 82.19%, which falls into the “very feasible” category. This result indicates that the developed Akidah Akhlak learning product based on religious moderation values in the Social Media Etiquette topic has met the feasibility standards in terms of content, presentation, language, and alignment with learning objectives.

The highest score was given by the Islamic Education practitioner, with 90.48%, indicating that the product is highly suitable for classroom learning needs and practical implementation. Meanwhile, the lowest score was obtained from the subject matter expert at 70.43%, which still falls within the “feasible” category. Overall, the validation results confirm that the developed product is relevant, systematic, and appropriate for use in the learning process.

In addition to providing quantitative assessments, the validators also offered suggestions for improving the developed product. These suggestions were used as references for revising and refining the learning materials before implementation. The revisions focused on strengthening contextual content, improving learning indicators, enhancing the integration of religious moderation values, and simplifying language to improve readability and student comprehension.

**Table 5.** Suggestions and Follow-Up Actions from Validation Results

<b>Validator</b>	<b>Suggestions for Improvement</b>	<b>Follow-Up Actions</b>
Subject Matter Expert	Add more up-to-date case examples	Added cases of hoaxes and hate speech on social media
Curriculum and Instruction Expert	Adjust learning indicators	Revised learning indicators and learning activities
Islamic Education Practitioner	Strengthen the integration of religious moderation values	Added reflection activities and case studies based on religious moderation
Islamic Education Reviewer	Simplify the language	Revised the content to be more communicative and easier to understand

Based on the validation results and the revisions made, it can be concluded that the developed Akidah Akhlak learning materials have achieved a high level of feasibility and quality.

The integration of religious moderation values throughout the module, learning activities, LKPD, and assessment instruments is expected to support students in understanding and practicing social media etiquette in accordance with Islamic teachings and the principles of religious moderation. Therefore, the developed product is considered ready to be implemented in the learning process and evaluated further in the implementation stage.

#### 4. Implementation Stage

The implementation stage was carried out by trying out the developed product with Grade VIII students at MTsN 1 Hulu Sungai Selatan. This implementation aimed to determine the practicality of the learning process, the feasibility of the product in practice, and students' responses to the use of Akidah Akhlak learning materials based on religious moderation values in the Social Media Etiquette topic.

During the learning activities, students used the developed teaching module, watched learning videos, completed student worksheets (LKPD), and participated in case study discussions and role-play activities. The learning process became more active and interactive compared to previous instruction because the materials were directly related to students' daily experiences in using social media. This condition helped students better understand the concept of social media etiquette from an Islamic perspective integrated with religious moderation values.

#### Practicality Test

The practicality test was conducted to determine how easily, effectively, and attractively the product could be used in the learning process. Practicality assessment was obtained through observation of student activities and student response questionnaires.

**Table 6.** Results of Student Activity Observation

No	Activity Aspect	Percentage (%)	Category
1	Paying attention to teacher explanation	90	Very Good
2	Actively asking questions	84	Good
3	Active participation in discussions	88	Very Good
4	Completing LKPD	92	Very Good
5	Participating in role play	89	Very Good
<b>Average</b>		<b>88.60</b>	<b>Very Good</b>

Based on the observation results, the average student activity score was 88.60%, which falls into the "very good" category. This indicates that the use of the developed product was able to significantly increase students' active involvement in the learning process.

Students did not only act as passive recipients of information, but also actively participated in discussions, question-and-answer sessions, as well as completing LKPD-based tasks and role-play activities. This condition reflects that the learning process became more interactive and meaningful, particularly in cognitive, affective, and social participation aspects. Thus, the developed product has proven effective in encouraging student activeness and engagement in the classroom.

**Table 7.** Student Response Results

<b>Aspect</b>	<b>Percentage (%)</b>	<b>Category</b>
Attractiveness of materials	87	Very Good
Ease of understanding	85	Very Good
Relevance of case examples	89	Very Good
Attractiveness of learning videos	88	Very Good
Learning usefulness	90	Very Good
<b>Average</b>	<b>87.80</b>	<b>Very Good</b>

The student response results show an average score of 87.80%, which falls into the “very good” category. This indicates that the developed product has a high level of practicality, as it is easy to use, engaging, and aligned with the needs and characteristics of students in the digital era

In addition, students gave positive responses to the use of learning media such as videos, LKPD, and case studies, which helped them understand the material more concretely. Thus, the developed product is not only practical but also able to create a more meaningful, interactive, and relevant learning experience in students’ daily lives.

### **5. Evaluation Stage**

The evaluation stage was conducted to determine the effectiveness of the developed product in improving students’ learning outcomes on the topic of Social Media Etiquette based on religious moderation values. This stage represents the final phase of the ADDIE model and aims to assess the extent to which the developed learning product achieves the predetermined learning objectives. At this stage, measurement was carried out systematically through a pretest and a posttest, which were then analyzed to determine the improvement in students’ abilities after using the developed learning product in Akidah Akhlak instruction.

In addition to evaluating students’ learning outcomes, a comprehensive evaluation of the developed learning product was also conducted based on validation results, implementation findings, and feedback obtained during the learning process. The evaluation results were used to refine the product and ensure that all learning components, including teaching materials, learning activities, assessment instruments, and lesson plans (RPP), were aligned with the learning objectives and the principles of religious moderation.

Following the revision process based on validators’ suggestions and implementation results, the final version of the Lesson Plan (RPP) was produced. The revised RPP reflects improvements in learning indicators, learning activities, contextual case examples, language clarity, and the integration of religious moderation values throughout the learning process. The final lesson plan serves as the primary guideline for implementing the developed learning materials and ensuring consistency between objectives, learning activities, teaching methods, media, and assessment procedures.



**Figure 3.** Final Product of the Religious Moderation-Based Lesson Plan (RPP)

The final lesson plan demonstrates the integration of religious moderation values into every stage of learning. The learning objectives emphasize the development of students' understanding and behavior related to social media etiquette, while learning activities encourage critical thinking, tolerance, respect for diversity, responsibility, and wise communication in digital environments. Through contextual learning experiences, students are expected to apply Islamic values and religious moderation principles in their daily social media interactions.

### Effectiveness Test

**Table 8.** Students' Pretest and Posttest Results

Description	Average Score
Pretest	65.20
Posttest	85.60

The results indicate an increase in students' average scores after participating in learning activities using the developed product. The average pretest score of 65.20 increased to 85.60 in the posttest. This improvement demonstrates that students experienced a significant enhancement in their understanding of social media etiquette based on religious moderation values. It also indicates that the developed learning materials effectively helped students understand concepts, apply Islamic values, and relate the content to social media phenomena in their daily lives.

**Table 9.** N-Gain Test Results

N-Gain Score	Category
0.59	Moderate

The N-Gain analysis produced a score of 0.59, which falls into the moderate category. This result indicates that the developed learning product has a sufficient level of effectiveness in improving students' learning outcomes. Although it has not yet reached the high category, the result demonstrates a positive impact of using religious moderation-based materials on students'

understanding. Therefore, the developed product can be considered effective and suitable for use as instructional material in Akidah Akhlak learning at the Madrasah Tsanawiyah level.

### Summary of Development Results

Table 10. Product Quality Summary

Aspect	Result	Category
Validity	82.19%	Very Feasible
Practicality (Student Activities)	88.60%	Very Good
Practicality (Student Responses)	87.80%	Very Good
Effectiveness (N-Gain)	0.59	Moderate
Product Feasibility	Suitable for Use	Very Feasible

The summary of development results shows that the developed product met all evaluation criteria, namely validity, practicality, and effectiveness. Overall, the validity score was categorized as very feasible with a percentage of 82.19%. The practicality of the product was also classified as very good based on student activities and responses. Meanwhile, the effectiveness test using N-Gain yielded a moderate category result.

Based on the overall evaluation results, it can be concluded that the Akidah Akhlak learning materials based on religious moderation values for the Social Media Etiquette topic successfully fulfilled the criteria of validity, practicality, and effectiveness. The developed product not only improved students' understanding of social media etiquette but also facilitated the development of moderate, tolerant, and responsible attitudes in digital interactions. Therefore, the product is considered feasible, effective, and appropriate for implementation in Akidah Akhlak learning at the Madrasah Tsanawiyah level.

### DISCUSSION

The results of this study indicate that the development of Akidah Akhlak learning materials based on religious moderation values in the topic of social media etiquette is able to address the needs of 21st-century learning. This finding is supported by Assyifa et al. (2023) who state that Akidah Akhlak learning serves as a foundation for 21st-century character education because it integrates knowledge, attitudes, and skills in the learning process. In this context, the use of social media as a phenomenon close to students' daily lives becomes an important basis for designing contextual and meaningful learning. Furthermore, the integration of religious moderation values in learning materials is in line with the findings of Rahmawati et al. (2023), which show that religious moderation values in Akidah Akhlak learning can strengthen students' character, particularly in developing tolerance, non-violence, and responsibility in social life. Thus, learning is not only oriented toward cognitive aspects but also develops students' affective and psychomotor domains.

These findings suggest that Akidah Akhlak learning can play a strategic role in responding to contemporary digital challenges by integrating moral education with students' real-life experiences. The contextualization of learning materials through social media issues enables

students to connect Islamic values with their everyday digital interactions, making learning more meaningful and relevant.

The results of the analysis stage revealed a gap between classroom learning conditions and digital literacy demands. Students actively use social media but do not yet have a deep understanding of Islamic-based digital ethics. This finding is consistent with the UNESCO (2023) report, which states that adolescents' digital literacy is often not balanced with ethical literacy and responsibility in digital technology use. In addition, teacher-centered learning has resulted in low student participation in the learning process. This condition strengthens the findings of Suryahim et al. (2026), which show that Akidah Akhlak learning integrating religious moderation values and actively involving students can support character formation and increase student engagement in learning. Therefore, innovative learning that is experience-based, contextual, and collaborative is needed to develop both digital literacy skills and Islamic character values. The identified gap also highlights the importance of transforming Islamic education from content-oriented instruction into competency-oriented learning that emphasizes ethical decision-making, critical reflection, and responsible digital behavior.

At the design stage, the development of materials integrated religious moderation values, including tolerance, national commitment, non-violence, and accommodation of local culture. These values are in line with the concept of religious moderation developed by the Ministry of Religious Affairs of the Republic of Indonesia (2019) and supported by Fitriyah et al. (2024), who found that internalizing religious moderation values in Akidah Akhlak learning can strengthen tolerance, respect for differences, and moderate character formation. The learning design also follows the ADDIE model, which is systematic and flexible in instructional material development. The use of real-life case studies such as hoaxes, cyberbullying, and hate speech demonstrates the relevance of the material to students' digital lives. Thus, the learning design becomes more contextual, applicable, and meaningful for students in facing digital interaction challenges.

The validation results show that the product is in the "very feasible" category with an average score of 82.19%. This indicates that the product meets the criteria of content validity, language appropriateness, and alignment with learning objectives. These findings are consistent with Kurniasih et al. (2024), who reported that teaching materials developed using the ADDIE model are categorized as highly feasible based on expert validation due to their alignment with content, language, and learning objectives. The lower score from the subject matter expert compared to other validators indicates the need to strengthen more updated and contextual examples. However, overall, the validation results confirm that the product is suitable for use in religious moderation-based Akidah Akhlak learning. The high validation results also demonstrate that integrating religious moderation values into Akidah Akhlak materials can be achieved without reducing curriculum alignment. Instead, the integration enriches the learning content by providing students with practical guidance for addressing contemporary social and digital issues.

The implementation results show that the practicality of the product is in the “very good” category based on student activity (88.60%) and student responses (87.80%). This indicates that learning using media, LKPD, and role-play activities can increase student engagement. This finding is supported by Atizah et al. (2024), who found that interactive LKPD in Islamic education learning is highly practical and receives positive student responses because it creates more engaging and interactive learning. In addition, Ma’arif et al. (2024) state that role-play learning models can increase student participation and engagement in Islamic education learning. Thus, the developed product is practical, easy to use, and effective in promoting active student involvement in religious moderation-based Akidah Akhlak learning.

The increase in student activity shows that the learning model used is able to encourage active participation in discussions and group work. This aligns with Ma’arif et al. (2024), who found that role-play improves student engagement by providing opportunities for interaction, discussion, and direct practice. Furthermore, Saputra and Karsiwan (2024) explain that learning involving observation, social interaction, and direct practice strengthens understanding and shapes students’ social behavior. Role-play and case study activities in this study allow students to observe and practice proper social media behavior based on Islamic values. Thus, learning is not merely theoretical but also provides meaningful social experiences, improving critical thinking and social attitudes. This finding supports Bandura’s Social Learning Theory, which emphasizes that learning occurs through observation, imitation, and social interaction. By engaging in role-play and case-based activities, students observe desirable behaviors, practice them in authentic situations, and receive feedback that reinforces positive social media conduct.

The effectiveness test results show an increase from the pretest (65.20) to the posttest (85.60), with an N-Gain score of 0.59 (moderate category). This indicates that the learning product is sufficiently effective in improving student learning outcomes. This finding is supported by Wulandari et al. (2025), who reported that digital learning media in Islamic education significantly improves student learning outcomes based on pretest and posttest results as well as N-Gain analysis. This improvement occurs because social media-based contextual learning makes it easier for students to understand the material. Firdaus & Latif (2025) also found that interactive multimedia improves learning outcomes in the moderate to high category because it helps students understand concepts more concretely and attractively. The integration of religious moderation values further strengthens moral internalization in learning. The moderate N-Gain score indicates that the product successfully facilitated meaningful learning improvement. More importantly, the improvement reflects not only increased conceptual understanding but also the potential development of students’ ethical awareness and digital responsibility.

The success of the product in improving learning outcomes also shows that the integration of religious moderation values is effective in shaping students’ digital character. This is consistent with Suparmun et al. (2024) who found that strengthening students’ character through digital literacy-based Islamic education media fosters religiosity, responsibility, and critical thinking in

responding to digital phenomena. Through case-based learning and reflection, students not only understand concepts but also experience and practice values. Furthermore, Rochmat et al. (2025) emphasize that Bandura's social cognitive theory supports character internalization through observation, imitation, and reinforcement processes. Therefore, Akidah Akhlak learning becomes more meaningful in shaping Islamic moral character in the digital era.

Overall, the results of this study indicate that the developed product is feasible, practical, and moderately effective for use in learning. The ADDIE model has proven effective in producing systematic and structured teaching materials. This is consistent with previous studies on ADDIE-based instructional development, which highlight its systematic, flexible, and learner-centered nature in producing valid, practical, and effective learning products. Thus, Akidah Akhlak materials based on religious moderation in social media etiquette can serve as an innovative alternative in Islamic education learning in madrasahs. This product is expected to contribute to strengthening students' digital character that is moderate, tolerant, and responsible.

The novelty of this study lies in the integration of religious moderation values into Akidah Akhlak materials specifically designed to address social media etiquette in the digital era. Unlike previous studies that focused separately on digital literacy or religious moderation, this study combines both dimensions within a comprehensive learning package consisting of modules, learning videos, LKPD, and assessment instruments. Practically, the product can serve as a reference for teachers in implementing character-oriented digital learning in Islamic educational institutions.

Nevertheless, this study was conducted in a single madrasah with a limited number of participants. Therefore, future studies are recommended to involve broader samples and different educational settings to examine the effectiveness and generalizability of the developed product across diverse learning contexts.

## **CONCLUSION**

Based on the results of the research and development, it can be concluded that the developed Akidah Akhlak learning materials based on religious moderation values on the topic of social media etiquette using the ADDIE model are feasible for use in learning. This is evidenced by expert validation results with an average score of 82.19%, categorized as very feasible. In addition, the product is also practical based on student activity observations of 88.60% and student responses of 87.80%, both categorized as very good.

Furthermore, the product is also moderately effective in improving student learning outcomes. This is shown by the increase in pretest scores from 65.20 to posttest scores of 85.60, with an N-Gain value of 0.59 in the moderate category. Therefore, the developed material is able to improve students' understanding of social media etiquette while strengthening the internalization of religious moderation values in digital life, thereby contributing to the formation of students' character that is moderate, tolerant, and responsible.

The findings indicate that integrating religious moderation values into Akidah Akhlak learning materials provides a relevant approach for addressing ethical challenges in students' digital interactions. Through the use of contextual learning resources, learning videos, LKPD, and interactive learning activities, students are encouraged not only to understand Islamic principles of social media etiquette but also to apply them in their daily lives.

The novelty of this study lies in the development of a comprehensive Akidah Akhlak learning package that combines social media etiquette education with the values of religious moderation, including tolerance, national commitment, non-violence, and accommodation of local culture. This integration contributes to the enrichment of Islamic education by connecting character education with contemporary digital issues faced by students.

Practically, the developed product can serve as an alternative learning resource for Akidah Akhlak teachers in madrasahs who seek to promote responsible digital citizenship and strengthen students' moral character. Future studies are recommended to implement the product in broader educational settings and involve larger participant groups to further examine its effectiveness and applicability across diverse learning contexts.

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