



JURNAL KAJIAN KEPENDIDIKAN ISLAM  
<http://ejournal.iain-surakarta.ac.id/at-tarbawi>

## BACKPACKER ROHANI: AN EFFORT TO CULTIVATE MODERATE INSIGHTS BASED ON ISLAMIC RELIGIOUS EDUCATION TEACHING MATERIALS

Aba Agil Aziz<sup>1</sup>, Muh. Khairul Rifa'i<sup>2</sup>

<sup>1,2</sup> Universitas Islam Negeri Sunan Ampel Surabaya

Email: \*<sup>1</sup> [abaagilaziz@gmail.com](mailto:abaagilaziz@gmail.com), <sup>2</sup> [rifai@uinsby.ac.id](mailto:rifai@uinsby.ac.id)

### Abstract

#### Keywords:

Backpacker Rohani,  
Teaching Materials,  
Islamic Education,  
Religious Moderation

The learning process requires teaching materials that are useful for making it easier for educators to convey information on teaching materials in the form of materials. The development of teaching materials is needed in order to support learning needs. This study describes the development of spiritual backpacker-based teaching materials as an effort to inculcate the value of religious moderation. The research process is field research using a phenomenological approach. MI Alam Alfa Kids was used as the research location to collect concrete data. sources of data in the form of interviews, observations, and documentation as the main data. The analysis was carried out by presenting data, reducing it, and concluding. The results of this study are: 1) the development of spiritual backpacker-based teaching materials is the development of teaching materials that are adapted to the learning designs at MI Alam Alfa Kids, namely spiritual backpacker-based learning as an effort to instill the value of religious moderation; 2) Spiritual backpacker teaching materials give participants firsthand experiences of being directly connected to the community environment, giving them open insight into how to be moderate. 3) Teaching materials have advantages, including an integrated learning process with the environment, fostering student inquiry, and training students to live tolerantly in community. The drawbacks of this model are that not all subjects can be developed using it; it requires special time; not all ages can apply spiritual backpacker-based teaching materials; and the implementation of teaching materials must be accompanied by more than one teacher.

## INTRODUCTION

The problem of radicalism has infected the educational environment. This is evidenced by the results of a survey in 2016 by Setara Intitut of 760 respondents from public high schools in Jakarta and Bandung, that 35.7% understood radical thoughts, 2.4% demonstrated intolerant acts and attitudes, and 0.3% potential terrorists. Then the survey results have the same trend as Setara Institute by PPIM and Wahid Institute (Administrator, 2018). This phenomenon is certainly a problem that must be immediately sought for a solution because it can cause damage to the social construction of Indonesia's multicultural society. The problem is more complicated and worrying when the understanding of radicalism and religious intolerance has infected students, because they are the determinants and successors of the future of the nation and state (Hermawan, 2020).

Tolerant and moderate attitudes among students will not be formed if the learning process of religious education in school institutions only teaches textually and normatively (Abidin, 2021). Therefore, moderate values for the development of an educational community environment are important (Chadidjah, Kusnaty, Ruswandi, & Syamsul Arifin, 2021). The Ministry of Religion responded to this phenomenon by establishing a religious moderation program (Andrios, 2021). The value of religious moderation in the educational context can be internalized in school institutions by creating a systematic program (Hermawan, 2020).

School institutions are an alternative way of internalizing these values to strengthen harmony, love for fellow human beings, and national commitment. This is because educational institutions are laboratory bases for religious moderation (Latif, 2022). According to Sutrisno, the effort that can be made by a multicultural society is by internalizing moderate values in educational institutions through a socio-religious approach to the life of the nation and state (Sutrisno, 2019). Gunawan, Nurul, and Supriatin also added that the practice of religious moderation is also strengthened by good attitudes or morals (Gunawan, Nurul, & Supriatin, 2021).

Based on the problems above, educators are required to be creative in presenting material in order to strengthen students' understanding. Learning materials developed must certainly provide an understanding of the religion scope to students. The teaching material contains an understanding that requires students to have an attitude of tolerance and respect for the differences in other people's beliefs, and not to interfere with followers of other religions to apply what they have learned in the lives of students (Suhendi, Hasbiyallah, Ihsan, & Aripin, 2021). Educators of Islamic religious material are an important component in internalizing the value of religious moderation, they must have professionalism and ability to make teaching materials (Wirani, Fakhruddin, & Afriatien, 2020).

The process of delivering material involves educators as the main actors in the implementation of learning, because educators are facilitators for students. This means that this role is an opportunity for educators to maximize and develop learning materials needed by students to help solve problems. The problem in this case is religious moderation. The development of these teaching materials required various innovations to overcome an existing problem. Teaching materials prepared by educators must have a relationship with teaching and learning activities, because teaching materials are tools for conveying information on the subject matter to be conveyed (Suhendi et al., 2021).

The delivery of subject matter information is sought so that students achieve maximum competence (Syafei, 2019). To achieve maximum competence, an educator plays an active role in guiding students to increase their interest in learning (Rifa'i, 2019). Not only this role, but educators also have the duty of responsibility to shape the character of students following Indonesian nationalism. Therefore the preparation of teaching materials based on religious moderation is an effort to instill the concept of religious moderation in students' personalities so that they instill moderate behavior and attitudes (Purbajati, 2020). Thus, the preparation of teaching materials is one of the main things of successful learning, especially related to religious moderation.

Previous research regarding the development of teaching materials that contain the internalization of religious moderation values has been carried out by many previous researchers. Like Chadidjah, he tries to map attitudes that must be implemented in PAI subjects such as *tawazun*, *tawasuth*, *i'tidal* where the value of moderation is applied at every level of education (Chadidjah et al., 2021). Then Saragih, discussed the development of teaching materials about national peace. he uses multicultural concepts in the development of teaching materials for Islamic religious education (Saragih, 2019). Subsequent research on teaching materials from the Khulafaur Rashidin perspective was developed based on religious moderation. The content of developing these teaching materials is Khulafaur Rasyidin's example of building a social community that can be applied to the lives of students. The development of teaching materials is influenced by two factors, namely supporting and inhibiting factors (Suhendi et al., 2021).

The development of teaching materials also occurs in the Aqidah Akhlak aspect. This development is based on humanity which includes relationships between human beings, and attitudes in state life (Arifin & Najamudin, 2019). Isgandi and Prasodjo also developed this teaching material regarding the attitude of the state by including the values of character education and a nationalist spirit (Isgandi & Prasodjo, 2018). The development

of these teaching materials aims to prevent radical attitudes toward religion and statehood. In addition, there is also research to prevent radical attitudes with problem-based learning models in developing PAI teaching materials (Syafei, 2019).

From various previous studies, no one has examined the development of PAI teaching materials using the spiritual backpacker model. This model is an effort to deradicalize religion. This kind of learning is represented by MI Alam Alfa Kids. The director of the PPDR foundation Al-Fadoli Pati explained that spiritual backpacking is one of the learning methods at the Madrasah Alam Alfa Kids to strengthen positive mental attitudes such as toughness, caring, teamwork, leadership, managing time strategies, and finances. In stages and integrated this method was developed according to the age and developmental needs of students at Madrasah Alam Alfakids. Learning with this kind of method can foster students' enthusiasm for learning so that learning does not only involve the knowledge, attitudes, and skills of students but also their heart involvement. The principal of the MI Alam Alfakids school stated that learning like this was directed to get to know the practice of religious moderation.

The application of spiritual backpacker learning certainly requires teaching materials, because teaching materials are one of the important elements of the teaching and learning process. The preparation of teaching materials should not be left out in curriculum design, because this can be a reason for not achieving good education (Mahmudin, 2021). The preparation of teaching materials aims to facilitate students' understanding of the information conveyed in the learning process (Asmayanti, Cahyani, & Idris, 2013). Therefore, in the planning process, it is necessary to prepare the preparation of teaching materials that are mature and appropriate so that learning can be achieved optimally (Annisa, Thahirah, & Zakariah, 2020).

The ability and accuracy of educators in developing teaching materials affect the achievement of learning objectives (Hafid & Khoiriyah, 2018). The achievement of these learning objectives can be assisted by the use of teaching materials that are applied during teaching and learning activities in class (Kurniawati, 2015). At the time of planning the preparation must be adjusted to the instructional design in learning at Madrasa Alam Alfakids based on spiritual backpackers as an effort to instill the value of religious moderation. The development of this teaching material is an effort to instill the value of religious moderation to achieve benefit, peace, and brotherhood (Gunawan et al., 2021).

Spiritual backpacker-based teaching materials with a teaching material approach in this study are different from previous research because this teaching material is

associated with place visits as a learning process so it becomes interesting. Not only that but these teaching materials are also related to students' spirituality to increase students' understanding of religious moderation material at MI Alam Alfa Kids Cluwak, Pati, Central Java.

## RESEARCH METHODS

This research is qualitative field research with a phenomenological approach, namely describing, explaining, and describing the development of teaching materials to instill the value of religious moderation in MI Alam Alfa Kids (Sukmadinata, 2009). The data acquisition method was carried out by direct observation, interviewing informants, and documenting findings (Moleong, 2008). Data were obtained from MI Alam Alfa Kids Cluwak Pati by observing the process of implementing teaching materials based on spiritual backpacker learning and gathering information from informants. The research data that has been collected is tested for credibility by source triangulation (Sugiyono, 2005). Then the data was analyzed using the first technique, namely presenting data about spiritual backpacker teaching materials, secondly reducing the data, and finally verifying the data (Sugiyono, 2006).

## RESULTS AND DISCUSSION

### *Development of Teaching Materials*

One of the main elements of the educational curriculum is the development of teaching materials (Suyono & MS, 2011). Teaching materials are a set of teaching materials that are systematically arranged to help and facilitate education when conveying learning. Learning with adequate teaching materials will create an effective learning atmosphere (Permadi, 2021).

The implementation of the educational curriculum depends on the learning implementation process which includes the preparation of teaching materials to convey material content (Kurniawati, 2015). The selection of teaching materials is required according to the students needs, with the first step in developing teaching materials having to go through the stages of instructional analysis and carry out a long and creative thinking process (Mahmudin, 2021).

Educators become a bridge to deliver students' achievement of predetermined competencies. therefore it takes principles that become a guideline in the preparation of teaching materials so that the results of the preparation are used effectively. The effectiveness



of this teaching material is expected to provide convenience in the delivery of material content (Kurniawati, 2015).

Teaching materials have two characteristics, namely systematic and specific. Systematic teaching materials are learning materials that are developed based on principles and are arranged coherently, and sequentially and making it easier for students to learn them. while specific teaching materials mean teaching materials that are prepared according to learning topics and learning outcomes competencies (Amin, Khosi'in, & Ni'am, 2021). Teaching materials also have an important role in growing the intellectuals of educators and students (Hafid & Khoiriyah, 2018).

Based on that, when developing and compiling teaching materials educators must pay attention to the following three principles: 1) the content of the selected material must be relevant to the theme and subject of learning, 2) the development of teaching materials is consistent with the basic competencies that have been determined at the beginning of the instructional preparation analysis, And; 3) the selected material meets the criteria and includes the competence of learning objectives (Annisa et al., 2020).

So, the development of teaching materials is an effort made to pay attention to the principles of teaching materials from various sources to meet the learning needs of students.

### ***Spiritual Backpackers***

Spiritual Backpacker is two words that are combined, namely Backpacking and Spiritual. Backpacker itself is a term for adventurers who visit a place according to the plan and bring the equipment needed to get a more complete experience (Currie, R, Campbell-Trant, & Sheilag Seaton, 2011). In doing backpackers, careful preparation is needed such as planning place, time, costs, and equipment. Meanwhile, what is meant here is spiritual values. Religious value is an implied or explicit value in religion that influences a person's attitude and behavior in carrying out his religion, where this value is instilled in his heart and soul (Rifa'i, 2016).

From this definition, spiritual backpacking can be interpreted as a person's adventurous journey by bringing equipment to visit a place accompanied by a spiritual experience.

Learning while traveling with backpackers provides many experiences for students during the process. During the trip, students are trained to contemplate the natural environment that is observed and then connected with a spiritual process, namely strengthening belief and faith in God through the creation of the earth and everything in it. They witness the beauty and perfection of God's creation (Saputra, Irham, & Taufiq, 2021). In this regard, spiritual backpackers are interested to apply as a learning model.

Backpacker learning has similarities with study tours, namely learning strategies by visiting a place accompanied by educators to gain knowledge which is then made into a report. For example, students are invited to shopping places to observe buying and selling practices (Budiman, 2013).

From the description above, it can be defined that backpacker-based teaching materials are teaching materials developed based on the spiritual backpacker learning model, namely learning that is linked to visits to a place that has been planned including transportation costs, visiting time, places, and equipment.

### ***Project Approach***

The project method is a learning method designed so that students can produce work in solving problems in their environment (Juwanti, Salsabila, Putri, Nurany, & Cholifah, 2020). This method is oriented towards solving problems and making decisions and working with study group members to present products (Sujana & Arifin, 1988). According to John Dewey, the project method is the concept of "Learning by doing" (Rahmiati, Israwati, Rahmi, Amri, & Amalia, 2021). This method aims to train students to work in teams and have empathy (Mubin, 2021).

The theory that underlies the project method is constructivism, which means active learning that involves students working together with other students or even educators can learn together with students (Juwanti et al., 2020). The step of this method is that the teacher gives problems and then students try to find the knowledge that is integrated with their real experiences. After finding this knowledge, students and their study groups solve problems given by educators and produce a report in the form of learning outcomes (Teguh Purnawanto, 2019). From this review, it is confirmed that the project method provides experience and trains students to make a product in solving the problem.

### ***Religious Moderation***

The concept of religious moderation has been explained in the Qur'an. This term in the Qur'an uses the lexical *wasathan* which means middle or fair (Abror, 2020). Ibn Asyur as quoted by Naf'an defines *wasathiyah* in terminology as principles in Islam that are built based on a straight and middle mindset (Fajron & Tarihoran, 2020). In general, moderate is the attitude of someone who shows balance in morals, character, and beliefs both when addressing other people as individuals, as well as when dealing with state institutions (Rahayu & Lesmana, 2020).

Moderation in Islam is an attitude that promotes tolerance of differences and diversity (Akhmadi, 2014). The meaning of moderation is meant by understanding good behavior built by teaching that is straight, not excessive, or reduced, but being moderate in thoughts, actions, and behavior so that it makes a person wise in dealing with every matter (Hasan, 2021). Shamsi Ali said that moderation is a person's commitment to religion by considering vertical and horizontal rights full of discretion without anything being reduced or exaggerated (Widodo & Karnawati, 2019). From the various definitions above, the authors conclude that religious moderation is a behavior, attitude, or perspective of someone fair or moderate and not extreme in religion.

### ***ADDIE Model Development***

Development is a structured and responsible effort to grow, develop, process, and improve a product to be introduced to the general public (Fauzi, 2022). This research was developed using the ADDIE model, namely Analysis, Design, Develop, Implementation, and Evaluation (Hidayat & Nizar, 2021).

ADDIE was developed in 1990 by Mollenda and Reiser. In the process of developing a product, ADDIE is used as a guide in the foundation of building infrastructure and performance devices for a product (Noviyanti & Gamaputra, 2020). Reiser describes the stages in the ADDIE model. Molenda describes the use of nouns in the ADDIE component (Hidayat & Nizar, 2021). The ADDIE model can be applied to any product development model including teaching materials (Bulhayat, Hanifansyah, & Hakim, 2021). In using the ADDIE model there are five steps namely (Sari, 2017):

### **Analysis**

The analysis step is a series of processes of outlining, mapping, describing all the material being developed relevant to the learning theme, and cross-checking the fulfillment of available references (Hadi & Agustina, 2016). The analysis phase is used to describe learning problems and students' needs for teaching materials so that these needs are met and become a solution (Purwanto, 2019).

### **Design**

Design is an activity or a systematic process of designing, compiling, and conceptualizing material content that will be used as teaching material following the results of the analysis (Novira & Supridi, 2022). In the design stages of teaching materials there are several principles, as follows: 1) examine basic competencies and core competencies to determine which materials should be developed., 2) consider the allocation of time, cost,



and place., 3) develop instruments and procedures for applying materials teaching in the learning process., 4) creating learning syntax., 5) determining competence and learning outcomes., 6) designing and compiling teaching material content following the results of analysis and predetermined competencies, 7) designing learning models and strategies, and 8 ) make evaluation tools for teaching materials (Cahyadi, 2019).

### **Develop**

Development is an attempt to improve and develop a product then validation is carried out to be applied to a lesson (Tegeh, Jampel, & Pudjawan, 2015). In the development step, activities are carried out by collecting reference data used to develop teaching material content, typing and editing material content that has been obtained to be realized in the form of teaching materials, making graphic designs, tables and laying out teaching materials, validating material products. teach the finished product to the expert team, and revise the product based on the analysis and reviewers from the expert team (Tegeh et al., 2015).

### **Implementation**

Implementation is defined as a real effort to implement the product results that have been made (Purwanto, 2019). The implementation step is the application of the results of product development to learning. At this stage, the aim is to guide students to achieve learning objectives, to be a solution to problems in learning, to meet the learning needs of students, and to produce cognitive, affective, and psychomotor competency outputs that students must have. After the implementation process, feedback is provided in the form of an evaluation as a guideline for the development of the next model.

### **Evaluation**

The ADDIE evaluation is a procedure used to measure the success of product implementation results. There are two forms of evaluation tools used, namely summative and formative. Summative evaluation is carried out after one semester, while formative is carried out at the end of each teaching and learning process. Evaluation is carried out to know and measure the achievement of learning objectives. The evaluation results can be taken into consideration for further development (Cahyadi, 2019). In addition, the evaluation also aims to determine the success of developing teaching materials in the learning process (Tegeh et al., 2015).

Evaluation in the scope of education, in general, has a function as a means of feedback on learning outcomes, determines the achievement of students in mastering learning material, becomes a guide for developing learning outcomes, as information that is taken

into consideration in improving and developing a learning process (Suardipa & Primayana, 2020).

***Development of Spiritual Backpacker-Based PAI Teaching Materials Through a Project Approach at MI Alam Alfa Kids Using the ADDIE Model as an Effort to Instill the Value of Religious Moderation***

Madrasah Ibtidaiyyah Alam Alfa Kids is one of the Madrasah Ibtidaiyyah located in Pati, Central Java, to be precise in the Cluwak sub-district. This madrasa adopts the natural school education system. In Rohimah's view (2014) natural schools have three characteristics including making nature a learning medium, designing nature to be a place of learning, and the object of learning being nature itself. (Mutiarı & Fardani, 2018).

Learning applied in schools like this involves a process of student activity with the surrounding environment which is carried out with joy because the learning concept is intended so that students can carry out learning while playing. With this model, of course, it can grow and develop a positive picture of a child's life at the beginning of the growth and development period so that it feels more enjoyable because the child's knowledge at that time is still at a concrete operational level (Amarullah, Wahidah, Islam, Sunan, & Djati, 2021). Not only that, the combination of other subjects, market day, outbound, outing, and others can help build a better attitude to get a full understanding of real life. In addition, it is also a provision for the mental and emotional formation of students effectively (Qari'ah, Surtini, & Efendi, 2018).

According to (Choir, 2019) the learning developed by MI Alam Alfa Kids is by integrating learning materials with activities in the surrounding environment. This learning model aims to provide students with a real experience of what is being studied. This creative and innovative development creates a comfortable, enjoyable, and more relaxed learning atmosphere. this model can include spiritual, knowledge, attitudes, and skills.

Regarding religious moderation, the efforts made at Madrasa Alam Alfakids designed spiritual backpacker learning to increase students' learning enthusiasm by covering cognitive, affective, and psychomotor aspects and involving their hearts.

In designing learning, it is also necessary to develop teaching materials so that they are under instructional learning. The development of spiritual backpacker teaching materials as an effort to instill the value of religious moderation in Madrasah Alfakids Alam was developed using the ADDIE model with the following step descriptions:

## Analyze

Analysis of the teaching materials development based on backpacker learning is carried out by considering the feasibility and requirements of the development model. The development of teaching materials is based on the problems that occur, namely the rise of radicalism and the recommendations of the Ministry of Religion regarding the implementation of religious moderation in schools. The analytical steps applied at MI Alam Alfa Kids Cluwak Pati are:

### *Needs Analysis*

The first step that must be taken when developing spiritual backpacker teaching materials is to analyze needs (Rachmawati & Rusydiyah, 2020). Every situation that does not meet the achievements is referred to as a need (Ningrum & Leonard, 2014). The needs analysis stage is carried out by finding and identifying the needs of teaching materials based on spiritual backpackers to then be identified based on learning objectives (identity instructional goals). The stages that need to be analyzed are:

1) analyze the material content needs by considering the strategy process, and the learning model applied. 2) analyze the competence of learning outcomes by determining learning objectives, competencies, and passing standards. 3) analyze the character of students related to attitudes, skills, and knowledge. 4) analyze the relevance of the development of teaching materials with learning themes and models. 5) analyze the socio-economic conditions of students 6) analyze the conditions of the learning environment of students.

### *Instructional Analysis*

The instructional analysis is to identify basic competencies. The steps taken in the instructional analysis stage are identifying competency outcomes, analyzing learning indicators, and analyzing learning objectives.

### *Design*

The design stage is a design effort based on the results of the analysis that has been carried out (Purnomo, Ratnawati, & Aristin, 2016). Spiritual backpacker-based teaching material design activities carried out at MI Alam Alfa Kids with the following steps: 1) preparation of material content with consideration of language aspects that are adapted to students' abilities and time effectiveness. 2) selection of strategies to be used to deliver material in learning activities. 3) the design of the preparation of teaching materials includes the achievement of learning competencies, the formulation of learning objectives, the determination and design of material contained in accordance with the principles of

developing spiritual backpacker-based learning, the design of learning media, and the evaluation tools used.

### ***Develop***

The development of spiritual backpacker-based teaching materials as an effort to instill the value of religious moderation at MI Alam Alfa Kids is carried out by finding and collecting references related to spiritual backpackers and religious moderation to strengthen material content, making travel routes, making illustrations such as pictures and charts needed, process writing and editing texts of teaching materials, and laying out covers. Then the development stage by validating the product development draft and revision after receiving comments from experts (Tegeh et al., 2015).

### ***Implementation***

Implementation is the process of applying the results of spiritual backpacker teaching material products with a project approach to the teaching and learning process. In this case, namely conveying the teaching material that has been designed, developed, and designed in a real way..

The application of this teaching material can foster student inquiry, teach tolerance, and cultivate students' logic and language continuously. Because when on a study trip to the place visited, students observe various events, and the activities of the surrounding community are associated with religious moderation. Not only that, educators can directly explain the practice of religious moderation when students observe the activities of the learning environment so that mistakes are avoided. Rifa'i explained that educators are expected to be able to provide a learning process that fosters religious culture and diversity (Rifa'i, 2016).

This process will shape moderate religious attitudes, behaviors, and experiences. This religious experience is an effort to instill the value of religious moderation which can have an impact on the attitudes, and actions of students in social life in multicultural Indonesia (Kamal & Junaidi, 2018). With the development of project-based spiritual backpacker teaching materials, at the implementation stage, educates students to interact with friends who have different characters, and indirectly teaches respect, harmony, tolerance, and peace to become a moderate person (Harto & Tastin, 2019).

### ***Evaluation***

The evaluation was carried out after the application of spiritual backpacker teaching materials, namely by observing the attitudes, behavior of students, and knowledge tests

related to the theme of religious moderation (Fitrianti, 2018). After the evaluation was carried out, it was explained that the teaching materials based on spiritual backpacker learning created inclusiveness of students' thinking as a result of direct observation of activities in the learning environment related to religious moderation. This teaching material also has advantages including; students getting direct experience of the learning process, learning becoming fun, students can observe objects of study directly, fostering student inquiry, making students think critically, and be innovative, students can learn to appreciate togetherness, and training students to manage their needs. The drawbacks of this model are that not all subjects can be developed with this model, it requires special time, costs money, and not all ages can apply spiritual backpacker-based teaching materials. In addition, the implementation of teaching materials in the learning process must be accompanied by more than one teacher.

## CONCLUSION

Spiritual Backpacker-based teaching materials are teaching materials that are developed based on a learning model with a spiritual-visit system, namely learning that is linked to visiting a planned place including transportation costs, visiting time, place, and equipment. The development of this teaching material at MI Alam Alfa Kids was developed using the ADDIE model. The development of teaching materials is carried out to form the inclusiveness of students' thinking as a result of direct observation of activities in the learning environment which are correlated with religious moderation.

## REFERENCES

- Abidin, A. Z. (2021). Nilai-Nilai Moderasi Beragama Dalam Permendikbud No . 37 Tahun 2018. *Jurnal Inovasi Dan Riset Akademik*, 2(5), 729–736. <https://doi.org/10.47387/Jira.V2i5.135>
- Abror, M. (2020). Moderasi Beragama Dalam Bingkai Toleransi: Kajian Islam Dan Keberagaman. *Rusydah Jurnal Pemikiran Islam*, 1(2), 143–155. <https://doi.org/10.35961/Rsd.V1vi2i.174>
- Akhmadi, A. (2014). Moderasi Beragama Dalam Keragaman Indonesia Religious Moderation In Indonesia ' S Diversity. *Jurnal Diklat Keagamaan*, 13(2), 45–55.
- Amarullah, R. Q., Wahidah, N. F., Islam, U., Sunan, N., & Djati, G. (2021). *Pengaruh Penerapan Model Pembelajaran Addie*. 18(1).



- Annisa, Thahirah, N., & Zakariah, M. A. (2020). Pengembangan Bahan Ajar Pendidikan Agama Islam (Pai) Berbasis Integrasi Sains Dan Teknologi Peserta Didik Kelas X Sma It Al Mawaddah Warrahmah. *Jurnal Teknologi Pendidikan Madrasah*, 3(2), 285–303. <https://doi.org/10.5281/zenodo.5168933>
- Arifin, M. A., & Najamudin. (2019). Upaya Deradikalisasi Agama ( Pengembangan Bahan Ajar Aqidah-Akhlak Berbasis Humanistik ). *J U R N A L T A T S Q I F Jurnal Pemikiran Dan Penelitian Pendidikan*, 17(2), 187–212. <https://doi.org/10.20414/jtq.v17i2.1912>
- Budiman, A. (2013). Efisiensi Metode Dan Media Pembelajaran Dalam Membangun Karakter Pembelajaran Pendidikan Agama Islam. *Jurnal At-Ta'dib*, 8(1), 60–82.
- Cahyadi, R. A. H. (2019). Pengembangan Bahan Ajar Berbasis Addie Model. *Halaqa: Islamic Education Journal*, 3(1), 35–43. <https://doi.org/10.21070/halaqa.v3i1.2124>
- Chadidjah, S., Kusnaty, A., Ruswandi, U., & Syamsul Arifin, B. (2021). Implementasi Nilai-Nilai Moderasi Beragama Dalam Pembelajaran Pai (Tinjauan Analisis Pada Pendidikan Dasar, Menengah Dan Tinggi). *Al-Hasanah : Jurnal Pendidikan Agama Islam*, 6(3), 114–124.
- Choir, A. (2019). Pembelajaran Pendidikan Agama Islam ( Pai ) Berbasis Aktivitas Kontekstual. *Quality*, 7(1), 114–131.
- Currie, R. R., Campbell-Trant, T., & Sheilag Seaton. (2011). Joining The In-Crowd: Symbol For Backpacker Identity. *International Journal Of Culture Tourism And Hospitality Reaserch*, 5(1), 47–56.
- Fajron, A., & Tarihoran, N. (2020). *Moderasi Beragama (Perspektif Quraish Shihab Dan Syekh Nawawi Al-Bantani: Kajian Analisis Ayat Tentang Wasathiyah Di Wilayah Banten)*. Banten: Media Madani.
- Fauzi, H. (2022). Pengembangan Bahan Ajar Fikih Berbasis Macromedia Flash Dalam Peningkatan Hasil Belajar Siswa Kelas Viii Mts Riyadhul Jannah Parit Iv Bram Itam Raya. *Ar-Rahmah Jurnal Penelitian Pendidikan Dan Sosial Keagamaan*, 1(Januari), 51–66.
- Fitrianti, L. (2018). Prinsip Kontinuitas Dalam Evaluasi Proses Pembelajaran. *Al-Ishlah: Jurnal Pendidikan*, 10(1), 89–102.
- Hadi, H., & Agustina, S. (2016). Pengembangan Buku Ajar Geografi Desa-Kota Menggunakan Model Addie. *Jurnal Educatio*, 11(1), 90–105.
- Hafid, M., & Khoiriyah, U. (2018). Pengembangan Bahan Ajar Pai Dengan Model Pembelajaran Kooperatif Tipe Numbered Heads Together. *Jpii*, 3(1), 64–74.
- Hasan, M. (2021). Prinsip Moderasi Beragama Dalam Kehidupan Berbangsa. *Jurnal Muhtadiin*, 7(2), 110–123. Retrieved From <https://journal.an-nur.ac.id/index.php/muhtadii>
- Hermawan, M. A. (2020). Nilai Moderasi Islam Dan Internalisasinya Di Sekolah. *Insania*, 25(1), 31–43.

- Hidayat, F. & Nizar, M. (2021). Model Addie ( Analysis , Design , Development , Implementation And Evaluation ) Dalam Pembelajaran Pendidikan Agama Islam Addie ( Analysis , Design , Development , Implementation And Evaluation ) Model In Islamic Education Learning. *Jipai; Jurnal Inovasi Pendidikan Agama Islam*, 1(1), 28–37.
- Isgandi, Y., & Prasodjo, P. (2018). Pengembangan Buku Ajar Pendidikan Agama Islam Berbasis Pendidikan Karakter Dan Jiwa Nasionalis. *Tarbawy: Indonesian Journal Of Islamic Education*, 5(2), 97–109.
- Juwanti, A. E., Salsabila, U. H., Putri, C. J., Nurany, A. L. D., & Cholifah, F. N. (2020). Project-Based Learning ( Pjbl ) Untuk Pai Selama Pembelajaran Daring. *Al-Ilmi Jurnal Pendidikan Islam*, 3(2), 72–82. <https://doi.org/10.32529/Al-Ilmi.V3i2.752>
- Kurniawati, F. E. (2015). Pengembangan Bahan Ajar Aqidah Ahklak Di Madrasah Ibtidaiyah. *Jurnal Penelitian*, 9(2), 367–388.
- Latif, R. M. (2022). Internalisasi Moderasi Beragama Di Mts Negeri 2 Manggarai Timur Provinsi Nusa Tenggara Timur. *Al-Hikmah: Jurnal Agama Dan Ilmu Pengetahuan*, 19(1), 60–71.
- Mahmudin, A. S. (2021). Pengembangan Bahan Ajar Mata Pelajaran Pendidikan Agama Islam Oleh Guru Tingkat Sekolah Dasar. *Sittah: Journal Of Primary Education*, 2(2), 95–106.
- Moleong, L. J. (2008). *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya.
- Mutiari, D., & Fardani, K. J. (2018). Model Sekolah Alam Di Surakarta. *Sinektika*, 15(2), 49–56. Retrieved From <http://journals.ums.ac.id/index.php/sinektika>
- Ningrum, D. S., & Leonard. (2014). Pengembangan Desain Pembelajaran Matematika Sekolah Dasar Kelas 1. *Jurnal Formatif*, 4(3), 163–173.
- Purbajati, H. I. (2020). Peran Guru Dalam Membangun Moderasi Beragama Di Sekolah. *Falasifa*, 11(September), 182–194.
- Purwanto, E. (2019). Pengembangan Bahan Ajar Berbasis Project Based Learning Mata Kuliah Media Pembelajaran Pai Stai Al-Hikmah Tanjung Balai. *Edu Riligia*, 2(3), 335–349.
- Qari'ah, A., Surtini, D., & Efendi, E. (2018). Pengembangan Sekolah Alam Untuk Meningkatkan Hasil Belajar Siswa Sekolah Dasar Pada Pelajaran Ipa. *Lensa*, 1(2), 45–50.
- Rahmawati, Djahuno, R., & Mile, I. (2021). Pengembangan Bahan Ajar Pai Berbasis Kkni. *Al-Muzakki: Jurnal Pendidikan Agama Islam*, 3(2), 43–60.
- Rahmiati, Israwati, Rahmi, Amri, A., & Amalia, D. (2021). Mengembangkan Kecerdasan Naturalistik Anak Usia Dini Melalui Penerapan Metode Proyek Di Paud Ananda Riski Kabupaten Aceh Besar. *Jurnal Ilmiah Mahasiswa Pendidikan Anak Usia Dini (Jim Paud)*, 6(4), 38–48.

- Sari, B. K. (2017). Desain Pembelajaran Model Addie Dan Implementasinya Dengan Teknik Jigsaw. *Prosiding Seminar Nasional Pendidikan : Tema Desain Pembelajaran Di Era Asean Economic Community (Aec) Untuk Pendidikan Indonesia Berkamajuan*. Sidoarjo.
- Suardipa, I. P., & Primayana, K. H. (2020). Peran Desain Evaluasi Pembelajaran Untuk Meningkatkan Kualitas Pembelajaran. *Widyacarya*, 4(2), 88–100.
- Sugiyono. (2005). *Memahami Penelitian Kualitatif*. Bandung: Al-Fabeta.
- Sugiyono. (2006). *Metode Penelitian Kuantitatif Kualitatif Dan R&D*. Bandung: Alfabeta.
- Suhendi, S., Hasbiyallah, Ihsan, M. N., & Aripin, Z. F. (2021). Pengembangan Bahan Ajar Modul Keteladanan Khulafa Al-Rasyidin Berbasis Moderasi. *Attractive : Innovative Education Journal*, 3(2), 175–184.
- Sujana, & Arifin, N. (1988). *Cara Belajar Siswa Aktif Dalam Proses Belajar Mengajar*. Bandung: Sinar Baru.
- Sukmadinata, N. S. (2009). *Metode Penelitian Pendidikan*. Bandung: Pt Remaja Rosdakarya.
- Sutrisno, E. (2019). Aktualisasi Moderasi Beragama Di Lembaga Pendidikan Actualization Of Religion Moderation In Education Institutions. *Bimas Islam*, 12(1), 323–348.
- Suyono, & Ms, H. (2011). *Belajar Dan Pembelajaran Teori Dan Konsep Dasar*. Bandung: Remaja Rosda Karya.
- Syafei, I. (2019). Pengembangan Bahan Ajar Pendidikan Agama Islam Berbasis Problem Based Learning Untuk Menangkal Radikalisme. *Al-Tadzkiyyah: Jurnal Pendidikan Islam*, 10(I), 137–158.
- Tegeh, I. M., Jampel, I. N., & Pudjawan, K. (2015). *Pengembangan Buku Ajar Model Penelitian Pengembangan Dengan Model Addie* (Pp. 208–216). Pp. 208–216.
- Teguh Purnawanto. (2019). Penerapan Metode Proyek Dalam Pembelajaran Pai. *Jurnal Ilmiah Pedagogy*, 14(1), 1–11.
- Widodo, P., & Karnawati. (2019). Moderasi Agama Dan Pemahaman Radikalisme Di Indonesia. *Pasca*, 15(5), 9–14.
- Wirani, S. A., Fakhruddin, A., & Afriatien, T. S. (2020). Pengembangan Bahan Literasi Pai Berbasis Media Sosial. *Tarbawy: Indonesian Journal Of Islamic Education*, 7(1), 80–96. <https://doi.org/10.17509/T.V7i1>.