Development of Nearpod-Based Interactive Media to Optimize Religious Moderation

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Abstract: The problem often faced by the world of education is students' attitudes towards learning. In fact, students easily get bored with learning that only uses textbooks in the form of worksheets in class. Students are more enthusiastic about smartphones than live games. Students also often show a lack of tolerance in learning. This research aims to describe the development process and results of developing interactive media on religious diversity in Indonesia based on Nearpod. Researchers used the Research and Development method with the ADDIE research model. This media has been validated by media experts with results of 88%, material experts with results of 90%, and learning experts with results of 82%. This media was tested on class IV students at Islamic Elementary School Fathul Ulum Sukosewu. The effectiveness of the media used is 0.61, which means that Nearpod-based interactive media is quite effective in optimizing religious moderation at Islamic Elementary School Fathul Ulum Sukosewu. Apart from that, with this media students can also better understand and understand other people's opinions.
Keywords:
Interactive Media; Nearpod; Religious Moderation

Abstrak: *Permasalahan yang sering dihadapi dunia pendidikan adalah sikap siswa dalam pembelajaran. Bahkan, siswa gampang merasa bosan dengan pembelajaran yang hanya menggunakan buku ajar berupa LKS di kelas. Siswa lebih antusias dengan smartphone dari permainan langsung. Lemahnya sikap toleransi juga sering ditunjukkan siswa dalam pembelajaran. Penelitian ini bertujuan untuk mendeskripsikan proses pengembangan dan hasil pengembangan media interaktif materi keberagaman agama di Indonesia berbasis Nearpod. Peneliti menggunakan metode Research and Development (RND) dengan model penelitian ADDIE. Hasil penelitian menjelaskan bahwa Prosedur pengembangan media interaktif berbasis Nearpod ini menggunakan model pengembangan ADDIE yang terdiri dari lima langkah yaitu analysis, design, development, implementation, evaluation. Media ini telah di validasikan oleh ahli media dengan hasil 88%, ahli materi dengan hasil 90%, dan ahli pembelajaran dengan hasil 82%. Media ini di uji cobakan kepada siswa siswi kelas IV Madrasah Ibtidaiyah Fathul Ulum Sukosewu. Efektivitas media yang digunakan yaitu sebesar 0,61 yang berarti media interaktif berbasis Nearpod ini cukup efektif untuk mengoptimalkan moderasi beragama di Madrasah Ibtidaiyah Fathul Ulum Sukosewu. Selain itu, dengan media ini siswa juga dapat lebih mengerti dan memahami pendapat orang lain.*
Kata Kunci:
Media Interakti; Moderasi Beragama; Nearpod

INTRODUCTION

Technology is developing very rapidly. This will certainly have an impact on various fields, especially the education sector. Technology in the world of education was developed as an effort to improve the quality of education (Jura, 2018). The development of educational technology studies has produced various educational concepts and practices that utilize media as a learning resource (Suryadi, 2015). Educational technology is a field of applied science that synergistically combines several scientific disciplines with the aim of facilitating the learning process, improving performance and improving the quality of learning (Salsabila & Agustian, 2021).

Learning is an activity carried out by teachers under certain conditions, so that students' cognitive, affective and psychomotor changes change in a better direction (Yusuf, 2017). According to McGriff in Anggraeni and Akbar, the learning process must focus on context and experiences that can make students have interest and be able to carry out learning activities (Anggraeni & Akbar, 2018). Learning must be able to create a conducive learning environment, this is to develop students' potential as optimally as possible. By creating a conducive, safe and comfortable environment, students are able to collaborate, work in teams, be creative and carry out various activities that can help liven up the class and contribute to the formation of a complete personality. (Devianti & Sari, 2020).

The problems often faced by the world of education are that students tend to be busy when being explained, students easily get bored with the lecture methods used by teachers, including the lack of tolerance that students currently have (Suttrisno & Yulia, 2022). Students are still often involved in arguments over trivial issues (Suttrisno, Suttrisno, Nurul Mahruzah Yulia, 2022). Students are also less able to accept friends' opinions that conflict with them. This attitude shows that there is a lack of tolerance among students.

Tolerance is an attitude or action that gives freedom and allows other people to have opinions, beliefs, choices, religion and decisions according to their choices even though they are not the same as us (Rahmawati, 2020). Religious tolerance is an attitude of mutual respect and appreciation between religious communities. That every religious community has the freedom to carry out the teachings of their religion, in accordance with their beliefs, and in accordance with the teachings of their religion as well (Gunawan et al., 2021). Tolerance is one dimension of religious moderation. Religious moderation can be understood as a perspective, attitude and behavior that is in a middle position without exaggeration in religion, that is, not extreme. What is meant by no exaggeration here is placing an understanding at a high level of wisdom by paying attention to religious texts, the state constitution, local wisdom, and common consensus (Hefni, 2020).

Religious moderation has become a symbol of the glue that holds all forms of religious diversity in Indonesia today. This is confirmed in Q.S. Al-Mumtahanah verse 8 (Kementrian Agama RI, 2023):

لَا يَنْهٰىكُمُ اللّٰهُ عَنِ الَّذِيْنَ لَمْ يُقَاتِلُوْكُمْ فِى الدِّيْنِ وَلَمْ يُخْرِجُوْكُمْ مِّنْ دِيَارِكُمْ اَنْ تَبَرُّوْهُمْ وَتُقْسِطُوْٓا اِلَيْهِمْۗ اِنَّ اللّٰهَ يُحِبُّ الْمُقْسِطِيْنَ

Meaning: "Allah does not forbid you to do good and be fair to those who do not fight you in matters of religion and do not expel you from your hometown. Indeed, Allah loves those who act justly."

Based on the results of observations and interviews conducted by researchers, the problem experienced by students is a lack of tolerance, students are often involved in quarrels over trivial issues. Based on the explanation from Andreas Evan et al. that the problem of intolerance also often causes problems in the student environment. From these problems Christopher et al. designing a Board Game learning media (Christopher et al., 2019). This media was developed to make it easier for students to understand the importance of tolerance in everyday life.

According to Gusti Feby et al. Appropriate learning media can overcome problems in learning, especially regarding students' understanding of tolerance. In this research, Gusti Feby et al. apply interactive media during the teaching and learning process (Gusti, 2018).

Interactive learning media is a learning media based on information and communication technology (S. Wulandari, 2020). Interactive learning media is a medium for conveying messages between teaching staff and students which allows communication between humans and technology through systems and infrastructure in the form of application programs and the use of electronic media as part of the educational method (Istiqlal, 2017). One of the interactive learning media is Nearpod. Nearpod can be found at the link https://Nearpod.com/ which is a cloud-based application or platform that is relatively easy for students to use (Meliza, Reski, 2023). Nearpod is software that has been integrated with an audiovisual learning system so that it can be applied in distance learning. In addition, Nearpod has a way of controlling materials that helps teachers in learning tasks (E. A. Wulandari, 2022).

In this research, the material discussed is religious diversity in Indonesia. This material was chosen because Indonesia has religious diversity which is a characteristic of this nation. The various religions found in Indonesia must understand each other, because they do not live with just one belief.

Based on the description above, one of the efforts that can be used in the learning process to optimize religious moderation so that students can foster an attitude of tolerance is by using interesting learning media, so researchers are interested in conducting development research with the title "Development of Interactive Media for Religious Diversity Material in Indonesia Nearpod Based to Optimize Class IV Religious Moderation at Islamic Elementary School Fathul Ulum Sukosewu."

This research aims to describe the process of developing interactive media on religious diversity in Indonesia based on Nearpod and describe the

effectiveness of developing interactive media based on Nearpod for optimizing religious moderation at Islamic Elementary School Fathul Ulum Sukosewu.

RESEARCH METHODS

Based on the background and research objectives discussed in the introduction, the research method used in this research is the Research and Development (R&D) research method. Research and Development is a research method used to produce certain products and test the effectiveness of these products (Firdiana, 2020). The development used in this media is the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) learning design model developed by Dick and Carry (Sugiyono, 2020).

Figure 1. ADDIE model

The operational steps that can be explained at each stage can be seen in Figure 2. ADDIE Development Steps.
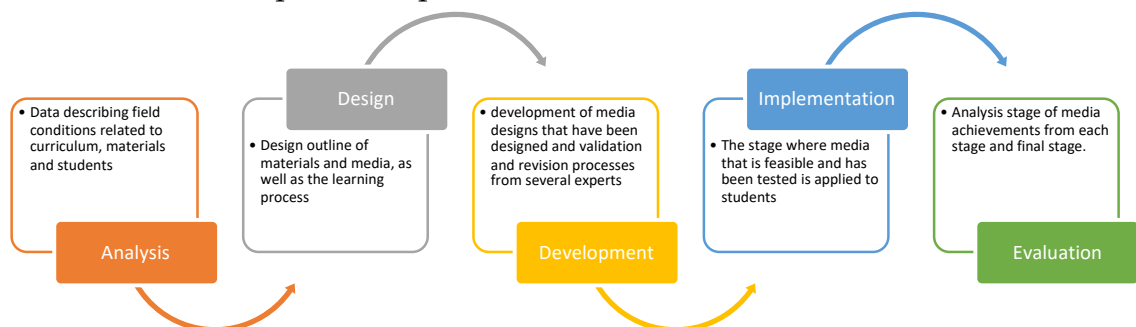

Figure 2. ADDIE Development Steps

This Nearpod-based interactive media will be tested on a small scale on 4 students and a large-scale trial on 19 class IV students at Islamic Elementary School Fathul Ulum Sukosewu using data collection techniques, namely observation, interviews, documentation and questionnaires. More details can be seen in Table 1.

Table 1. Data Collection Techniques

Data collection	Observation	Interview	Questionnaire	Documentation
Utility	Thoroughly understand the learning process	Explore oral data related to student abilities, learning processes, needs, elaboration of student responses	Exploring response data from media, language and learning experts, as well as students towards the media	Explore supporting data to strengthen research data such as curriculum and school data
Data source	1) The learning process in class 2) Nearpod learning process	1) Principal 2) Class teacher 3) students	1) students 2) media expert 3) linguist 4) learning expert	1) curriculum document 2) school vision and mission 3) school management 4) learning tools

RESEARCH RESULTS AND DISCUSSION

In accordance with the ADDIE development stage, researchers first carry out analysis, design, development, implementation and evaluation activities. In the initial stage, namely analysis. Researchers carried out library analysis and learning analysis.

Literature Analysis

Computer-based interactive media is media that requires students to interact other than looking or listening. One form of student interaction is using computer media, for example interactive CDs, simulators, language laboratories and labs (Bernius et al., 2022). Computer or a combination of them in the form of interactive video. Several interactive media models are drills models, tutorial models, simulation models and instruction models (Amanda, 2019). One of the computer-based interactive media is multimedia. Multimedia includes a combination of content from text, audio, images, animation, video, interactivity. So, it can be interpreted that multimedia is the use of computers to present and combine text, sound, images, animation and video with tools and connections so that users can navigate, interact, create and communicate.

In general, the benefit of media in the learning process is to facilitate interaction between teachers and students so that learning will be more effective

and efficient (Karo-Karo & Rohani, 2018). The advantage of multimedia is that it appeals to the senses and attracts interest, because it is a combination of sight, sound and movement (Anggraini, 2018).

One of the interactive learning media is Nearpod. Nearpod is a learning media that provides customization to create interesting interactions for students. Creating lessons is simple and intuitive and starts by selecting the type of slide you want to create. Each slide can be a "content" slide or an "activity" slide. Content slides allow for text, text with audio, images, GIFs, web content, videos, slideshows, or pdf files. Activity slides allow for open question quiz games, matching pairs, quizzes, Flipgrid, Draw It, collaboration boards, polls, fill in the blank activities, and memory cards (Meliza, Reski, 2023).

After the researcher analyzed the literature review which was also part of the analysis stage, the researcher took the next step with learning analysis. Learning analysis is carried out by analyzing student needs, curriculum demands, and materials (Yulia et al., 2023). For more details, the results of the learning analysis can be seen in Table 1.

Table 2. Learning Analysis

Needs Analysis	Analysis of Learning Outcomes	Material Analysis
Students' collaboration abilities are low	Students are able to understand the various religions in Indonesia	The material aims to provide students with experiences of accepting differences.
Students' ability to respect friends' opinions is still far from expectations	Students are able to appreciate religious rituals in Indonesia	The material aims to provide students with an experience of appreciating differences.
Students' ability to accept friends' differences is lacking	Students are able to show respect for other religions	The material aims to provide students with the experience of being active in a conducive trail of opinion

Design

At this stage the researcher designs the material and also designs the appropriate learning media layout.

Table 3. Media Design

Material	Design	Media
Religious tolerance in Indonesia		Fun and interactive game-based media
Ibadah-Ibadah yang dilakukan masing-masing agama di Indonesia		Illustrations of each material are provided
Celebration of religious holidays in Indonesia		The colors on each slide tend to be bright
Respectful attitude towards followers of other religions		Conversation illustrations are carried out to make learning more interactive

The design is done by adding illustration ornaments to the material. This is because basic level students' abilities in terms of abstraction are still low (Anggraini, 2018). Therefore, visual aids are needed that can guide students' abstraction abilities.

Development

Based on the problems experienced by class IV students, namely the weak attitude of tolerance in students, one of the efforts that can be used in the learning process to optimize religious moderation so that students can develop an attitude of tolerance is by using interesting learning media, namely Nearpod-based interactive media. From the results of the research carried out by the researcher, the results were obtained:

Media Expert Validation

The results of the initial validation of Nearpod-based interactive media were declared good or feasible with a percentage of 72% with revisions. After revising the media, the researchers carried out a second validation and obtained a percentage of 88% in the category of very feasible and can be used for learning.

Table 4. Media Expert Validation Results

No	Question	Skor	Skor Max	P (%)
1.	The attractiveness of the initial appearance of the media	4	5	84%
2.	Ease of reading text/writing	4	5	84%
3.	Ease of media operation	5	5	100%
4.	Media consists of several images that match the material	5	5	100%
5.	Media consists of videos that match the material	5	5	100%
6.	Media consists of text that is appropriate to the material	4	5	84%
7.	The image display on the media is clear	4	5	84%
8	The video display on the media is clear	5	5	100%
9.	The text display on the media is clear	4	5	84%
10.	Harmony between cover color and writing	4	5	84%
11.	Media is easy to use by teachers and students	4	5	84%
12.	Media can be accessed via cellphones, laptops and other hardware.	5	5	100%
	Total score		53	
	Average		4,4	
	Percentage		88%	

Material Expert Validation

The results of the initial validation of the material on Nearpod-based interactive media were declared good or feasible with a percentage of 80% with revisions. After revising the material, the researcher carried out a second validation and obtained a percentage of 90% in the very good category and suitable for use for learning.

Table 5. Material Expert Validation Results

No	Question	Skor	Skor Max	P (%)
1.	The content of the material is in accordance with the learning objectives	5	5	100%
2.	Use of language in accordance with Enhanced Spelling (EYD)	5	5	100%
3.	Material in the media uses standard language	4	5	84%
4.	The clarity of the media in conveying the material is good	4	5	84%
5.	The depth of the material content in the learning media is good	5	5	100%
6.	The material in learning media is provided in a coherent manner	4	5	84%
7.	The language used is easy to understand	5	5	100%
8.	The language used is interactive	4	5	84%
9.	The language style used is communicative	4	5	84%
10.	The editorial writing in learning media is quite clear	5	5	100%
	Total score		45	
	Average		4,5	
	Percentage		90%	

Learning Expert Validation

The results of expert validation of Nearpod-based interactive media learning were declared good and suitable for use for learning with a percentage of 82%. According to expert validators, Nearpod-based interactive media learning is suitable for the development of class IV students and this media can attract students' attention because the material is presented in visual and audiovisual form.
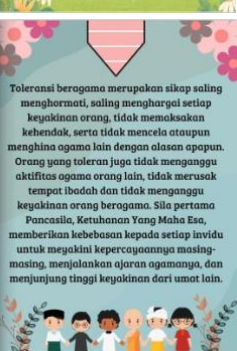
Table 6. Learning Expert Validation Results

No	Question	Skor	Skor Max	P (%)
1.	The existence of Nearpod media to motivate class IV students	4	5	84%
2.	The existence of Nearpod media to activate students in learning	5	5	100%
3.	Nearpod media support for the independence of fourth grade students	3	5	68%
4.	Nearpod media helps students in learning	4	5	84%
5.	Nearpod media suits student characteristics	4	5	84%
6.	Nearpod media makes learning efficient	4	5	84%
7.	The use of Nearpod media makes students learn interactively	4	5	84%
8.	Nearpod media can activate students during learning	4	5	84%
9.	Learning is more interesting with Nearpod media	5	5	100%
	Total score		37	
	Average		4,1	
	Percentage		82%	

Product Revision

After validating from several experts and getting good grades, the next step is to revise the learning media by paying attention to the criticism and suggestions from the three experts described above.

Table 7. Product Revisions

Before Revision	Criticism and suggestions	After Revision
	The cover includes the class name and semester	
	The conversation uses male and female characters	
	Design is too plain	

The material is too broad for elementary level children
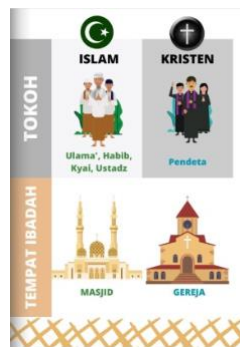
Implementation

After the product was validated and declared feasible, the researcher implemented this media in class IV. Based on the results of data collection and checking the validity of the data, research results were obtained that:

Table 8. Implementation

Learning process	Student Activities	Student Abilities
Observe	students enthusiastically observe the media	Students analyze differences in religious attributes
Ask	Students participate in asking and answering activities	Students have a hypothesis that differences exist
Explore	Students are enthusiastic about listening to the media	Students obtain data on various religions in Indonesia which have certain celebrations and attributes
Associate	Students are actively involved in problem solving and problem analysis in the media	Students try to respect their friends' opinions and try to find conclusions
Conclude	Students and teachers reflect on learning activities	Students internalize ways of appreciating differences

Evaluation

Evaluation activities are carried out at each stage and are carried out to analyze the achievements of learning media (Yulia & Fithriyah, 2022) especially in optimizing students' religious moderation abilities.

Validity and Reliability Test

The following are the results of the validity test of 18 questionnaire items used for student self-assessment before and after the application of Nearpod-

based interactive media which was calculated using the product moment correlation formula with a total of 4 trials, and using an r table of 0.95, a result less than 0, 95 then the questionnaire items are declared invalid, while questionnaire items that get a result of more than 0.95 are declared valid. Based on the results of the validity test, the results obtained were 15 valid questionnaire items and 3 invalid questionnaire items. Calculation of the questionnaire items obtained a reliability coefficient of 0.96 with a range of 0.90-1.00, so it can be categorized as very high reliability.

N-Gain Score Test

After conducting a small-scale trial and the questionnaire items were declared valid and reliable, the researchers conducted a large-scale trial on 19 students in class IV at Islamic Elementary School Fathul Ulum Sukosewu. From the results of large-scale trials, researchers analyzed the self-assessment questionnaire using the N-Gain Score formula. The N-gain score test was carried out to determine the effectiveness of using learning media in research. The N-gain score test can be done by calculating the difference between the scores before and after using learning media. The results of data analysis before and after using Nearpod-based interactive media can be seen in Table 9.

Table 9. N-Gain Score Test Results

Name	Skor 1	Skor 2	Skor Ideal	Skor 2 - Skor1	Skor Ideal - Skor1	N-Gain Score
Aiyunin	49	53	60	4	11	0,363636364
Anif	52	56	60	4	8	0,5
Astari	51	53	60	2	9	0,222222222
Bilqis	51	57	60	6	9	0,666666667
Dhaffa	50	54	60	4	10	0,4
Faisol	51	55	60	4	9	0,444444444
Fatih	49	57	60	8	11	0,727272727
Ghina	52	57	60	5	8	0,625
Ica	51	57	60	6	9	0,666666667
Intan	47	57	60	10	13	0,769230769
Iqbal	49	58	60	9	11	0,818181818
Keisha	51	57	60	6	9	0,666666667
Kevin	49	55	60	6	11	0,545454545
Lintang	47	57	60	10	13	0,769230769
Mega	49	57	60	8	11	0,727272727
Rara	49	58	60	9	11	0,818181818
Riza	46	56	60	10	14	0,714285714
Rozzaq	50	56	60	6	10	0,6
Zaki	49	57	60	8	11	0,727272727
Amount	942	1067				
Average	49,57895	56,15789				0,619562455
Information						CURRENTLY

Based on the results of the N-Gain Score test above, it is known that the average value of the N-Gain Score is 0.61 with the criteria being moderate or quite effective in optimizing religious moderation in class IV.

Student Response

Student responses were obtained from distributing questionnaires regarding student responses to learning activities using Nearpod-based interactive media. The results of the analysis of the student response questionnaire obtained a percentage of 79% and if interpreted, it falls into the range of 76%-100%, which states that the media developed is very good and can be accepted by students.

Interactive learning media helps students to better understand differences. This is because with interactive media students get examples of appropriate and good ways to interact. This is in accordance with Ihsan's research which states that students' abilities will be further honed with interactive learning (Ihsan & Pahmi, 2022).

CONCLUSION

This development has produced a product in the form of online-based interactive media using the Nearpod platform with material on religious diversity in Indonesia. This product has fulfilled the components of being a good media based on the validation results from the three vacidators, namely media expert validation obtained a result of 88%, material expert validation obtained a result of 90%, and learning expert validation obtained a result of 82%. This media was tested on 19 class IV students at Islamic Elementary School Fathul Ulum Sukosewu and after testing the effectiveness of the media, they obtained a score of 0.61, which states that this Nearpod-based interactive media was declared quite effective in optimizing religious moderation in class IV at Islamic Elementary School Fathul Ulum Sukosewu.

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