

The Development of Multicultural-Based Islamic Religious Education Materials in Al-Qur'an and Hadith Learning to Enhance Religious Moderation

Yeti Herliza¹, Asmara Yumarni¹, Khairul Anwar², Epa Kristina², Teti Marlina³

¹Universitas Islam Negeri Fatmawati Sukarno Bengkulu, Bengkulu, Indonesia,

²Institut Agama Islam Negeri Curup, Bengkulu, Indonesia, ³Institut Agama Islam Tebo, Jambi, Indonesia

Corresponding author e-mail: yetiherliza22@gmail.com

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Abstract: This study aims to produce multicultural-based teaching materials for the Qur'an and Hadith subject in Grade XII Madrasah Aliyah (MA) that are both feasible and effective in enhancing religious moderation. The research employed the Research and Development (R&D) method based on the Borg and Gall model. The study was conducted in five public and private Madrasah Aliyah in Bengkulu City, namely MAN 1, MAN 2, MAS Darussalam, MAS Pancasila, and MAS Ja-Alhaq. The product was systematically designed to include ten core chapters that integrate the teachings of the Qur'an and Hadith with multicultural values, the principles of Islamic moderation, and noble character as the essence of Islamic education. The findings revealed that the student book achieved a very high level of validity based on expert evaluations in content, language, and design, with an average score of 88.72% (categorized as very valid). Furthermore, student responses in both limited and large-scale trials indicated a practicality level of 90.08% (categorized as very practical), confirming that this book is feasible for use as a primary resource in Qur'an and Hadith learning. The presence of this product is expected not only to enrich teaching materials in madrasahs but also to contribute significantly to strengthening religious moderation and fostering a Muslim generation that is characterized, tolerant, and broad-minded.

Keywords: Al-Qur'an and Hadith Learning, Multicultural-Based Islamic Religious Education, Religious Moderation

A. Introduction

Islamic Religious Education (PAI) in madrasahs plays a strategic role in shaping the character of students to be faithful (Pujianti & Nugraha, 2025; Uri & Harahap, 2025), pious, and noble in character (Amin, 2025; Ginanjar et al., 2025), while also equipping them with the ability (Susanti et al., 2024) to live within social and cultural diversity. In the context of Indonesia as a multicultural nation with ethnic, cultural, and religious diversity, PAI is expected to serve as a medium for the

internalization of values such as tolerance, brotherhood, and respect for differences (Ermida & Ismail, 2025). PAI learning should not merely be perceived as a process of transferring religious knowledge, but rather as a means of cultivating a moderate and open personality in addressing diversity (Ida Zahara Adibah & Uswatun Chasanah, 2025). This aligns with the mandate of Law Number 20 of 2003 on the National Education System, which emphasizes that education aims to produce individuals who are faithful, pious, and noble in character, while also possessing the competence to live harmoniously in a pluralistic society (Hamami & Nuryana, 2022).

Social phenomena in the era of globalization demonstrate that diversity, which should serve as the nation's strength, sometimes gives rise to potential conflicts, particularly when the values of moderation and multiculturalism are not firmly instilled in the younger generation (Ahmad et al., 2025; Haryanto et al., 2023). Cases of intolerance, radicalism, and religious exclusivism are still evident across various layers of society, including within educational contexts. According to Uba & Bosi (2022), radicalism often targets young people, particularly students, as they are considered a generation still in the process of identity formation and therefore vulnerable to the influence of transnational ideologies. Therefore, strengthening multicultural values and religious moderation through Islamic Religious Education (PAI), particularly in the subject of Qur'an and Hadith, has become an urgent necessity that cannot be postponed.

The subject of Qur'an and Hadith essentially provides broad opportunities to internalize multicultural values and religious moderation. The Qur'an, as the primary source of Islamic teachings, emphasizes the principles of human equality, respect for differences, and the importance of maintaining brotherhood (*ukhuwah*). One verse that underscores this is QS. Al-Hujurat (49) verse 13 (Kementerian Agama RI, 2012), which states that Allah created humankind into nations and tribes so that they may know one another, not to engage in hostility. Meanwhile, the Hadith of the Prophet (peace be upon him) also highlights the importance of noble character, compassion, and the prohibition of extremism in religion. Unfortunately, in practice, the teaching of Qur'an and Hadith is often delivered in a textual and cognitive manner, without connecting it to the multicultural context of Indonesian society (Sugiarto, 2025). Consequently, the universal values of Islam, which should promote tolerance and moderation, have not been fully instilled in students.

Several previous studies have highlighted the urgency of religious moderation in education. Hidayat & Nizar (2021) emphasized that the implementation of religious moderation in schools and madrasahs is essential for fostering a generation that is inclusive, tolerant, and appreciative of diversity. However, most of the existing research has remained limited to discussing policy aspects or learning strategies, with relatively few producing concrete outputs in the form of teaching materials that can be directly applied in the classroom. In fact, as Karam et al. (2021) notes, the availability of structured, contextual, and valid teaching materials is crucial for

ensuring the quality of learning, as they serve as a guide for both teachers and students in achieving educational objectives. Therefore, a research gap exists that needs to be addressed, namely the development of multicultural-based Qur'an and Hadith teaching materials that directly support efforts to strengthen religious moderation among Madrasah Aliyah students. This study was conducted to address this gap by developing a multicultural-based Qur'an and Hadith student book for Grade XII Madrasah Aliyah.

The preliminary survey conducted through interviews with three Qur'an and Hadith teachers at MAN 2 and MAN 1 concluded that there is still a significant lack of materials related to or relevant to the values embedded in the concept of multiculturalism for the Qur'an and Hadith subject. There is a strong need for Qur'an and Hadith teaching materials that integrate multicultural values to enhance religious moderation at the Madrasah Aliyah level, as currently no teaching materials specifically address multicultural-based Islamic education values, particularly in the Qur'an and Hadith subject.

A review of the teaching materials for the Qur'an and Hadith subject at the Madrasah Aliyah level, published by Erlangga and the Ministry of Religious Affairs under the 20213 Curriculum for Grade XII, reveals that only one chapter discusses the upholding of democratic principles in the Qur'an. According to the Vice Principal of Curriculum at MAN 2, all teachers' instructional resources currently refer to the 20213 Curriculum, while the subject matter follows the 2019 Curriculum Implementation Guidelines for Madrasahs, which strongly emphasize the need to convey concepts related to multicultural values and religious moderation to students at the Madrasah Aliyah level. Similarly, a Grade XII Social Studies 4 student at MAN 2, stated that the teaching materials for the Qur'an and Hadith subject are limited to learning da'wah (preaching), studying tajwid (rules of Qur'anic recitation), and filial piety, while content on multiculturalism and religious moderation has not been introduced at all. In practice, Qur'an and Hadith lessons are delivered strictly in accordance with the teacher's and student's textbooks, with little to no attention given to materials that address multicultural education values and religious moderation. Therefore, this study aims to develop and evaluate the validity, practicality, and effectiveness of multicultural-based teaching materials for the Qur'an and Hadith subject for Grade XII Madrasah Aliyah.

B. Methods

The research method employed in this study was research and development (R&D) based on the Borg and Gall model (Diana et al., 2025; Mahfud & Fahrizqi, 2022; Sugiyono, 2019). The study was carried out in five public and private Madrasah Aliyah in Bengkulu City, namely Madrasah Aliyah Negeri 1, Madrasah Aliyah Negeri 2, Madrasah Aliyah Swasta Darussalam, Madrasah Aliyah Swasta Pancasila, and Madrasah Aliyah Swasta Ja-Alhaq. The five public and private Madrasah Aliyah

served as the sample sites for the research and development of Multicultural-Based Islamic Religious Education (PAI) Materials in the Qur'an and Hadith Subject to Enhance Religious Moderation, with the resulting product titled *Al-Qur'an and Hadith Based on Multiculturalism in Enhancing Religious Moderation*. The table below presents the number of Islamic Religious Education (PAI) teachers in the five Madrasah Aliyah.

Table 1. Islamic Religious Education Teachers at Madrasah Aliyah in Bengkulu City

No	Madrasah	Gender		Total
		M	F	
1	MAN 1	7	11	18
2	MAN 2	3	11	14
3	MAS Darussalam	1	2	3
4	MAS Pancasila	3	1	4
5	MAS Jaa-Alhaq	3	1	4
Total		17	26	43

The research steps in this study are classified at level 3, which refers to investigating and testing in order to further develop an existing product. As previously noted, developmental R&D is intended to refine what already exists, both in terms of form and function (Anandajayasekeram, 2022). The research steps are illustrated in Figure 1 below:

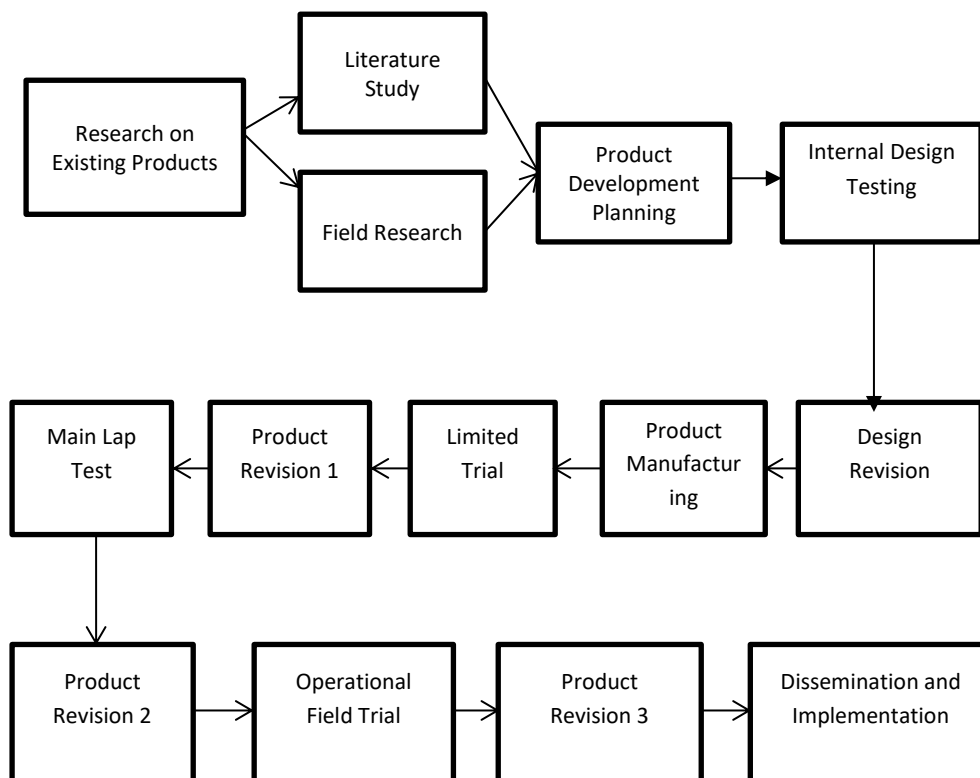


Figure 1. Steps of Research and Development (R&D) for Enhancing an Existing Product

The first stage of this level 3 research is to review the existing product in order to identify its specifications, strengths, and weaknesses. Following this, the researcher conducts a literature review (including theoretical studies and relevant previous research) (Weinsztok & Amlung, 2025). Based on the literature review, the researcher then designs a product aimed at improving and further developing the existing one. The resulting product is expected to be more effective, efficient, and practical to use compared to the previous version (Psarommatis & May, 2025).

Observation and interviews were employed to examine qualitative conditions prior to product use, participants' responses during testing, and qualitative conditions after testing (Knight et al., 2022; Kristiawan & Asvio, 2018; Moleong, 2017). The quantitative experimental method was carried out using a before-after design (O1 X O2), or by comparing the experimental and control groups. Quantitative data were analyzed by comparing pre-test and post-test scores, while data obtained from observations and interviews were analyzed qualitatively. After the product was used, any remaining weaknesses identified were subject to further revision.

C. Results and Discussion

Product Development Results

The development of multicultural-based Islamic Religious Education (PAI) materials in the Qur'an and Hadith subject to enhance religious moderation at Madrasah Aliyah has been realized in the form of a student book entitled Qur'an and Hadith Based on Multiculturalism in Enhancing Religious Moderation. Preliminary research revealed that the existing learning materials or textbooks for the Qur'an and Hadith subject at the Grade XII Madrasah Aliyah level provide very limited content related to tolerance and similar concepts. In fact, tolerance is highly important and urgent to be taught and understood in Indonesia, as it ultimately needs to be internalized by adolescents or the younger generation to serve as a fundamental knowledge base for living as citizens within the nation, the state, and their religious communities.

It can be stated that during the research process, the author also conducted interviews with six Qur'an and Hadith teachers, who confirmed that the developed Qur'an and Hadith teaching material book, with the content presented in it, is appropriate for use in Grade XII at the Madrasah Aliyah level. The materials included in the student book explain and provide knowledge about strategic issues that are currently being seriously addressed by the nation. By promoting respect for differences, the book fosters togetherness in building the nation towards becoming a strong and great country, capable of competing with developed nations around the world.

Indonesia is a nation whose population adheres to various beliefs and religions; however, Islam represents the largest proportion in terms of adherents. As true

Muslims and a generation with strong faith (aqidah), we firmly believe in the truth of the Qur'an and Hadith as guidance for living within the nation and the state. Several verses of the Qur'an and Hadith explain the differences that Allah has destined for humankind, ranging from faith, ethnicity, nationality, race, skin color, culture, environment, economy, social status, education, personality, and more. These differences illustrate that diversity is indeed a sunnatullah (divine law) from Allah SWT. Through the newly developed textbook, which emphasizes the concepts of multiculturalism and the importance of religious moderation, we can contribute to building a nation that embodies rahmatan lil 'alamin (a mercy for all creation).

Traditionally, the Qur'an and Hadith subject matter has primarily focused on the concepts of the Qur'an, Hadith, etiquette (adab), morality (akhlak), and aspects of Islamic faith (aqidah). Through the newly developed Qur'an and Hadith student book, however, materials are presented that extend beyond these areas to include tolerance and, more broadly, multiculturalism, while also fostering attitudes of moderation in both religion and nationhood. The Qur'an and Hadith provide extensive guidance, direction, and commands for practicing Allah's teachings on mutual respect, honoring others, compassion, and cooperation, even in the midst of differences. Furthermore, numerous historical accounts from the life of the Prophet Muhammad (peace be upon him) highlight how he successfully navigated diversity in his own time.

The student book Qur'an and Hadith Based on Multiculturalism in Enhancing Religious Moderation is a Qur'an and Hadith textbook that provides learning materials emphasizing the importance of instilling multicultural values and related concepts grounded in the Qur'an and Hadith. It also includes materials on the concept of religious moderation, both of which must be thoroughly understood and followed by Madrasah Aliyah students through reliable sources. This is essential to enable the younger generation to grow and develop with a broad foundation of crucial knowledge, with the ultimate goal of shaping students into a generation with strong faith (aqidah), character, manners, and knowledge.

The development of multicultural-based Qur'an and Hadith teaching materials to enhance religious moderation at Madrasah Aliyah was carried out following the ten steps proposed by Borg and Gall (Risqiyono & Setyasto, 2025): (1) Research and information collecting: conducting needs assessment, literature review, small-scale studies, and value considerations; (2) Planning: preparing a research plan, including the required competencies, objectives, research design, and limited-scope testing; (3) Developing the preliminary product draft: preparing learning materials, instructional processes, and evaluation instruments; (4) Preliminary field testing: testing with a small group of students from the five selected Madrasah Aliyah using observation, interviews, and questionnaires; (5) Main product revision: revising the product based on feedback from the preliminary field testing, including teacher interviews and observations; (6) Main field testing: conducting broader testing

through observation and interviews with teachers and students regarding multicultural-based PAI materials in Qur'an and Hadith learning; (7) Operational product revision: refining the product for operational use based on suggestions from trials at the five madrasahs, involving 43 students each in experimental and control groups; (8) Operational field testing (large-scale testing): conducting large-scale implementation in five madrasahs (MAN 1, MAN 2, MA Ja'Al-Haq, MA Darussalam, and MA Pancasila) with 86 students and 10 teachers, using questionnaires, interviews, and observations; (9) Final product revision: refining the final product based on feedback from operational field testing; and (10) Dissemination and implementation: reporting results in professional forums and journals, collaborating with publishers for publication, and disseminating the product to the community through both academic and commercial publications.

The development of the student book Qur'an and Hadith Based on Multiculturalism in Enhancing Religious Moderation consists of several sections. The introductory part includes the cover, subtitle, compiler's note, preface, content standards, list of translations, and table of contents. The main section comprises the learning content, which is organized into chapters, subchapters, and sub-subchapters, followed by summaries, competency tests, and discussion activities. The final part of the book consists of the references and the author's profile. The production of the book was carried out in stages with the aim of producing a new Qur'an and Hadith student book that is valid and highly feasible for classroom use, as confirmed by validation from several experts in their respective fields to ensure the refinement of the instructional material.

Data Analysis of the Validity of the Multicultural-Based Qur'an and Hadith Textbook for Enhancing Religious Moderation

The analysis results obtained from validators, consisting of content experts, language experts, and design experts, collectively indicate that the newly developed Qur'an and Hadith student book is highly feasible for use in the learning process. The evaluations provided by these experts on the development of the *Qur'an and Hadith Student Book Based on Multiculturalism in Enhancing Religious Moderation* confirm the validity of the product. Based on their assessments, it can be concluded that the textbook is highly suitable for classroom use and can serve as a reference for Grade XII Madrasah Aliyah students. This conclusion is further supported by the overall validity score of 88.72%, which categorizes the product as highly feasible for implementation.

A validity score of 88.72% indicates that the experts—covering content, language, and design—concur that the developed textbook is theoretically well-founded, pedagogically appropriate, and aligned with the curriculum. This level of validity confirms that the material is not only accurate but also suitable for use by Grade XII Madrasah Aliyah students.

The high validity score (88.72%) obtained in this study aligns with the findings of Karam et al. (2021), who emphasized that structured and contextual teaching materials are essential to ensure quality learning outcomes. Similarly, the practicality score of 90.08% corroborates the arguments of Hidayat & Nizar (2021), who highlighted that well-designed learning resources play a pivotal role in the implementation of religious moderation in schools and madrasahs.

Analysis of the Practicality of the Multicultural-Based Qur'an and Hadith Textbook in Enhancing Religious Moderation

The results of the limited trial on Section 1, which covered Chapters I, II, and III, were obtained from students' evaluations of nine statement items related to the Qur'an and Hadith learning materials. The students' responses indicated that the developed material was highly practical, as evidenced by the overall average score of 88.67% across the Madrasah Aliyah, placing it within the interval of 85%-100%.

The subsequent section presents the results of the limited trial on Section 2, which covered Chapters IV, V, VI, and VII. Based on students' evaluations of 12 statement items related to Qur'an and Hadith learning materials, the responses indicated that the developed material was highly practical. This is evidenced by the overall average score of 90.15% across the Madrasah Aliyah, which falls within the interval of 85%-100%.

The final section presents the results of the limited trial on Section 3, which covered Chapters VIII, IX, and X. Based on students' evaluations of nine statement items related to Qur'an and Hadith learning materials, the responses indicated that the developed material was highly practical. This is demonstrated by the overall average score of 92.23% across the Madrasah Aliyah, which falls within the interval of 85%-100%.

The results of the large-scale trial on Section 1, which covered Chapters I, II, and III, were obtained from students' evaluations of nine statement items related to Qur'an and Hadith learning materials. The students' responses indicated that the developed material was highly practical, as evidenced by the overall average score of 91.07% across the Madrasah Aliyah, which falls within the interval of 85%-100%.

The subsequent section presents the results of the large-scale trial on Section 2, which covered Chapters IV, V, VI, and VII. Based on students' evaluations of twelve statement items related to Qur'an and Hadith learning materials, the responses indicated that the developed material was highly practical. This is evidenced by the overall average score of 89.14% across the Madrasah Aliyah, which falls within the interval of 85%-100%.

The final section presents the results of the large-scale trial on Section 3, which covered Chapters VIII, IX, and X. Based on students' evaluations of nine statement items related to Qur'an and Hadith learning materials, the responses indicated that the developed material was highly practical. This is demonstrated by the overall average score of 89.19% across the Madrasah Aliyah, which falls within the interval of 85%–100%.

Following the completion of both the limited and large-scale trials conducted across five Madrasah Aliyah with a limited sample, it can be concluded that the learning materials in the *Qur'an and Hadith Student Book Based on Multiculturalism in Enhancing Religious Moderation* are highly practical. The materials successfully engaged students' interest in learning the concepts of multiculturalism and religious moderation, which are systematically elaborated in ten chapters designed for Grade XII at the Madrasah Aliyah level.

However, the questionnaire also included a section for students' suggestions and feedback. Several students noted that the topics of multiculturalism and religious moderation require clearer explanations from the subject teachers.

Analysis of the Effectiveness of the Multicultural-Based Qur'an and Hadith Textbook in Enhancing Religious Moderation

The results of the limited trial on the materials covering Chapters I to X, which were delivered across four sessions with interconnected content, were conducted in five madrasahs with a sample of 45 students, as detailed in the table above. The students' engagement in learning the new materials from the *Qur'an and Hadith Student Book Based on Multiculturalism in Enhancing Religious Moderation* was categorized as very active. This conclusion was drawn from the percentage of student responses, with an overall average score of 87.94% across the sessions, placing it within the interval of 85%–100%.

The large-scale trial on the materials covering Chapters I to X, which were delivered across four sessions with interconnected content, was conducted in five madrasahs with a total sample of 86 students. These students were divided into two groups, namely the experimental group and the control group, as shown in the table above. The students' engagement in learning the new materials from the *Qur'an and Hadith Student Book Based on Multiculturalism in Enhancing Religious Moderation* was categorized as very active in the experimental group. This is demonstrated by the average score of 92.85%, which falls within the interval of 85%–100%. In comparison, the control group scored 70.72%, placing it within the interval of 65%–84%.

The results of the limited trial for teachers' teaching activities on the materials covering Chapters I to X, which were delivered across four interconnected sessions, were conducted in two public madrasahs with a sample of two teachers, as shown in

the table above. The teachers' activities in implementing the new materials from the *Qur'an and Hadith Student Book Based on Multiculturalism in Enhancing Religious Moderation* were categorized as very active. This conclusion was based on the observers' questionnaire scores, with FTM achieving an overall average of 92.69% (within the interval of 85%–100%) and UK achieving 96.32%.

Based on the scores provided by observers through the questionnaires administered to assess the two Qur'an and Hadith teachers, the newly developed teaching materials were categorized as very effective, with both teachers rated as "very active." The large-scale trial on the materials from Chapters I to X, which were delivered across four interconnected sessions, was conducted in two public Madrasah Aliyah with a total sample of 48 students divided into experimental and control groups, as detailed in the table above. The teachers' activities in implementing the new *Qur'an and Hadith Student Book Based on Multiculturalism in Enhancing Religious Moderation* were categorized as very active in the experimental group and active in the control group. This conclusion was drawn from the observers' evaluations during the learning process. The control group teachers, YSR and FJR, scored 79.68% and 82.81% respectively, both falling within the 65%–84% interval (active category), while the experimental group teachers, JLS and RSD, scored 96.32% and 91.13% respectively, both within the 85%–100% interval (very active category).

Based on the scores provided by observers through the questionnaires, the students' level of activeness in the learning process using the new teaching materials was assessed. The large-scale trial was conducted in five Madrasah Aliyah that served as the research sample, involving the administration of pre-tests and post-tests. A total of 86 students participated, divided equally into two groups: 43 in the experimental group and 43 in the control group.

The t-test results showed a significance value of 0.000, which is smaller than 0.05 (sig: 0.000 < 0.05), indicating a significant difference between the learning outcomes of the experimental and control classes. This finding confirms that the *Qur'an and Hadith Student Book Based on Multiculturalism in Enhancing Religious Moderation* had a positive impact on students' cognitive learning outcomes in the experimental group. Accordingly, H_0 was rejected and H_a accepted, with H_a stating that there is a difference in learning outcomes between the experimental group, which used the multicultural-based Qur'an and Hadith textbook, and the control group, which used the conventional textbooks provided by teachers. The average effectiveness score was 87.64. Based on the data analysis, the effectiveness of this instructional material falls into the "very effective" category, as it lies within the interval of $80\% \leq \bar{E} \leq 100\%$. This demonstrates that the student book is highly effective and contributes significantly to the teaching and learning process by enhancing classroom activities and improving learning effectiveness.

D. Conclusions

This research and development successfully produced a multicultural-based Qur'an and Hadith student textbook for Grade XII Madrasah Aliyah, aimed at instilling the values of religious moderation. The textbook consists of ten core chapters that integrate the teachings of the Qur'an and Hadith with the concepts of multiculturalism, radicalism, and the principles of Islamic moderation. Each chapter is equipped with summaries, competency tests, and discussion materials. Validation results from content, language, and design experts indicated a very high level of validity (88.72%). Furthermore, readability and practicality tests conducted in five public and private Madrasah Aliyah in Bengkulu City obtained an average score of 90.08%, categorized as very practical and feasible for use. These findings demonstrate that the developed product not only aligns with the KMA 184/2019 curriculum standards but is also relevant to contemporary learning needs in strengthening students' character, multicultural perspectives, and moderate attitudes. Accordingly, this student textbook is deemed appropriate to serve as a primary learning resource for the Qur'an and Hadith subject in Madrasah Aliyah. Its use is expected to foster a generation with strong faith, noble character, moral integrity, and a heightened awareness of religious moderation in social, national, and civic life.

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