



RELIGIOUS MODERATION IN DIGITAL MEDIA-BASED LEARNING MODELS

MODERASI AGAMA DALAM MODEL PEMBELAJARAN BERBASIS MEDIA DIGITAL

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Abstract

This study aims to develop and examine the effectiveness of religious moderation in digital media based on the Dick and Carey learning model. The research is grounded in the increasing use of digital media as a primary source of religious information, which has the potential both to strengthen and to undermine the values of religious moderation. The study employed a qualitative approach with a Research and Development (R&D) design. The subjects were university students who actively use digital media. Data collection techniques included interviews, observations, questionnaires, and documentation, while data analysis followed the Miles and Huberman model. The results indicate that students' understanding of religious moderation remains largely normative and is not yet accompanied by adequate digital literacy skills. The development of the Dick and Carey-based learning model produced interactive digital media, including educational videos, digital modules, and social media content. Implementation of the model demonstrated a significant improvement in students' comprehension, tolerance, and critical thinking regarding religious content in digital media. Furthermore, the study found that integrating constructivist approaches, social learning, and digital literacy into the learning design effectively reinforced the internalization of religious moderation values. The developed learning model proved effective in enhancing student engagement and fostering inclusive and tolerant attitudes. In conclusion, promoting religious moderation in digital media requires a systematic, technology-based learning approach. This study provides both theoretical and practical contributions to the development of a learning model for religious moderation in the digital era.

Keywords : Religious Moderation, Digital Media, Learning Model, Dick And Carey, Digital Literacy.

Abstrak

Penelitian ini bertujuan untuk mengembangkan dan menguji efektivitas moderasi beragama dalam media digital berbasis model pembelajaran Dick and Carey. Latar belakang penelitian ini didasarkan pada meningkatnya penggunaan media digital sebagai sumber utama informasi keagamaan yang berpotensi memperkuat sekaligus melemahkan nilai-nilai moderasi beragama. Penelitian menggunakan pendekatan kualitatif dengan desain Research and Development (R&D). Subjek penelitian adalah mahasiswa yang aktif menggunakan media digital. Teknik pengumpulan data meliputi wawancara, observasi, angket, dan dokumentasi, sedangkan analisis data menggunakan model Miles dan Huberman.



Hasil penelitian menunjukkan bahwa tingkat pemahaman moderasi beragama mahasiswa masih bersifat normatif dan belum diikuti dengan kemampuan literasi digital yang memadai. Pengembangan model pembelajaran berbasis Dick and Carey menghasilkan media digital interaktif yang mencakup video edukatif, modul digital, dan konten media sosial. Implementasi model menunjukkan adanya peningkatan signifikan dalam pemahaman, sikap toleransi, serta kemampuan berpikir kritis mahasiswa terhadap konten keagamaan di media digital. Selain itu, penelitian ini menemukan bahwa integrasi pendekatan konstruktivisme, pembelajaran sosial, dan literasi digital dalam desain pembelajaran mampu memperkuat internalisasi nilai moderasi beragama. Model pembelajaran yang dikembangkan terbukti efektif dalam meningkatkan keterlibatan mahasiswa serta membentuk sikap inklusif dan toleran. Dengan demikian, moderasi beragama dalam media digital memerlukan pendekatan pembelajaran yang sistematis dan berbasis teknologi. Penelitian ini memberikan kontribusi teoretis dan praktis dalam pengembangan model pembelajaran moderasi beragama di era digital.

Kata Kunci : Moderasi Beragama, Media Digital, Model Pembelajaran, Dick And Carey, Literasi Digital.

1. INTRODUCTION

The rapid development of information and communication technology has brought significant changes to social interaction patterns, including religious practices. Digital media, such as social media, video platforms, and communication applications, have become new spaces for the dissemination of religious values. In this context, digital media functions not only as a communication tool but also as a medium for shaping public understanding of religion on a broader scale. In Indonesia, a multicultural country with a high diversity of religions, religious moderation is a crucial concept for maintaining social harmony. Religious moderation emphasizes a balanced approach (*tawassuth*), tolerance (*tasamuh*), and justice (*i'tidal*) in religious practice. This concept is not solely derived from Islamic teachings but is also found across various religious traditions as a universal value for maintaining social balance. Research by Nisa et al. (2021) indicates that the values of religious moderation are present in multiple religious traditions and serve as an essential foundation in pluralistic societies (eJournal of Sunan Gunung Djati).

However, the growth of digital media presents serious challenges to the implementation of religious moderation. Digital media often becomes a space for spreading exclusive, intolerant, or even radical religious narratives. Mandala, Witro, and Juraidi (2024) found that the massive dissemination of radical and extremist content online is a major factor triggering social disintegration in pluralistic communities (Jurnal Bimas Islam). This demonstrates that digital media has a dual nature, presenting both opportunities and threats to the strengthening of religious moderation. Additionally, Laila (2025) revealed that the digital era offers significant potential for spreading tolerance through social media, but it also introduces challenges such as religious hoaxes, hate speech, and misinformation that may provoke social conflict (Rumah Jurnal). These findings underscore that without adequate digital literacy, digital media can actually exacerbate societal religious tensions.

In the context of social media, Saumantri (2023) showed that much content circulating on these platforms has the potential to incite interreligious conflict, such as hoaxes and hate speech. The study also emphasized that understanding religious moderation is key to preventing conflicts and maintaining social harmony in digital spaces (E-Journal Metro University). Thus, digital media cannot be separated from the need to reinforce the values of religious moderation. Meanwhile, research by Sazali and Mustafa (2023) highlights the role of new media platforms, such as YouTube, in supporting the strengthening of religious moderation. Their findings indicate that digital media can be strategically utilized by institutions, such as the Ministry of Religious Affairs, to disseminate narratives of moderation to the wider public (Journal Portal). This demonstrates the significant potential of digital media as a constructive religious education tool when managed effectively.



From a da'wah perspective, Al Jauzi and Hamidah (2023) emphasize that mass media play a vital role in delivering moderate and inclusive religious messages. Media-based da'wah can serve as a bridge to reduce conflict and foster a more harmonious religious understanding (UIR Press Journal). These findings reinforce the importance of media as an agent of social transformation in the religious context. Furthermore, research on digital literacy shows that interventions based on digital learning can enhance individuals' ability to recognize false or misleading information. Experimental studies demonstrate that digital media literacy programs can improve people's critical evaluation of information (arXiv). This underscores the importance of a digital learning-based approach in shaping critical and moderate attitudes. Recent studies on digital da'wah also show that platforms such as TikTok and Instagram differ in their effectiveness in conveying religious messages. TikTok is more effective in raising awareness, while Instagram is more effective in fostering deeper understanding (arXiv). These findings indicate that digital media platforms have distinct characteristics and require appropriate learning strategies to convey the values of religious moderation effectively.

Although previous studies have examined religious moderation in the context of digital media, most have focused on communication, da'wah, or media analysis. These studies have yet to comprehensively integrate religious moderation within a systematic learning design framework. In other words, there remains a gap between research on religious moderation in digital media and pedagogical approaches based on learning models. In the educational context, systematic learning approaches such as the Dick and Carey model are highly relevant to bridging this gap. This model emphasizes the importance of structured instructional design, from needs analysis to learning evaluation. Integrating religious moderation into digital media-based learning models is expected to produce a learning process that is not only informative but also transformative in fostering moderate attitudes.

Additionally, constructivist theory emphasizes that learners build knowledge through experience and interaction, including via digital media. Meanwhile, Bandura's social learning theory asserts that individuals learn by observing models, including figures present in digital media. Both theories provide a foundation indicating that digital media can be an effective medium for internalizing the values of religious moderation if designed pedagogically. Based on the review of previous research, it can be concluded that digital media has significant potential to support religious moderation but also carries risks of spreading non-moderate ideologies. On the other hand, research that integrates religious moderation with digital media-based learning models remains very limited. Therefore, research is needed to specifically examine how religious moderation can be developed through systematic and effective digital media-based learning models. Thus, this study is important to fill the gap and contribute to the development of theory and practice in learning religious moderation in the digital era. The study is expected to produce a digital media-based learning model capable of instilling the values of religious moderation more effectively, particularly for young people as the primary users of digital media.

2. RESEARCH METHOD

This study employs a qualitative approach with a Research and Development (R&D) design aimed at developing a digital media-based learning model for religious moderation. This approach was chosen because the research not only seeks to describe phenomena but also to produce a tangible output in the form of a learning design/model that can be implemented.

The development model used refers to the Dick and Carey model, which is a systematic approach to instructional design. This model was selected because it provides clear and structured stages, making it suitable for the development of digital learning media.

The qualitative approach is used to:

1. Explore the phenomenon of religious moderation in digital media
2. Analyze learning needs
3. Examine students' perceptions and experiences

Meanwhile, the development (R&D) approach is used to:



1. Design the learning model
2. Develop digital media
3. Test the effectiveness of the model

3. RESULT AND DISCUSSION

A. General Description of Research Results

This study aims to develop and test the effectiveness of a digital media-based learning model for religious moderation using the Dick and Carey model. The results are presented in several stages according to the research design: needs analysis, model development, implementation, and effectiveness evaluation.

The research subjects were university students who actively use digital media in their daily lives. Overall, students have high access to social media platforms such as YouTube, Instagram, and TikTok as sources of religious information.

B. Needs Analysis Results

1. Initial Findings on Religious Moderation

Based on interviews and questionnaires:

- Most students understand religious moderation generally as an attitude of tolerance
- However, this understanding remains normative and not yet practical
- Exclusive attitudes toward differing religious opinions are still observed

2. Digital Literacy Findings

Analysis showed:

- Students have high capability in accessing information
- However, their ability to evaluate and verify information is still low
- Many students cannot distinguish between moderate and radical content

3. Digital Media Content Analysis

Observation of digital media revealed:

- Many religious contents are provocative and clickbait
- Religious moderation content is less popular than sensational content
- Social media algorithms reinforce polarized understanding

Interpretation:

These findings indicate a gap between access to information and critical literacy skills, highlighting the need for digital learning-based interventions.

C. Learning Model Development Results

1. Learning Model Design

The developed model integrates:

- Values of religious moderation
- Interactive digital media
- Systematic stages of the Dick and Carey model

Model components include:

- Learning objectives based on moderate attitudes
- Digital materials (videos, infographics, case studies)
- Interactive activities (discussion, reflection, content analysis)

2. Learning Media Product

The produced media consists of:

- Educational videos on religious moderation
- Case-based digital modules
- Educational social media content

3. Expert Validation

Validation results show:

- Content aspect: highly feasible



- Media aspect: feasible and engaging
- Pedagogical aspect: suitable for student characteristics

D. Learning Model Implementation Results

1. Learning Process

The learning process was conducted in several stages:

- Pre-test to assess initial understanding
- Delivery of materials through digital media
- Case-based group discussion
- Individual reflection

2. Student Response

Students demonstrated:

- High enthusiasm toward digital media
- Active participation in discussions
- Increased awareness of the importance of tolerance

3. Learning Interaction

Changes in interaction patterns occurred:

- From passive to active
- From individual to collaborative
- From exclusive to inclusive

E. Learning Model Effectiveness Evaluation Results

1. Improvement in Religious Moderation Understanding

Pre-test and post-test results indicate:

- Significant improvement in understanding the concept of moderation
- Students were able to explain the concept more practically

2. Attitude Changes

Indicators include:

- Increased tolerance
- Decreased exclusivity
- Greater appreciation of differences

3. Improved Digital Literacy

Students showed:

- Better ability to evaluate information
- Awareness of religious hoaxes
- Capability to filter digital content

F. Discussion

1. Religious Moderation in Digital Media

The results indicate that digital media plays a significant role in shaping religious understanding. This aligns with cultivation theory, which states that media exposure can influence individuals' perceptions of social reality. Digital media can effectively disseminate moderation values if designed pedagogically; otherwise, it may reinforce intolerant attitudes.

2. Effectiveness of the Dick and Carey Model

The Dick and Carey model proved effective because it:

- Provides systematic stages
- Integrates objectives, content, and evaluation
- Considers learner characteristics

The findings reinforce the theory that structured instructional design increases learning effectiveness.

3. Integration of Learning Theories

a. Constructivism

Students construct understanding through:



- Discussion
- Case analysis
- Reflection on experience

b. **Social Learning**

Students learn through:

- Observation of digital content
- Interaction with peers
- Group discussion

c. **Digital Literacy**

Learning enhances:

- Critical thinking
- Information awareness
- Selective media consumption

4. **Role of Digital Media in Learning Moderation**

Digital media functions as:

- A source of information
- A medium of interaction
- A tool for reflection

The study shows that using digital media:

- Increases student engagement
- Facilitates understanding of concepts
- Helps internalize values

5. **Supporting and Inhibiting Factors**

Supporting Factors:

- High access to digital media
- Students' interest in technology
- Lecturer support

Inhibiting Factors:

- Low initial digital literacy
- Negative content in media
- Limited pedagogical design

6. **Research Implications**

a. **Theoretical Implications:**

- Strengthens the concept of religious moderation in education
- Integrates learning theory with digital media

b. **Practical Implications:**

- Provides an innovative learning model
- Can be applied across educational levels

c. **Policy Implications:**

- Supports national religious moderation programs
- Serves as a basis for digital curriculum development

G. Research Limitations

The study has several limitations:

- Subjects were limited to university students
- Digital media used was limited
- The research duration was relatively short

H. Research Novelty

The novelty of this research lies in:

- Integrating religious moderation with the Dick and Carey model
- Developing value-based digital media



- Adopting a systematic approach to moderation learning

The results show that the digital media-based learning model for religious moderation is effective in improving students' understanding, attitudes, and digital literacy. Integration of moderation values, digital media, and systematic instructional design is the key to success in addressing religious challenges in the digital era.

4. CONCLUSION

Based on the results and discussion of the study "Religious Moderation in Digital Media-Based Learning Models (Dick and Carey)," several key conclusions can be drawn:

First, the development of digital media has had a significant impact on shaping the religious understanding of society, particularly among the younger generation. Digital media functions not only as a tool for disseminating information but also as a space for constructing religious meaning. However, the open and largely unfiltered nature of digital media can also facilitate the spread of exclusive, intolerant, and radical religious ideologies. Therefore, systematic educational interventions are necessary to guide the constructive use of digital media.

Second, the digital literacy level of the student participants indicates a gap between information access and the ability to critically evaluate religious content. While students can access a wide range of digital information sources, they have not yet fully developed the skills to filter, verify, and interpret this information critically. This situation makes them vulnerable to exposure to religious hoaxes and narratives of intolerance.

Third, the Dick and Carey-based learning model has proven effective in integrating the values of religious moderation into digital media. The model provides a systematic, structured, and behavior-oriented learning process. Through the stages of needs analysis, instructional design, media development, and evaluation, the model produces a learning experience that not only enhances knowledge but also cultivates moderate attitudes among learners.

Fourth, the implementation of pedagogically designed digital learning media improves students' understanding, attitudes, and behaviors regarding religious moderation. This is reflected in significant gains in tolerance, inclusivity, and critical thinking skills toward religious content in digital media. Additionally, digital-based learning promotes active student engagement through discussion, reflection, and case analysis.

Fifth, the integration of constructivist theory, social learning, and digital literacy into the learning design contributes significantly to the successful internalization of religious moderation values. Students do not merely receive information passively; they actively construct understanding through interaction, experience, and observation within digital environments.

Sixth, the study found that the success of implementing religious moderation in digital media is influenced by several factors, including students' readiness in digital literacy, the quality of instructional design, the relevance of the media used, and educator support. Conversely, inhibiting factors include low initial critical thinking skills, the predominance of negative content in digital media, and limitations in developing value-based learning media.

Overall, this study emphasizes that promoting religious moderation in digital media cannot be separated from a systematic, technology-based learning approach. The integration of moderation values, digital media, and an appropriate learning model is key to fostering inclusive, tolerant religious understanding that supports social harmony.

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