

Implementation of Local Content-Based E-Modules to Strengthen Religious Moderation in Elementary Madrasah Teacher Education Study Programs

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Abstract

College students are vulnerable to radicalism and the spread of hoaxes that may trigger conflict and disrupt learning. Therefore, this study aimed to examine the effect of implementing local content-based e-modules on strengthening religious moderation among students of the PGMI Study Program. This study employed a quantitative approach with an experimental design, while the sample was selected through purposive sampling. Data were collected using a questionnaire measuring religious moderation based on indicators of acceptance of local culture aligned with Pancasila values. The data were analyzed using inferential statistical tests to determine the significance of the effect. The findings revealed a significant influence of local content-based e-modules on strengthening students' religious moderation, with a significance value of $0.000 < 0.05$, indicating that H_0 was rejected and H_a was accepted. The e-modules were proven effective not only as teaching materials but also in improving students' understanding and attitudes toward religious moderation, including tolerance and interreligious harmony. The study concludes that local content-based e-modules play an important role in strengthening religious moderation among college students. The implications highlight the importance of integrating religious moderation values into the curriculum through curriculum revitalization, collaboration with religious moderation centers, and lecturer training programs.

Keywords

E-Module, Local Wisdom, Merdeka Curriculum, Religious Moderation.



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INTRODUCTION

Higher education institutions play a strategic role in developing superior, adaptive, innovative, and competitive human resources through the implementation of the Tri Dharma of Higher Education, which includes education, research, and community service. Higher education institutions are also positioned as institutions responsible for building national civilization through the development of science, technology, and values. Law Number 12 of 2012 emphasizes that higher education aims to develop the potential of students to become faithful, pious, knowledgeable, creative, independent, skilled, competent, and cultured individuals for the benefit of the nation. Thus, higher education institutions function not only as centers for knowledge transfer, but also as institutions for the formation of character, social ethics, and leadership of the younger generation (Decree of the Director General of Education 2022).

In the era of digital transformation, universities are facing significant changes in learning systems, communication patterns, and competency requirements. Today's students are a generation familiar with digital technology, rapid access to information, and flexible and interactive learning models. These conditions require universities to provide learning that is innovative, adaptive, and relevant to current developments. (Arifin and Muslim nd) In response to these needs, the government launched the Independent Learning and Independent Campus (MBKM) policy, which encourages learning autonomy, curriculum flexibility, and strengthening student competencies. Implementation of this policy is reinforced through the Independent Curriculum, which emphasizes student-centered learning, collaboration, creativity, and real-world problem-solving. However, the implementation of the Independent Curriculum in higher education still faces various obstacles, such as lecturer readiness, teaching materials, and the integration of learning technology. (Zulya 2022).

One of the challenges of implementing the Independent Curriculum is providing learning media that can increase student active engagement in the learning process. In practice, learning in higher education is still largely dominated by textbooks, PowerPoint presentations, and conventional lecture methods. These learning models are considered inappropriate for the characteristics of the digital generation, which tends to be visual, fast-paced, interactive, and independent in its learning. (Arifin and Muslim nd) Therefore, innovation in technology-based learning media is needed that can increase student motivation, participation, and learning effectiveness. One relevant media is electronic modules (e-modules), namely digital teaching

materials that are systematically designed and can be accessed through electronic devices. E-modules have the advantage of being able to integrate text, images, audio, video, digital links, practice questions, and self-evaluation in one learning medium (Gunadharma, 2011). Research (Hastiningrum and Haryanto 2020) shows that e-modules are able to increase students' learning motivation and conceptual understanding. (Kamila and Kowiyah 2022) also explained that interactive digital media has a positive impact on student and pupil learning engagement.

On the other hand, universities also face socio-religious challenges in the form of increasing intolerance, radicalism, narrow fanaticism, and the spread of hoaxes in the digital space (Saifuddin, 2019). Students, as a group of young intellectuals, have the potential to become agents of change, but are also vulnerable to exposure to extremist ideologies if not equipped with moderate religious literacy (Zahrah, 2022). This condition can disrupt the academic climate, social relations, and national unity if not anticipated through appropriate education (Rosyid, 2022). Therefore, religious moderation is a strategic agenda of the Ministry of Religious Affairs of the Republic of Indonesia in maintaining harmony in a pluralistic society (RI, 2019). Religious moderation is understood as a perspective, attitude, and practice of religion that is fair, balanced, non-extremist, and respects diversity (Saifuddin, 2019). Strengthening religious moderation in universities is important so that students have a tolerant, open attitude and are able to live side by side peacefully (Anwar & Muhayati, 2021). Selvia, Rahmat, and Anwar (2022) found that students' understanding of religious moderation still needs to be strengthened through formal education processes.

Strengthening religious moderation cannot be achieved solely through seminars, slogans, or ceremonial activities. It needs to be integrated into the learning process and teaching materials used by students every day (Rosyid, 2022). One potential approach is the development of e-modules based on local content. Local content or local wisdom is the values, traditions, social norms, and culture of a community that have been passed down from generation to generation (Njatrijani, 2018). Local wisdom embodies the values of mutual cooperation, deliberation, respect for differences, social solidarity, and harmony in living together. (Setyaningrum 2017) These values align with the principles of religious moderation, which emphasize balance, tolerance, and non-violence (Saifuddin, 2019). In the context of South Sumatra, the local culture, which upholds togetherness and tolerance, can serve as a contextual learning resource for PGMI students. The integration of local content into e-modules allows students to understand the concept of religious moderation more concretely because it relates to their social experiences (Njatrijani, 2018).

A number of previous studies have discussed the effectiveness of e-modules in improving student learning outcomes, motivation, and literacy. (Hastiningrum and Haryanto 2020); Kamila & Kowiyah, 2022). Other research also highlights the urgency of religious moderation in higher education (Rosyid, 2022). However, research empirically testing the influence of local content-based e-modules on strengthening students' religious moderation is still very limited. Particularly in the Elementary Madrasah Teacher Education Study Program (PGMI), studies linking digital media innovation, local values, and religious moderation have been scarce. Most previous research has focused solely on the development of learning media or on conceptual studies of religious moderation separately. This situation indicates a critical research gap that needs to be filled through empirical data-based research.

Based on this gap, the novelty of this research lies in the simultaneous integration of three main elements: digital e-modules, local South Sumatran content, and strengthening religious moderation within the Merdeka Curriculum framework. This research also focuses on PGMI students as prospective elementary school teachers who play a strategic role in instilling values of tolerance starting in elementary school. Therefore, the results of this study are expected to be relevant not only for higher education but also have long-term implications for Islamic basic education in Indonesia.

Therefore, this study aims to analyze the implementation of local content-based electronic modules in the Merdeka curriculum in the PGMI Study Program to strengthen religious moderation. The results are expected to provide theoretical contributions to the development of values-based learning models and practical contributions to the development of digital teaching materials, curriculum strengthening, and religious moderation policies in higher education.

METHOD

This study used a quantitative approach with a quasi-experimental approach to analyze the effect of implementing local content-based e-modules on strengthening students' religious moderation. The quantitative approach was chosen because the study focuses on objectively measuring relationships between variables through numerical data. A quasi-experimental design was used because the research subjects came from pre-formed classes, thus avoiding completely random selection of respondents. The focus of this study was to test the effectiveness of using local content-based e-modules as a learning medium in supporting the strengthening of religious

moderation among students of the PGMI Study Program.

The research design used was a one-group posttest design. In this design, respondents were given a treatment in the form of learning using a local content-based e-module, then after the treatment was completed, measurements were taken using a questionnaire. The treatment was carried out during regular lectures, using the e-module as the main teaching material. The e-module contained lecture material, contextual illustrations, local cultural values of South Sumatra, learning activities, and reinforcement of religious moderation values. After all learning sessions were completed, students were asked to provide responses regarding the use of the e-module and their level of religious moderation using a prepared instrument.

The research was conducted at the Elementary Madrasah Teacher Education (PGMI) Study Program, Faculty of Islamic Education and Teacher Training, Raden Fatah State Islamic University, Palembang. The research location was chosen because the study program has implemented the Independent Curriculum and is committed to strengthening the value of religious moderation in the learning process. The research took place from January to September 2024, encompassing the planning stage, instrument development, treatment implementation, data collection, data analysis, and research report preparation.

The study population consisted of all 243 PGMI students from the 2022 intake, spread across seven study groups. This population was selected because the students had participated in the core learning process in the study program and were active in academic activities in the current semester. The study sample was determined using a cluster sampling technique, selecting respondents based on available classes. From the seven study groups, four classes were selected as samples, with 90 students who met the attendance criteria and fully participated in the e-module learning.

The research subjects were fifth-semester PGMI students who participated in learning using local content-based e-modules. The research object consisted of two main variables: the implementation of local content-based e-modules as the independent variable (X) and the strengthening of religious moderation as the dependent variable (Y). The X variable focused on students' perceptions of content quality, display design, ease of access, interactivity, and the relevance of local content in the e-modules. The Y variable focused on attitudes of tolerance, acceptance of local culture, commitment to nationality, anti-violence attitudes, and respect for diversity.

Data collection techniques used closed-ended questionnaires and documentation. The questionnaire was used as the primary instrument to obtain data on students' perceptions of the research variables. Each statement was structured using a five-level Likert scale: strongly agree, agree, undecided, disagree, and strongly disagree. The questionnaire was administered after the e-module learning process was completed so that respondents could assess it based on real-life learning experiences. Documentation was used to supplement the research data in the form of student numbers, class lists, respondent attendance, and learning implementation notes.

The research instrument consisted of 25 statement items, with 10 items for the implementation of local content-based e-modules and 15 items for religious moderation. Indicators for the e-module variables included ease of use, attractiveness of the display, clarity of the material, usefulness of learning, and integration of local values. Meanwhile, indicators for the religious moderation variable included tolerance, open-mindedness, respect for local traditions, commitment to nationality, and the ability to live peacefully amidst differences. Before being used in the main study, the instrument was pre-tested to ensure the suitability of the statement items.

The research procedure was carried out in several stages. The first stage was the development of a local content-based e-module tailored to the learning outcomes of the course and the characteristics of PGMI students. The second stage was the implementation of the e-module in the learning process in the sample class over several meetings. The third stage was the distribution of questionnaires to students after the treatment was completed. The fourth stage was the processing and analysis of data based on respondents' answers. The final stage was drawing conclusions in accordance with the research objectives.

Data analysis was performed using SPSS version 23. The analysis began with descriptive statistics to describe the respondents' data profiles and response trends. Next, prerequisite analysis tests were conducted, including instrument validity, instrument reliability, data normality, and linearity of relationships between variables. After all prerequisites were met, hypothesis testing was conducted using simple linear regression to determine the effect of implementing local content-based e-modules on strengthening students' religious moderation.

FINDINGS AND DISCUSSION(Palatino Linotype 11, Space 1.5, Justify)

Findings

1. Descriptive Statistics

This study aims to analyze the effect of implementing local content-based e-modules in the Merdeka Curriculum on strengthening religious moderation among students in the PGMI Study Program at Raden Fatah State Islamic University, Palembang. Data were collected from 90 student respondents who participated in the learning process using local content-based e-modules. All respondents came from four study groups selected as the study sample.

2. Instrument Testing

Prior to hypothesis testing, the research instrument underwent validity, reliability, normality, and linearity testing. The instrument consisted of 25 statement items: 10 for the local content-based e-module variable and 15 for the religious moderation variable.

a. Questionnaire Validity Test

Based on the validity test, a Likert scale was used to measure the E-Module questionnaire and religious moderation, the questionnaire consisted of 25 items with 10 E-Module questionnaire items based on local content and 15 religious moderation questionnaire items. then the questionnaire was distributed to 90 PGMI semester 5 students. To determine validity, consult the product moment table based on a significance level of 5% with $N = 33$, $df = N-2$ or in this case $df = 90-2 = 88$ and $p = 0.05$, then the r table = 0.207 was obtained. Decision making for validity testing of calculated r value with table r value

If the calculated r value $>$ r table, then the questionnaire item is declared valid.

If the calculated r value $<$ r table, then the questionnaire item is declared invalid.

The following are the results of the validity test of the E-Module questionnaire based on local content and religious moderation;

Table 1.Validity Test of Local Content-Based E-Module Questionnaire

No	E-Module	
	r count	r table
1.	0.786	0.207
2.	0.744	0.207
3.	0.815	0.207
4.	0.745	0.207
5.	0.755	0.207
6.	0.791	0.207

7.	0.713	0.207
8.	0.755	0.207
9.	0.78	0.207
10.	0.746	0.207

Table 2. Religious Moderation Questionnaire

Religious Moderation		
No	r count	r table
1	0.722	0.207
2	0.755	0.207
3	0.775	0.207
4	0.814	0.207
5	0.808	0.207
6	0.772	0.207
7	0.804	0.207
8	0.756	0.207
9	0.817	0.207
10	0.84	0.207
11	0.802	0.207
12	0.749	0.207
13	0.778	0.207
14	0.757	0.207
15	0.822	0.207

Based on the validity test results on the local content-based E-Module questionnaire and the religious moderation questionnaire, it can be seen that the calculated r value for each question item is greater than the table r value. Therefore, it can be concluded that 25 question items are valid.

b. Reliability Test

Reliability testing is used to measure a questionnaire as an indicator of a variable or construct. A questionnaire can be declared reliable if a person's answers to the questions are consistent or stable over time. Reliability measurement in this study uses the Cronbach alpha (α) statistic. According to Imam Machali (2021), a Cronbach alpha value >0.7 can be classified as reliable. This means that a construct or research model can be considered reliable if it has a Cronbach alpha value >0.7 .

According to Imam Machali (2021), the following are the criteria for testing instrument reliability using the Cronbach Alpha technique.

Table 3. Criteria for Reliability Test Results

Cronbach Alpha Value	Category
Greater than or equal to 0.9	Excellent
0.800 – 0.899	Good

0.700 – 0.799	Acceptable (Acceptable)
0.600 – 0.699	Questionable
0.500 – 0.599	Poor (Weak)
Less than 0.500	Unacceptable (Not accepted)

To determine the reliability of the instrument for each question item, the researcher used the SPSS application and obtained the following data:

Table 4. Results of the Calculation of the Reliability Test of Local Content-Based E-Modules

Reliability Statistics	
Cronbach's Alpha	N of Items
.920	10

Based on the table above, it can be seen that the Cronbach's Alpha value is $0.920 > 0.7$, which means the test item is included in the Excellent and reliable category.

Table 5. Results of the Reliability Test Calculation for Religious Moderation

Cronbach's Alpha	N of Items
.955	10

Based on the table above, it can be seen that the Cronbach's Alpha value is $0.955 > 0.7$, which means the test item is included in the Excellent and reliable category.

3. Regression Analysis

Prior to conducting the regression analysis, the data were tested for normality and linearity. The results showed that the data met all the analysis requirements.

a. Normality Test

A normality test is necessary to test other variables by assuming that the residual values follow a normal distribution. If this assumption is violated, the statistical test is invalid. This test uses the Kolmogorov-Smirnov test. According to Imam Machali (2021), the results of the normality assessment can be seen from the resulting probability value. If the probability is >0.05 , the research model or construct meets the normality assumption. Conversely, if the data has a probability value <0.05 (5% significance), the research model or construct does not meet the normality assumption. A good research model is one with an interval or near-normal data distribution.

Table 6. Normality Test Results

One-Sample Kolmogorov-Smirnov Test			Unstandardized Residual
N			90
Normal	Mean		.0000000
Parameters a,b	Standard Deviation		3.97950385
Most Extreme	Absolute		.131
Differences	Positive		.091
	Negative		-.131
Test Statistics			.131
Asymp. Sig. (2-tailed)			.001c
Monte Carlo	Sig.		.082d
Sig. (2-tailed)	99%	Lower	.075
	Confidence	Bound	
	Interval	Upper	.089
		Bound	

Based on the SPSS output table, it is known that the significance value of Asymp. Sig (2-tailed) is 0.089, which is greater than 0.05. Therefore, according to the decision-making basis in the Kolmogorov-Smirnov normality test above, it can be concluded that the data is normally distributed. Thus, the assumption or requirement of normality in the regression model has been met.

b. Linearity Test

The linearity test is a tool needed to determine the relationship between the variables being studied. The linearity test is conducted to determine whether there is a linear and significant relationship between two variables being studied. The linearity test is a prerequisite for using regression analysis.

Linearity will be met if the plot between the standardized residual values and the standardized predicted values does not form a specific pattern or is random. The linearity test can be performed using the SPSS version 23 application in the Test for Linearity tool. The analysis technique uses a significance value at a significance level of 95% ($\alpha = 0.05$) as follows:

- If the Deviation from Linearity Sig. value is < 0.05 , then there is no significant linear relationship between the independent variable and the dependent variable.
- If the Deviation from Linearity Sig. value is > 0.05 , then there is a significant linear relationship between the independent variable and the dependent variable.

The following are the results of the linearity test of the E-Module questionnaire based on local content and religious moderation;

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
Religious Moderation * E_Module	Between Groups	(Combined)	1974,218	13	151,863	10,097	.000
		Linearity	1707,845	1	1707,845	113,550	.000
		Deviation from Linearity	266,373	12	22,198	1,476	.152
Within Groups			1143,071	76	15,040		
Total			3117,289	89			

Based on the Significance Value (Sig): from the output above, the Deviation from Linearity Sig. value is 0.152, which is greater than 0.05. Therefore, it can be concluded that there is a significant linear relationship between the E Module variable (X) and Religious Moderation (Y).

Next, the hypothesis test uses Simple Regression Analysis. The simple regression test aims to determine the effect of each variable, namely the effect of the implementation of the local content-based E-Module on religious moderation using a regression equation. To test the implementation of the local content-based E-Module on moderation, a simple regression analysis is used using statistical analysis techniques contained in the SPSS 23 for Windows program. The basis for decision-making in the regression analysis is by looking at the significance value (Sig.) of the SPSS output results:

- If the significance value (Sig.) is smaller < than the probability of 0.05, it means that there is an influence on the implementation of local content-based e-modules on strengthening religious moderation.
- On the other hand, if the significance value (Sig.) is greater than the probability of 0.05, it means that there is no influence on the implementation of local content-based e-modules on strengthening religious moderation.

Based on the results of a simple regression test of the implementation of the local content-based E Module on religious moderation, the following results were obtained:

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	11,353	3,700		3,068	.003
E_Module	1,115	.108	.740	10,326	.000

Based on the output above, it is known that the significance value (Sig.) of 0.000 is smaller than <0.05 probability, so it can be concluded that H_0 is rejected and H_a is accepted, which means that "There is an influence on the application of local content-based e-modules on strengthening religious moderation."

To determine the magnitude of the influence of the implementation of local content-based e-modules on strengthening religious moderation in a simple linear regression analysis, we can refer to the R Square or R^2 value found in the SPSS output in the Model Summary section.

Model Summary

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.740a	.543	.543	4,002

a. Predictors: (Constant), E_Modul

b. Dependent Variable: Religious Moderation

From the output above, the R Square value is 0.543. This value means that the influence of the implementation of local content-based e-modules on strengthening religious moderation is 54.3%, while 45.7% is influenced by other variables that were not studied.

4. Main Findings

The main findings of this study indicate that the implementation of local content-based e-modules in the Merdeka Curriculum has a positive and significant impact on strengthening religious moderation among students in the PGMI Study Program. The use of digital teaching materials that combine learning technology with local cultural values has proven effective in strengthening tolerance, national commitment, respect for diversity, and a peaceful lifestyle among students.

Discussion

Research findings indicate that the implementation of local content-based e-modules significantly enhanced students' religious moderation. These results confirm that digital learning media not only serves as a means of delivering academic material but can also be an effective instrument for instilling character values, tolerance, and moderate religious attitudes in students.

A curriculum plan (RPS) that includes a religious moderation component is considered essential for designing the integration of moderate values into every aspect of learning. This is based on a needs analysis conducted with students. Lecturers are expected to encourage discussion and reflection on moderate values, so that students can apply these values independently in their social lives. This step is crucial because religious moderation aims to shape individuals with a deep understanding of religion and respect for diversity, thus fostering moderate and tolerant attitudes. The learning design and learning process implemented by lecturers are expected to encourage students to think critically and be open to various views, values, and beliefs, thus enabling them to face the challenges of pluralism in society. This aligns with the important role of educators, particularly lecturers, in instilling religious moderation. Educators need to encourage the principles of tolerance, openness, and balance, providing students with space to respect differences of opinion, and thinking that does not absolutize personal truth (Pelu & Nur, 2022).

The integration of religious moderation in electronic modules and RPS supports the achievement of broader national education goals, namely to form people who are faithful, pious to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. According to Gonibala (2022), the effort to integrate the values of religious moderation into the material is a stone to form a moderate generation of Indonesian Muslims, become pioneers of peace and apply the example of the Prophet Muhammad as a blessing for the entire universe. On the other hand, with education that focuses on religious moderation, students are encouraged to not only become competent individuals in their fields of knowledge, but also have social sensitivity and skills to live in a diverse environment. In addition, it is also in line with the opinion that the integration of religious moderation in material presented with the right methods and techniques can uphold the values and principles of religious moderation so as to foster character and individuals who have flexibility, love, pluralism, care and are able to act fairly and moderately in facing every problem that arises and the increasing number of pluralistic generations (Habibie, et al., 2021).

Religious moderation is an important foundation in education. This integration provides students with an understanding that religion is not a reason for division, but rather a foundation for mutual understanding and harmony in society. This encourages universities to integrate the values of religious moderation into the learning process, from general courses to specific modules. This is an effort to prepare students as the nation's next generation who not only excel academically but also play an active role in maintaining social harmony and have a sense of responsibility towards the diversity of society. This aligns with the goal that Religious moderation emerged as an alternative for establishing peace among people amidst diversity. The policy of religious moderation education was implemented to maintain harmony between religious communities in Indonesia, with the primary goal of reducing intolerance, religious fanaticism, and extremism that could threaten social stability and national security (Mukhibat et al. 2023). This is also supported by the fact that understanding and understanding religious moderation aims to prepare Indonesian society to face the increasingly complex challenges of globalization and pluralism (Nasihuddin, 2024).

Based on the results of the Focus Group Discussion, researchers designed a Semester Learning Plan (RPS) that integrates e-modules based on local content. The e-modules not only contain standard learning materials but also highlight local wisdom. The e-module content will reflect the unique culture and values existing in the local community to enrich the learning experience. In addition to addressing local issues, the designed module conveys the values of religious moderation, namely tolerance, respect, and interfaith harmony, even anti-violence. This aims to support learning to develop self-character education and moderate religious attitudes. Therefore, through this FGD, comprehensive information was obtained regarding the need for e-modules containing local content with the integration of religious moderation values in their learning.

The RPS will include an evaluation mechanism to measure the effectiveness of the e-Module in teaching religious moderation. This aims to ensure the achievement of learning objectives. It illustrates the extent to which the e-Module successfully conveys the values of religious moderation. The primary goal is for students to practice tolerance, interfaith respect, and harmonious coexistence. This evaluation helps determine whether these goals have been achieved or whether adjustments are needed. The evaluation provides data on the e-Module's strengths and weaknesses, particularly regarding its effectiveness in conveying religious moderation material. Furthermore, by measuring the e-Module's effectiveness, lecturers are expected to monitor changes in student

attitudes and behavior as a result of its use. An e-Module designed to align with the RPS framework will not only convey information but also have a tangible impact on students' understanding and attitudes toward religious moderation.

The next step in implementing this E-module is to measure student responses through a previously validated local content-based e-module questionnaire. Based on the validity test results on the local content-based E-Module questionnaire and the religious moderation questionnaire, it can be seen that the calculated r value for each question item is $>$ from the table r . Therefore, it can be concluded that 25 question items are valid. These questions will measure the effectiveness of the module implementation.

Based on the SPSS output table, it is known that the significance value of *Asymp. Sig (2-tailed)* is 0.089, which is greater than 0.05. Therefore, according to the basis for decision making in the Kolmogorov-Smirnov normality test above, it can be concluded that the data is normally distributed. Thus, the assumption or requirement of normality in the regression model has been met. This indicates that the data is suitable for use because it is normally distributed. In addition, based on the Significance Value (*Sig*): from the output above, the Deviation from Linearity *Sig.* value is 0.152, which is greater than 0.05. Therefore, it can be concluded that there is a significant linear relationship between the E-Module variable (X) and Religious Moderation (Y). This can be interpreted that the use of the E-Module has a real impact on the values of Religious Moderation. The content or methods in the E-Module can contribute to increasing the understanding and application of religious moderation by students or participants.

Based on the output above, it is known that the significance value (*Sig.*) of 0.000 is smaller than <0.05 probability, so it can be concluded that H_0 is rejected and H_a is accepted, which means that "There is an influence on the implementation of local content-based e-modules on strengthening religious moderation". The significance value of 0.000 is smaller than 0.05, so H_0 is rejected and H_a is accepted. This means that there is sufficient evidence to state that the implementation of local content-based e-Modules has a real influence on strengthening religious moderation. Local content-based e-Modules are not just learning materials, but are also effective in increasing understanding or attitudes related to religious moderation. In other words, the use of this e-Modules can help students understand and apply attitudes of moderation, tolerance, and interfaith harmony more deeply.

CONCLUSION

This study concludes that the implementation of local content-based e-modules in the Merdeka Curriculum significantly enhanced religious moderation among students in the PGMI Study Program at Raden Fatah State Islamic University, Palembang. These findings demonstrate that digital teaching materials that combine learning technology with local cultural values can be an effective medium for instilling tolerance, national commitment, respect for diversity, and anti-violence attitudes.

Practically, the results of this study imply that universities need to develop contextual e-module-based learning tailored to the characteristics of their respective regions. Integrating the value of religious moderation into digital teaching materials can be a sustainable strategy for developing students who excel academically and moderately in their socio-religious practices.

Further research is recommended to test this model in other study programs, different cultural areas, or use a broader experimental design to obtain stronger generalization of the results.

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