The Use of Interactive Multimedia on Religious Tolerance Materials Learning for Students of MAN 1 in Bone Regency

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Abstract	This thesis discusses the interactive multimedia in increasing the religion tolerance material for MAN 1 Bone students. The purpose is to obtain empirical data about the students' understanding after learning comprehension of the MAN 1 Bone District students. The research used a one-group pre-test and post-test design methodology, which means the experimental research is only one experimental group. The results of this study were: The first is the motivation of students before being treated in the form of interactive multimedia application was in the high category, namely 71.11% based on interpretation criteria. The second, after being treated in the form of the application in interactive multimedia increases. The results of the t-test, which shows t count (6.621) > t ultimate (2.05553), and the results of the analysis of each indicator are 89.99%. So that the proposed hypothesis is accepted. This shows a significant relationship between the application of interactive multimedia in learning religion and tolerance materials in the students' learning at MAN 1 Bone.
Keywords	Interactive Multimedia; Religious Tolerance

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1. **INTRODUCTION**

This study aims to determine the needs of the students for the learning process by developing a multimedia learning material program and knowing the effectiveness of products developed for elementary school students. This research is development research where the comparison between the pre-test and post-test scores has increased by 21.88%. This means that the learning media is effectively used in mathematics learning (Burr Settles and Mark Craven, 2008).

This research will be carried out has different objectives. In this case, it aims first to try out the interactive multimedia-based learning media on the subject of the lesson, and the second is to analyze the increase of learning of the students' motivation who are taught using a learning media with those are not this type of research is experimental research. The similarities are found in the research variables, namely interactive multimedia based on the learning process (Ali Halidin, 2020).

Media is something that transmits messages and can stimulate thoughts. Also, the feelings and audio will encourage his learning process of him. Media is one of the ways to improve teaching and learning process activities with a variety of media for each media with different characteristics.

Multimedia learning material is most important to education because it is a source of learning that helps teachers enrich students' insight. The various forms and types of educational media teachers use to become a source of knowledge for students. The media as the learning resources are considered additive, visual, and audiovisual aids. The use of these three types of learning resources is not arbitrary. Still, most are adapted to the formulation of international goals and the course of the competence of the teachers themselves (Esteve-Mon, Francesc M., María Ángeles Llopis-Nebot, and Jordi Adell-Segura, 2020). So the teacher who is good at using media can become a teacher who can manipulate the media as a source of learning and as a distributor of the information from the material presented to the students in the teaching and learning process.

For learning the media to really can be used to teach the students, several principles must be considered, namely: the media used by the teacher must be appropriate and directed to achieve learning objectives, the media used must be by the learning material, the learning media must be by interests, the needs of the conditions of the students, and the students must use the requirements of the effectiveness and efficiency, and also of the media must be by the teacher's ability to operate it (Mehisto, 2012). This principle should be considered in learning media, especially interactive learning media. The learning materials will be delivered well if these principles are considered.

Multimedia refers to a technology for presenting material in visual and verbal forms when used as a noun. In this sense, multimedia means the technology or devise used to present the visual and verbal material. When it uses an adjective, multimedia can be used in the following contexts: Multimedia learning from words and pictures. Multimedia messages or multimedia presentations involve words and pictures (Lu, 2004). Multimedia instruction, multimedia instructional messages, or multimedia instructional presentations involve words and pictures intended to foster learning.

Whether multimedia is used as a noun means multimedia refers to the technology to present the material in visual and verbal form. In this case, multimedia means multimedia technology designed to present visual and verbal material. When using the adjective, multimedia can be used in the following contexts: multimedia presentations involve words and pictures. For a while, multimedia instructions or presentations involved words and pictures intended to encourage learning.

This study aims to determine the needs of the students for learning material, to develop an interactive multimedia learning program for religion tolerance material, and to determine the effectiveness of products developed for elementary school students. This research is development research where the results of comparing the pre-test and post-test scores increased by 21.88%. This means that the learning media is effectively used in learning religious tolerance material.

The research that will be carried out has different objectives. In this case, it aims to (1) test interactive multimedia-based learning media on moral ethics and (2) analyze the increase in learning of the students who are taught using learning media and those who are not. This type of research is experimental research. The similarities are found in the research variables, namely interactive multimedia-based learning media (Mehisto P. , 2012).

This study aims to develop interactive multimedia-based mathematics learning media on opportunity material. In addition, it is also to find out the response of SMAN 1 Turi students to the learning media that has been developed. This research is development research using the ADDIE model, which produces a product in the form of opportunity material learning CDs. Students give a highly positive response to the media.

This research conducts different studies. The difference lies in the research objective, namely testing multimedia based on tolerance materials in learning for students. The media used results from development and no longer produces new media after research. It is different from the other subjects. The type of research used is experimental research which only tests existing media to determine the increase in the students' learning materials.

Several aspects of the media in this study included interface, navigation, and durability. And Interface aspects included: The product display, presentation, text, video, audio, animation, and ease of understanding and function as learning media. And the aspects of navigation include navigation aids (tools/links), navigation consistency, button consistency, index, previous, next, exit, and user control (Forsyth, 2014). And the durability aspects include ease of access, durability for formal activities, durability for independent activities, and durability on other computers. Indicators for material aspects include the suitability of the material with competence, the accuracy of the order in which the material is presented, the meaningfulness of the material, the sophistication of the material, the sophistication of the application software, the ease of understanding, the legibility of the text, the clarity of image/video aspects, the clarity of sound/audio aspects, the clarity of material descriptions, the effectiveness of examples in mastering competence, the depth of the material relevance of questions to competency indicators and providing references.

The indicators of the feasibility of interactive multimedia teaching materials seen from the learning aspect include Clarity of Basic Competency formulation. Clarity of competency achievement indicators. Relevance between based competency, the indicators, material, and evaluation, clarity of study instructions, giving motivation, systematic presentation of material, the attractiveness of presentation of material, clarity of description of the material. They are giving examples, giving exercises to master concepts, and giving opportunities to practice independently (Carlson, 2003).

Based on these opinions, it can be concluded that multimedia combines various media (file formats) in text, images (vector or bitmap), graphics, sound, animation, video, interaction, and others packaged into digital files. (computerized), used to convey messages to the public.

Interactive multimedia is designed simply so students can learn it without complicated media skills. The second criterion is the content of the material and its cognition with the media used, namely the clear content of knowledge that will result from the use of the media, for example, understanding the learning of religious moderation in showing short films and analyzing the diction of attitudes and words in shows shown in religious moderation. (Paramythis, 2003). The third criterion is the presentation of learning materials prepared by the teacher. The fourth criterion is media integration, where the media must integrate aspects of knowledge and skills with messages described in presenting material through interactive media. The fifth criterion is artistic and aesthetic. The interactive media must have an attractive appearance and good aesthetics to attract interest in learning. The final assessment criterion is the function as a whole. In other words, the program developed must provide the learning desired by the learning participants.

2. METHODS

This study uses quantitative methods with regression analysis, using This study used quantitative methods with regression analysis, using pre and post-tests and experiments. In the form of a motivational test, a number of statements regarding motivation (motivation tests) are given to students before and after treatment. In this case, before and after being taught, the learning uses media with material on religious tolerance based on interactive multimedia. Measurement of the motivational variables is following the learning process with interactive multimedia using a psychological scale, namely motivation. The criteria for measuring and developing this measuring instrument are based on indicators of motivational variables. These indicators are presented as follows:

Variable	Learning proses	Multimedia interaktif		
Component	Interactive	Student	Teacher	Matter
Indicator	Happy and studious, full of enthusiasm, quickly bored with assignments	Interested in the subjects being taught	More variety of learning activities.	

There are five alternative answer choices, and respondents are free to choose from five alternative answers according to the circumstances of each respondent. And the five alternative answers are SS (Strongly Agree), S (Agree), RR (Undecided), TS (Disagree), and STS (strongly disagree). In the next step, the instrument grid was given to 27 students as a sample, while students from other schools tested the validation of the test.

This study's total population was 83 students from all classes, and the sample was 27 people. The sampling method is intended so that selecting and determining the sample type will be carried out correctly. The sample that will be studied must be represented in a sense that can represent the population in characteristics and numbers. The sampling technique used by the researchers in determining the number of experimental samples is a non-probability sampling technique, namely purposive sampling. The point is sampling based on specific criteria.

The next is for the data collection method. Field data is used, which is as follows, obtained from observing the learning process that their teacher carried out. In addition, in the treatment process, which was carried out four times, observations were made of the activities and learning situations of the students. At the same time, the motivation test is a way to collect data regarding the use of interactive learning media by submitting written statements about the motivation through a list of statements that have been prepared beforehand. The list of statements was tested twice, namely in the pre-test and post-test.

The calculation of the instrument validities in this study uses a significant level of 5%. The instrument's validity was obtained from tryouts conducted on subjects outside the research sample. The trying out was carried out in class VIII of MAN 1 Bone, 2 May 20122, and the tryout results, 21 valid statement items, were obtained out of 43 statement items. Furthermore, invalid statement items are discarded because other items have represented them in one grid. The valid question items totaling 21 items are used in the pre-test by randomizing the number of each indicator. The Reliability of the Instrument shows the understanding that an instrument can be trusted enough to be used as a data collection tool because the instrument is good.

3. FINDINGS AND DISCUSSIONS

Finally, as a research finding, I will explain the experimental procedure for using interactive multimedia-based learning media in 4 meetings after the pre-test was carried out and after the treatment was carried out four times, a post-test was held. The following is the flow of research stages.
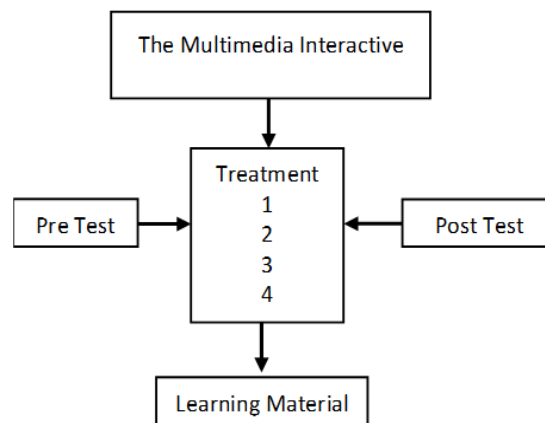
Figure 1. Stage Eksperimen

The pre-test resulted from the motivational test validation that was carried out. After obtaining a valid item, the item is used as a pre-test item which is tested before carrying out the treatment four times, and after that, a post-test is carried out from the questions used in the pre-test. The experimental stages are described as follows:

a.   The first stage;

Before opening the learning process, the first thing to do is prepare the tools. The tools used for interactive multimedia are laptops, LCDs, and speakers. After preparing the tools, open the learning process by greeting students and making introductions. The material I displayed first in the interactive multimedia was the title material, "Social beings created by God in various ethnic groups."

b.   The second stage;

As in the first meeting, before starting the learning process, the first thing to do is to prepare the learning tools. As in the first meeting, the tools prepared were a laptop, LCD, and speakers. After preparing the learning tools, the learning process is opened by greeting and starting the lesson. After that, the next slide is shown with the learning material that was prepared beforehand.

In the next stage, students are asked to observe the flow and remember the sequence. After being displayed as a whole, the slides are repeated by showing them one by one based on the number sequence. After the students observe and remember the sequence, the slide is then closed. Students are divided into three groups, each consisting of 9 people. After the group is ready, then start the quiz.

The 12 total question questions have been prepared and divided into two rounds. Each group must answer the first round of questions by mentioning the apostle's name according to the sequence number. This round contains two questions for each group. In the second round, namely the scramble round, in this round there were six questions that were read out, and each group had to scramble to answer them. After all the questions have been read out, the scores from each group are calculated and determine the winner. Thus for the second meeting on the material "Definition of Religious Tolerance and Its Scope.

c.   The third stage

As in the first and second meetings, before starting the learning process, the first thing to do is to prepare learning tools. As in the first meeting, the tools prepared were a laptop, LCD, and speakers. After preparing the learning tools, the learning process is opened by saying greetings and praying before learning. After that, the next slide is shown with the material "*Tasamuh* and Examples," this slide explains the meaning of Tasamuh. The students are asked to read and give a little explanation to clarify the material of *tasamuh*

The second slide contains material "The basic understanding of tolerance is affirmed by the United Nations Educational, Scientific and Cultural Organization (UNESCO)." These slides are read

individually so that students understand better and reflect on how important it is to respect and respect other ethnicities, religions, and nations. After listening to the explanation, the next slide contains "Culture and freedom of expression." Students are asked to listen and pay attention to the displayed slides. When finished, students are asked to make conclusions from the presentation of the material that has been displayed.

After the students convey their conclusions, the next slide is shown, which contains reflections on attitudes that should be carried out in everyday life. After that, the question is displayed in the form of 5 boxes. Each box contains a question. The students choose one of the boxes then on the next slide, a question appears in the box, and students are required to answer the question. If they cannot answer, then the question will pass on to another friend. Thus, the United Nations Educational, Scientific and Cultural Organization (UNESCO) emphasized the third meeting on basic understanding of tolerance.

d. The fourth stage

As in the first and second meetings, before starting the learning process, the first thing to do is to prepare learning tools. As in the first meeting, the tools prepared were a laptop, LCD, and speakers. After preparing the learning tools, the learning process is opened by saying greetings and praying before learning.

It is enough to play the video once, then the students immediately sing along. After that, the next slide is shown with the material "Peace and mind in the world until the hereafter" Then, the next slide contains the four mandatory characteristics of the apostle and his example. After reading and understanding, a slide is shown about "a short film story of a tolerance bike on the YouTube link *https://www.youtube.com/. Watch?v=cAbHLfUFpFU"*. Students are asked to reflect on the story of the tolerance bike. After that, enrichment was held by displaying several pictures about the greatness of Allah SWT. And the last is practice. Students are asked to answer directly the questions on the slide.

The analysis of the percentages is used to determine the students' motivation before being given the treatment. Below will be explained in detail about the percentage of each indicator.

The calculation of each indicator of the students' learning process of religious tolerance before treatment:

Table 1. Score result of intent in student learning

Criteria	Pre-test	
	F	%
Very high	12	44,4
High	6	22,2
enough	8	29,7
low	1	3,7
Lower	0	0

A descriptive analysis of percentages is used to determine students' motivation before being given treatment. Below will be explained in detail about the percentage of each indicator.

The conclusion from the table is that the indicator of high enthusiasm before receiving treatment has an average of 81.48% and is included in the very high category. This shows that students already have high enthusiasm in the learning process of religious tolerance, especially in the belief that students get high scores in the learning process.

Table 2. The score for getting interested in interactive multimedia

Criteria	Pre-test	
	F	%
Very high	8	29,6
Tall	6	22,2
Enough	4	14,8
Low	6	22,2
Very Low	3	11,2

The conclusion in the table is the indicators of controlling attention and energy in the learning process before receiving treatment have an average of 67.40% and are included in the high category. Students still lack attention to the teaching material on religious tolerance, walk around the class, and make noise when the teacher explains the material.

Table 3. The score for doing the student classwork Diligent face the task of the learning process before getting treatment.

Criteria	Pre-test	
	F	%
Very high	7	25,9
Tall	8	29,7
Enough	8	29,6
Low	1	3,7
Very Low	3	11,1

The conclusion in the table is that the indicator of diligently facing tasks in the learning process before getting treatment has an average of 71.11% and is included in the high category. Students are too difficult to do the assignments on moral ethics with the material of religious tolerances.

Table 4. The score for the learning proses.

Criteria	Pre-test	
	F	%
Very high	7	25,9
Tall	8	29,6
Enough	6	22,2
Low	2	7,5
Very Low	4	14,8

The conclusion from the table is that the indicators are happy and hard study, full of enthusiasm, active in responding to both questions and feedback given by the teacher, can defend the opinions in the learning process before receiving treatment, has an average of 68.14% and it is included in the high category. Students still need to read more and express their personal experiences in giving arguments about religious tolerance. However, despite the number of repetitions of religious tolerances material, students still found daydreaming.

Table 5. The score for each indicator

Criteria	Pre-test	
	F	%
Very high	8	29,6
Tall	6	22,2
Enough	6	22,2
Low	4	14,8
Very Low	3	11,2

The conclusion from the table is that the indicator was interested in interactive multimedia-based religious tolerance learning media, meaning it is not indifferent. Before receiving treatment, it has an average of 66.37% and is included in the high category. Students are aware that the stories contained in

the learning material benefit several people. They are very interested in videos being played and slides of the teaching material for religious tolerance and have a passion for reading religious tolerance material in an interesting writing style. Most of the material content is already known. It has been relevant to the need to look for other references apart from the material in the interactive multimedia based on the learning media.

Table 6. The score for the learning activity

Variasi aktivitas belajar lebih banyak dalam pembelajaran sebelum diberi perlakuan.

Criteria	Pre-test	
	F	%
Very high	9	33,4
Tall	7	25,9
Enough	4	14,8
Low	4	14,8
Very Low	3	11,1

The conclusion from the table is that there are more indicators of variations in the learning activities and learning process. Before being given, treatment has an average of 70.55%, and it is included in the high category. The way of teachers who are still less interactive teaching using multimedia based on religious tolerance of the learning media, religious tolerance material delivered by monotonous teachers. Students are a bit bored with the teacher's methods, which are like lecturing, but better to the teachers are more communicative with the students in the learning process.

After carrying out four treatments in class VIII, it can be concluded that there was an increasing score from each meeting held by the researcher. Starting a less successful meeting based on process assessment and outcome assessment, the meeting was said to be successful and very successful. This is, of course, inseparable from multimedia based on religious tolerance material learning media. The following is a table of observations regarding the conditions or activities of the students that were appeared at the time of giving the treatment:

Table 7. Guidelines for Observing Student Conditions and Activities That Appear When Giving Class VIII MTs Treatment

Conditions / Student Activities That Appear	Kelas VIII			
	P1	P2	P3	P4
Daydream	3	2	0	0
Talk to other friends	5	2	0	0
Doing other subject assignments	1	0	0	0
Relax/concentrate while studying	6	8	10	15
Sleepy	1	0	0	0
Joking with a friend	0	0	0	0
Active in discussions	5	8	10	10
Active asking	3	6	7	2
Disturbing classmates	1	1	0	0
Out and entering the class	3	0	0	0

Note: P1 means the meeting 1 class VIII, and so on. From the table above, information was obtained about the conditions or activities of the students that arose during the treatment at the meeting. Based on the observations of the researchers, it was seen that three students daydreamed during the learning process, five people talked with other friends, and one person did other subject assignments during the learning process of religious tolerance material took place. Six people were calm and concentrated on listening to the explanations from the teacher. One person was sleepy, no one was joking with his neighbor, five were active in discussions, three were active in asking questions, one was disturbing friends in class, and three were in and out of class in the learning process.

Meeting II, based on the researcher's experience, it was seen that two people daydreamed, two people talked to other friends, no one was doing assignments for other subjects, eight people were calm and concentrated while studying, no one was sleepy and joking with their friends' next door, eight people who are active in discussions, six people who actively ask questions, one person who disturbs classmates and no one goes in and out of class. At this second meeting, there was an increase in student motivation.

Meeting III, based on the researcher's experience, it was seen that no one was daydreaming, talking with other friends, or doing other subject assignments. Ten people were calm and concentrated while studying. No one was sleepy and joking with their friends' next door. Ten people were active in discussions, seven actively asked questions, and no one disturbed classmates and went in and out of the class. At this third meeting, the increase in student motivation was quite significant.

Pertemuan ke IV, berdasarkan pengalaman peneliti terlihat tidak ada orang yang melamun, berbicara dengan teman lain dan mengerjakan tugas mata pelajaran lain, ada 15 orang tenang dan konsentrasi saat belajar, tidak ada orang yang mengantuk dan bercanda dengan teman sebelahnya, ada 10 orang aktif dalam diskusi, ada 2 orang yang aktif bertanya dan tidak orang yang mengganggu teman dikelas dan keluar masuk kelas. Peningkatan motivasi tertinggi pada pertemuan keempat terlihat pada banyaknya peserta didik yang aktif dalam proses pembelajaran akidah akhlak dengan menggunakan media pembelajaran akidah akhlak berbasis multimedia interaktif.

Meeting IV, based on the researcher's experience, it was seen that no one was daydreaming, talking with other friends, or doing other subject assignments. Fifteen people were calm and concentrated while studying. No one was sleepy and joking with their friends' next door. Ten people were active in the discussion. Two people actively asked questions, and no one disturbed classmates and went in and out of the class. The highest increase in attention and motivation at the fourth meeting was seen in the number of students who were active in the learning process of religious tolerance material principles using interactive multimedia-based learning media.

The descriptive analysis of the percentages is used to determine the motivation of students who are given treatment. The treatment is using religious tolerance learning media based on multimedia learning materials. This study uses a psychological scale with the highest score of 5 and the lowest of 1, with 21 items and 27 respondents. The total score of each item is 135. The total score is 2,835. The following will explain the results of the post-test for each indicator:

Table 8. Enthusiastic of the students to take part in the learning of religious tolerance after being given treatment.

Criteria	Post-test	
	f	%
Very high	14	51,9
Tall	9	33,3
Enough	4	14,8
Low	0	0
Very Low	0	0

The conclusion from the table is that the high enthusiastic indicator after receiving treatment has an average of 81.48%, and it is included in the very high category. However, after being given the treatment, it was increased by 5.92% to 87.40% and was included in the very high category. There was a change from the high category to the very high. This change means that there is a change in the enthusiasm of students participating in the learning process of the moral creed before and after receiving treatment. The change is in the form of belief in getting high marks in moral ethics.

Table 9. Control attention and energy in the learning process after getting treatment.

Criteria	Post-test	
	f	%
Very high	19	70,4
Tall	6	22,2
Enough	1	3,7
Low	1	3,7
Very Low	0	0

The conclusion in the table is that the indicators controlling attention and energy in the learning process before receiving treatment have an average of 67.40%, and they are included in the high category. However, after being given the treatment, it increased by 23.88% to 91.28% and was included in the very high category. There was a change from the low to very high category. This change means a change in controlling attention and energy in the learning process in the form of maintaining attention on religious tolerance learning media teaching materials, no more students walking around the class when the teacher explains the religious tolerance of the learning media material, and no longer making noises in the class when the teacher explains religious material for the religious tolerance learning media.

Table 10. Diligent facing the task in the learning process after getting treatment.

Criteria	Post-test	
	f	%
Very high	18	66,7
Tall	7	25,9
Enough	1	3,7
Low	1	3,7
Very Low	0	0

The conclusion in the table is that the indicator of diligently facing tasks in the learning process before getting treatment has an average of 71.11% and is included in the high category. However, after being given the treatment, it increased by 26.27% to 97.11% and was included in the very high category. There was a change from a low category to a very high category. This change means that there is a change in the students' persistence in dealing with assignments before and after receiving treatment. The change is in the form of the students not having too much trouble doing assignments in the religious tolerance subjects.

Table 11. Happy and good study, full of enthusiasm, quickly bored with routine assignments, able to defend his opinion on the learning process after receiving treatment

Criteria	Post-test	
	F	%
Very high	19	70,4
Tall	5	18,5
Enough	1	3,7
Low	1	3,7
Very Low	1	3,7

The conclusion from the table is that the indicators are happy and study hard, full of enthusiasm, quickly get bored with routine tasks, and can defend opinions in the learning process before receiving treatment has an average of 68.14%, and it is included in the high category. However, after being given the treatment, it increased by 22.47% to 90.61% and was included in the very high category. There was a change from the low to very high category. That change means a change in the feeling of being happy and studying hard, full of enthusiasm, quickly bored with routine tasks, and being able to defend his opinion. The change is in the form of no longer feeling bored with the number of repetitions of the religious tolerance learning media learning material, no longer daydreaming when the teacher displays

religious tolerance learning media material, and no longer sleeping in the class when the teacher displays religious tolerance learning media material.

Table 12. Recapitulation of the percentage description of intrinsic and extrinsic motivation

Criteria	Religious Tolerance Material			
	Post-test		Post-test	
	F	%	F	%
Very high	17	62,9	18	66,7
Tall	7	26	6	22,2
Enough	2	7,4	2	7,4
Low	1	3,7	1	3,7
Very Low	0	0	0	0
Average	89,62		90,37	
Total	89, 99			

Based on the table above, it can be concluded that in the learning material on religious tolerance using multimedia interactive, there is a significant increase between before being given treatment and after, which was equal to 18.88%. From the descriptive analysis above, it can be concluded that using learning media for religious tolerance based on multimedia learning can increase the students' understanding of religious tolerance. The existence of improvements in each indicator indicates this.

Table 13. Comparison results before and after being given treatment

Hasil Pre Test Dan Post Tes Setiap Indikator

Indicator	Before		After	
	Presentation	Category	Presentation	Category
High enthusiasm	81,48	Very High	87,40	Very High
Control attention and energy in the learning process.	67,40	High	97,28	Very high
Persevere in facing the task.	71,11	High	91,11	Very High
Happy and educated, full of enthusiasm, quickly bored with routine tasks, can defend his opinion.	68,14	High	90,61	Very High
Interested in multimedia-based aqeedah moral learning media means not being indifferent.	66,37	High	89,03	Very High
Interested in the subjects being taught.	74,32	High	89,38	Very High
More variety of learning activities	70,55	Very High	91,11	Very High

Based on the table above, the results show that there has been an increase in each indicator. However, after being given treatment, there was an increase in each indicator that was included in the very high category.

4. CONCLUSION

In conclusion, this study, in the use of interactive multimedia learning on religious tolerance material, for students at MAN 1 Bone, shows that it is a good and increasing learning process. Because the material presented using interactive multimedia is quite good and easy for students to understand, especially learning by displaying several questions after seeing the short learning films presented. Learning religious tolerance material with interactive multimedia can increase the knowledge of MAN 1 Bone students in learning.

This research is expected to be able to make an academic contribution to the learning process in high school-level classes regarding learning religious tolerance material by using interactive multimedia, which has become something that many school-age students like. The use of interactive multimedia will certainly have a positive impact on the religious tolerance material that will be taught to the students. With the conditions of the millennial era, there is a need for changes and modifications to learning materials and media. The authors hope this research will become the basis for the next one to be

more perfect, especially with media and subject matter related to religious tolerance in Indonesia. The results of this study need to be studied more deeply, especially to determine the effectiveness of the developed learning media. In addition, it is necessary to conduct research that develops all teaching materials on a wider sample for high school students to produce better teaching materials and research findings.

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