

## DEVELOPMENT OF STUDENT WORKSHEETS BASED ON RELIGIOUS MODERATION VALUES AT JUNIOR HIGH SCHOOLS IN PESAWARAN REGENCY: ANALYSIS OF EFFECTIVENESS AND IMPLEMENTATION

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**Abstract:** *This study aims to develop Student Worksheets (LKPD) based on the values of religious moderation for Islamic Religious Education subjects in Public Junior High Schools in Pesawaran Regency. The existing LKPD on religious moderation is still conventional and less interactive, causing students' understanding to be limited to theory. Therefore, researchers strive to develop more creative and innovative LKPDs. The development uses strategies such as case studies, discussions, and simulations, to create contextual learning experiences. The goal is for students not only to understand the concept, but also to practice the values of religious moderation in real life. Using a Research and Development (R&D) approach with the ADDIE model (Analysis, Design, Development, Implementation, Evaluation), the LKPD produced through validation by material, language, and media experts shows very high feasibility (96% material, 88% language, 92% media). The product implementation resulted in a significant increase in student learning outcomes, with the experimental group achieving an N-Gain value of 76.98% (effective category) compared to the control group of 62.56% (quite effective), which was supported by normality and homogeneity tests. The results of this study confirm that LKPD based on religious moderation values is effective in improving students' understanding and moderate behavior in public junior high schools in Pesawaran Regency.*

**Keywords:** *Development, LKPD, Religious Moderation, SMPN Pesawaran, Effectiveness*

### INTRODUCTION

Indonesia, as a pluralistic nation with diverse ethnicities, religions, cultures, and languages, urgently needs religious moderation as a foundation for social harmony and the

prevention of religious-based conflict.<sup>1</sup> Religious moderation encourages people to practice religious teachings in a balanced, non-extremist manner, and to respect diversity through fairness, tolerance, and a rejection of violence.<sup>2</sup> The government has promoted the values of moderation to maintain national unity and counter radicalism.<sup>3</sup>

In the current era of globalization, a moderate understanding of religion is crucial, especially for the younger generation, to maintain the image of religion and strengthen the role of the community as peacekeepers.<sup>4</sup> Initial observations at SMP Negeri 23 Pesawaran and SMP Negeri 10 Pesawaran indicate that students still tend to understand religion textually, lacking in inclusiveness, and there are limited learning media, particularly Student Worksheets (LKPD) that integrate the values of religious moderation. This situation is exacerbated by differences in learning quality between schools, as reflected in their accreditation status, creating an urgent need for the development of contextual Islamic Religious Education Student Worksheets (LKPD) based on religious moderation that are capable of instilling tolerance and respect for differences.<sup>5</sup>

Several previous studies have explored the development of LKPDs and their integration with religious moderation values or specific learning approaches.<sup>6</sup> Examined training in developing interactive digital LKPDs integrated with Islam to strengthen religious moderation values in junior high school (SMP/MTs) teachers, focusing on improving teacher competency. Nisa dan Widyaningrum<sup>7</sup> developed a flipbook-based e-LKPD for Islamic Religious Education (PAI) with the topic of Commendable Morals integrated with religious moderation for fifth-grade elementary school students, demonstrating its feasibility and effectiveness for elementary school education. Vidiya, Afgani, dan Paradesa<sup>8</sup> designed an interactive E-LKPD on the Two-Variable Linear Equation System material with religious moderation as the context, which emphasizes the design of interactive media and the integration of the moderation context in

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<sup>1</sup> Munir, *Literasi moderasi beragama di Indonesia*.

<sup>2</sup> Rahmat, *Internalisasi Moderasi Beragama dalam Pendidikan Agama Islam*.

<sup>3</sup> Wahyudi and Kurniasih, "LITERASI MODERASI BERAGAMA SEBAGAI REAKTUALISASI 'JIHAD MILENIAL' ERA 4.0."

<sup>4</sup> Hakim, "Implementasi Nilai-Nilai Pendidikan Agama Islam dalam Membina Moderasi Kehidupan Beragama."

<sup>5</sup> Tamami, *PENGARUH MODEL PEMBELAJARAN LITERASI, ORIENTASI, KOLABORASI, DAN REFLEKSI TERHADAP KETERAMPILAN LITERASI SOSIAL BUDAYA DAN PEMAHAMAN MODERASI BERAGAMA SISWA*.

<sup>6</sup> Masamah et al., "Pelatihan Penyusunan Bahan Ajar Digital-Interaktif Berbasis Moderasi Beragama Bagi Guru Di LP Ma'arif NU Kota Malang."

<sup>7</sup> Nisa and Widyaningrum, *Pengembangan E-LKPD Berbasis Flipbook Pada Mata Pelajaran PAI Materi Akhlak Terpuji Terintegrasi Moderasi Beragama*.

<sup>8</sup> Vidiya et al., *E-LKPD Pada Materi Sistem Persamaan Linear Dua Variabel Dengan Konteks Moderasi Beragama: Kepraktisan Pada Tahap Small Group*.

non-PAI subjects. Hardiansyah, Asmawi, dan Darmansyah<sup>9</sup> developed a Problem Based Learning-based LKPD on the Number Pattern material for eighth-grade junior high school students, with a focus on mathematics. Noviani dan Yanuarti<sup>10</sup> conducted classroom action research on the development of a LKPD based on the recitation method for PAI subjects to improve the learning outcomes of elementary school students on the Asmaul Husana material. This research generally focuses on teacher training, elementary education levels, the development of certain digital media, or the integration of moderation in subjects other than PAI, and has not specifically considered the context of diverse school conditions such as differences in accreditation status.

This research presents significant novelties compared to previous studies. First, this research specifically develops a Student Worksheet (LKPD) for Islamic Religious Education (PAI) for junior high school level, which directly targets the internalization of religious moderation values as the core of learning, in contrast to the integration of moderation in other subjects or the focus on teacher training.<sup>11</sup> Second, the developed LKPD is designed to be used at various levels of school quality, including schools with different accreditation statuses, making it more contextual and adaptive to the realities of education on the ground, an aspect underexplored in previous research.<sup>12</sup> Third, the novelty also lies in the LKPD design, which is structured thematically, combining PAI academic competencies with activities that explicitly instill the values of nationality, tolerance, anti-violence, and respect for culture.<sup>13</sup> Thus, the novelty of this research lies in the creation of a model of Islamic Religious Education Student Worksheet (LKPD) that not only supports the achievement of cognitive learning outcomes but is also highly effective as a holistic instrument for instilling and reinforcing the values of religious moderation in a secondary school environment.

Several previous studies have examined the development of student worksheets (LKPD) that integrate religious moderation values and specific learning approaches. However, these generally focused on teacher training, elementary education, the development of specific digital media, or the integration of moderation into subjects other than Islamic Religious Education

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<sup>9</sup> Hardiansyah et al., “Pengembangan LKPD Interaktif dalam Pembelajaran Berdiferensiasi.”

<sup>10</sup> Noviani and Yanuarti, *Internalisasi Nilai-Nilai Moderasi Beragama Dalam Kurikulum Merdeka Belajar Pendidikan Agama Islam*.

<sup>11</sup> Sirojuddin and Hairunnisa, “INTEGRASI NILAI MODERASI BERAGAMA DALAM PENGEMBANGAN KURIKULUM PENDIDIKAN AGAMA ISLAM.”

<sup>12</sup> Agusta, “PEMANFAATAN LITERASI DIGITAL KEAGAMAAN DALAM MENUMBUHKAN SIKAP MODERASI BERAGAMA SISWA.”

<sup>13</sup> Mulyasari and Doly, *PENGEMBANGAN BAHAN AJAR BANGUN RUANG SISI DATAR DENGAN MODEL ADDIE (SEKOLAH DASAR)*.

(PAI). Few of these studies have directly developed LKPD for Islamic Religious Education (ISE) at the junior high school level, taking into account the context of diverse school conditions, such as differences in accreditation status. Therefore, the novelty of this research lies in its focus on developing contextual, applicable, and internalized Islamic Religious Education (ISE) LKPDs with the theme of religious moderation. These are designed to enhance students' understanding and internalization of the values of tolerance, balance, and harmonious living within diversity directly in the classroom. The results of these studies can be seen in the table below.

Table 1.1 Relevant Research

| Name of researcher and title of research  | Research method                            | Research subject  | Research results   | Research gap   |
|---|--|---|--|--|
| Ulfa Masamah, Abdussakir, and Avida Faustina Harithiya in the Community Service journal titled "Training to Develop Islamic-Integrated Interactive Digital Student Worksheets to Strengthen the Values of Religious Moderation for Junior High School/Islamic Junior High School Teachers in Malang City" <sup>14</sup> | <b>Participatory Action Research (PAR)</b> | <b>Junior High School/Islamic Junior High School teachers within the Ma'arif NU Institution in Malang City.</b> | The training on developing Islamic-integrated interactive digital student worksheets successfully increased the enthusiasm of junior high school/Islamic junior high school teachers in Malang City for implementing the values of religious moderation. 80% of participants were able to produce good student worksheets. | Based on the research summary, several obstacles faced by teachers in developing Islamic-integrated interactive digital student worksheets were: Lack of teacher understanding of the concept of religious moderation and how to integrate it into interactive digital student worksheets. |
| Choirun Nisa and Retno Widyaningrum in the AMI – Journal of Education and Research journal. The research title is "Development of Flipbook-Based E-LKPD for Islamic Religious Education Subjects with Commendable Morals Integrated   | Descriptive qualitative method             | V-grade students at Kradinan 02 Elementary School.  | The results show that the developed E-LKPD is highly feasible and effective for use in learning, with significant improvements in student learning outcomes after using it.  | The remaining gap is the lack of data regarding the long-term impact of E-LKPD use on students' understanding and internalization of religious moderation values.  |

<sup>14</sup> Masamah et al., *Bahan Ajar Digital-Interaktif Berbasis Moderasi Beragama Sebagai Langkah Diversifikasi Produk Kreativitas Guru Di Lingkungan LP Ma'arif NU Kota Malang (Sertifikat Hak Cipta)*.

| Name of researcher and title of research  | Research method                                 | Research subject   | Research results   | Research gap   |
|---|---|--|--|--|
| with Religious Moderation." <sup>15</sup>   |   |  |  |  |
| Eling Che Vidiya Muhammad Win Afgani Retni Paradesa From the journal "Proceedings of the National Education Conference" entitled "Designing Interactive E-LKPD for Two-Variable Linear Equation Systems with Religious Moderation as Context" <sup>16</sup> | Descriptive qualitative method                  | This research used a literature study method; therefore, there were no research subjects, in the sense of students or teachers, as participants. | The design of an interactive E-LKPD is suitable as a teaching material for Two-Variable Linear Equation Systems in the context of religious moderation. This E-LKPD is designed with interactive features. | There is a need to identify student and teacher needs regarding SPLDV material and the integration of religious moderation values into learning. The existing gap is the lack of attention to measuring the impact of E-LKPD on student attitudes and behaviors related to religious moderation. |
| Akhirul Sa'ban. From the Scientific Journal of Teacher Training and Education Students (JIMEDU)   | (Research and Development atau R&D).            | Eighth-grade students of SMP Muhammadiyah 05 Medan   | The developed student worksheets are suitable for use because they meet validity requirements based on assessments by media experts, material experts, classroom teachers, and students                    | Limitations: Context: This research was conducted at a single school, SMP Muhammadiyah 05 Medan. A gap emerged, highlighting the need for further research to determine the effectiveness of these student worksheets in various school contexts with different student characteristics.         |
| Erlina Neni Indriyani published a paper in the Al-Qalam Journal of Islamic Education with the title "Development of Student Worksheets Based on the Recitation Method for Islamic Religious Education and Character Education                               | Classroom Action Research (CAR) with two cycles | Varsity students of SDN 31/X Koto Kandis..   | The results showed an increase in student learning outcomes from the pre-cycle to cycles I and II after implementing the recitation-based student worksheets. In the pre-cycle, the average student        | The study was conducted in only one school (SDN 31/X Koto Kandis) and one grade level (grade V). Further research is needed in different school contexts and grade levels. Limited focus: The study focused on the   |

<sup>15</sup> Choirunnisa and Trisnawati, "Development of Problem-Based Learning E-LKPD for Digital-Based Document."

<sup>16</sup> Vidiya et al., "PERANCANGAN E-LKPD INTERAKTIF PADA MATERI SISTEM PERSAMAAN LINIER DUA VARIABEL DENGAN MODERASI BERAGAMA SEBAGAI KONTEKS."

| Name of researcher and title of research                                  | Research method | Research subject | Research results                       | Research gap  |
|---|-----------------|------------------|--|---|
| Subjects to Improve Student Learning Outcomes at SDN 31/X Koto Kandis'''' |                 |                  | score was 60, with a pass rate of 28%. | Asmaul Husana (Asmaul Husana). The effectiveness of this method on other Islamic Religious Education materials is needed. |

Based on the table above, it can be concluded that LKPD (Student Worksheets) have great potential in improving student understanding. With previous research, of course, there are many differences from each study. Therefore, the study entitled Development of LKPD Based on Religious Moderation Values at SMP N Pesawaran. It is still worthy of being used as research.

The main objective of this research is to analyze the implementation of the development of LKPD based on religious moderation values in a public junior high school in Pesawaran Regency and to review the effectiveness of the developed product in improving students' moderation values. The aim of this paper is to provide a model of Islamic Religious Education Student Worksheet (LKPD) with proven validity, practicality, and effectiveness in shaping moderate, tolerant, and inclusive student character. Furthermore, it is hoped that this LKPD can serve as a reference for teachers and educational institutions in designing learning programs and policies that encourage tolerance, reduce violence, and respect cultural diversity among students. The scientific benefits of this paper are substantial. This research will broaden academic insight into the application of religious moderation values in educational contexts, particularly regarding tolerance, anti-violence, and cultural differences, and contribute to strengthening the theory of developing teaching materials that integrate character values. Furthermore, these findings can provide an empirical basis for the development of a PAI curriculum that is more relevant and adaptive to the needs of multicultural society in Indonesia, as well as being an inspiration for other researchers to develop similar learning media at different levels and contexts.

**METHOD**

This research adopts a Research and Development (R&D) approach using the ADDIE (Analysis, Design, Development, Implementation, Evaluation) development model.<sup>17</sup> The research approach used in this study is research and development (R&D) with a systematic development model. This approach was chosen because it aims to produce a product in the form of a Student Worksheet (LKPD) based on the value of religious moderation that is valid, practical, and effective for use in learning at SMPN Pesawaran. Through this approach, the research not only focuses on product creation, but also on the validation process and testing its effectiveness so that the developed LKPD is truly able to help students understand and apply the values of religious moderation in their daily lives.

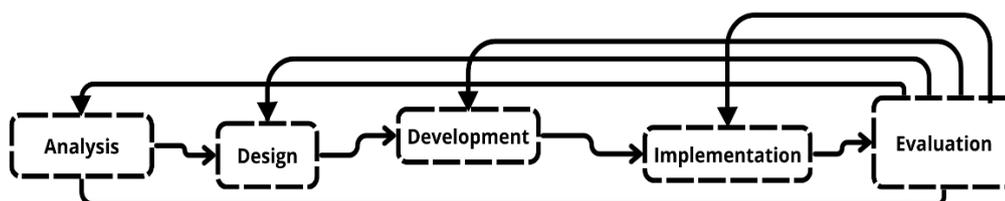


Figure 1. 1 ADDIE Model

This model was chosen because it allows for the development of a product in the form of a Student Worksheet (LKPD) based on religious moderation values that is not only valid and practical, but also proven effective in the learning context at Pesawaran Junior High School. The study population was all students at Pesawaran Junior High School, with purposive sampling used for both the limited and extensive trials.

In the Analysis phase, needs were identified through observation, interviews with the principal and Islamic Religious Education teachers, and questionnaires were distributed to students to understand the real conditions in the school, challenges in Islamic Religious Education learning, and opportunities for developing contextualized LKPD. The Design phase involved designing the LKPD structure, selecting relevant Islamic Religious Education materials, and integrating religious moderation values such as tolerance, fairness, and national commitment into each learning activity. In the Development phase, the LKPD was formulated in an initial draft and then validated by material experts, linguists, and media experts to ensure the appropriateness of the content, language, and visual design. Revisions were made based on input from the experts. The implementation phase involved limited trials in small classes and

<sup>17</sup> Hidayat and Nizar, “MODEL ADDIE (ANALYSIS, DESIGN, DEVELOPMENT, IMPLEMENTATION AND EVALUATION) DALAM PEMBELAJARAN PENDIDIKAN AGAMA ISLAM.”

extensive trials in larger classes to measure practicality and user responses (students and teachers) through questionnaires and observations.<sup>18</sup>

Effectiveness was measured through learning outcome tests (pre-test and post-test) and attitude observations.<sup>19</sup> Quantitative data from the learning outcome tests were analyzed using the N-Gain test to determine improvements in student understanding, and a t-test to compare results between the experimental and control groups. Qualitative data from the questionnaires and observations were analyzed descriptively to obtain an overview of the practicality and responses to the Student Worksheets (LKPD). Data validity was ensured through triangulation of sources and methods.

## RESULTS AND DISCUSSION

### A. Model Development

The development model in this study refers to a systematic approach to developing teaching materials based on student needs. The development of Student Worksheets (LKPD) based on religious moderation values at SMPN Pesawaran will utilize a research and development (R&D) model with stages that include needs analysis, design, development, validation, and limited trials. The developed LKPD will integrate religious moderation values, such as tolerance, fairness, respect for differences, and upholding unity, into every learning activity. Furthermore, these LKPDs are designed to be more innovative and engaging by adopting problem-solving-based learning methods, reflective discussions, and experiential learning approaches.

According to Neni Triana, Student Worksheets (LKPD) are student guides used for conducting investigations or solving problems. LKPD can be a guide for cognitive development exercises or a guide for developing all aspects of learning, in the form of experimental or demonstration guides.<sup>20</sup>

According to Prastowo, Student Worksheets (LKPD) are printed teaching materials in the form of sheets of paper containing material, summaries, and instructions for completing learning tasks that students must complete, referring to the core competencies they must achieve.<sup>21</sup>

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<sup>18</sup> Miftakhul Huda Arrofi', "Systematic Literature Review (SLR)."

<sup>19</sup> Ibrahim Maulana Syahid et al., "Model Addie Dan Assure Dalam Pengembangan Media Pembelajaran."

<sup>20</sup> Triana, *LKPD Berbasis Eksperimen: Tingkatkan Hasil Belajar Siswa*.

<sup>21</sup> Prastowo and Prastiti, "Pengembangan LKPD Interaktif Liveworksheet Untuk Meningkatkan Hasil Belajar IPA Materi Rantai Makanan Siswa Kelas V."

According to Rozaliafransi, Student Worksheets (LKPD) are sheets containing assignments that students must complete. Activity sheets typically contain instructions and steps for completing a task. These assignments must clearly articulate the core competencies to be achieved.<sup>22</sup>

According to Nurdin and Adriantoni, Student Worksheets (LKPD) are teaching materials that can assist both students and teachers in the learning process, containing assignments that students must complete.<sup>23</sup>

Based on various definitions put forward by experts, it can be concluded that Student Worksheets (LKPD) are teaching materials designed to assist students in the learning process through various structured tasks and activities. LKPD serve as a guide for students in understanding material, completing assignments, and developing critical thinking and problem-solving skills.

Research findings in the development model encompass not only the creation of new innovations but also the refinement of existing methods and strategies to ensure their relevance to current educational needs. The primary outcome of the development research conducted at Pesawaran Public Junior High School is a student worksheet (LKPD) based on religious moderation. The results of each stage of the development procedure are as follows:

#### 1. Analysis Stage

The analysis of learning needs at Pesawaran Public Junior High School revealed a gap between the goals of religious moderation and existing teaching materials. Currently, teachers rely more on textbooks and simple LKPD that focus on cognitive aspects, resulting in weak values and character development, making it difficult for students to internalize moderate attitudes in their daily lives. This finding was obtained through data triangulation (classroom observations, interviews with Islamic Religious Education teachers, and student questionnaires), which consistently demonstrated a lack of contextual teaching materials that stimulate reflection, empathy, and social skills related to tolerance.

From a practical perspective, the analysis shows that the ideal Student Worksheet (LKPD) should be contextual, communicative, and interactive, combining brief

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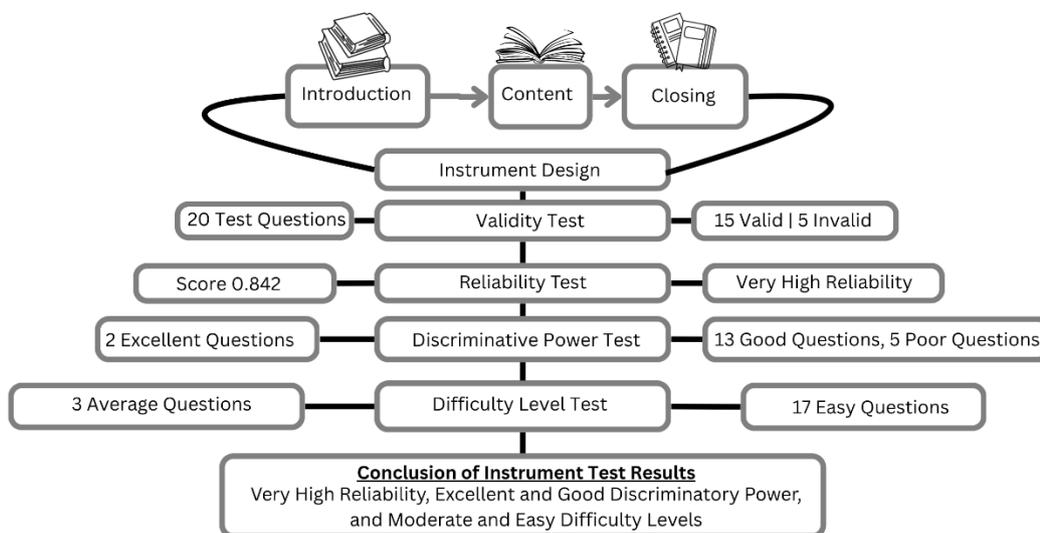
<sup>22</sup> Hasani and Imamuddin, "Development of Student Worksheets (LKPD) Based on the Scientific Approach in Mathematics Learning for Grade VIII at MTsN 3 Agam in the 2023/2024 Academic Year."

<sup>23</sup> Hasani and Imamuddin, "Development of Student Worksheets (LKPD) Based on the Scientific Approach in Mathematics Learning for Grade VIII at MTsN 3 Agam in the 2023/2024 Academic Year."

descriptions, real-life case studies, discussion activities, and HOTS-based questions that encourage students to think critically and empathize with diversity. Supporting data (teachers' responses stating that there are no LKPDs integrated with moderation) reinforces the urgency of designing teaching materials that connect moderation theory with students' experiences at school and in their surroundings; this is crucial for transforming knowledge into daily habits and attitudes. In the results report and journal discussion, this point can be summarized as the need for instructional design that balances knowledge, values, and social skills to foster tolerant behavior.

## 2. Design Stage

In the design stage, Student Worksheets (LKPDs) based on various moderation-based methods were prepared based on the results of a needs analysis that demonstrated the need for teaching materials that integrate the values of moderation in Islamic Religious Education learning. In the design stage, the LKPDs were designed with a systematic structure, consisting of an introduction, content, and conclusion.



*Figure 1.2 Student Worksheet Design Stage*

### a. Introduction

Contains instructions for using the Student Worksheet (LKPD), basic competencies, indicators, and learning objectives aligned with various moderation values.

### b. Content

Designed to present learning materials packaged in the form of brief descriptions, contextual illustrations, case studies, discussion activities, and HOTS-based practice

questions that encourage students to think critically while fostering tolerance and mutual respect.

c. Conclusion

This section consists of the bibliography and back cover. The design of this Student Worksheet also considers communicative, contextual, and interactive principles, thus facilitating students' understanding of the material and internalizing the value of moderation.

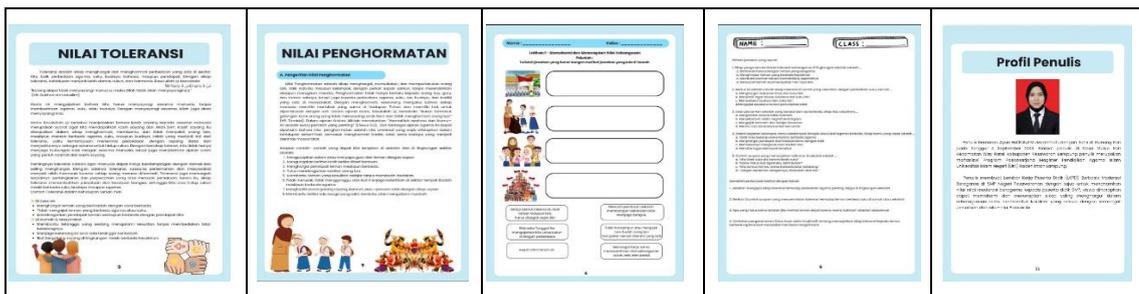
d. Instrument Design

Testing the pretest and posttest instruments is a crucial step, ensuring the instruments used are valid and reliable. At this stage, researchers design instruments in accordance with the research objectives and develop appropriate and clear question indicators. The planning process begins with an understanding of the competencies or material to be tested, followed by the creation of a question reference framework that includes the type of questions, number of questions, and weighting of each item. Next, the researcher prepared a draft of the pretest and posttest instruments which would be tested for 20 multiple-choice questions covering the material. The validity test was carried out with 15 class VIII students as respondents.

3. Development Stage

In this student worksheet development stage, the designed content framework is then developed into a learning medium in the form of a student worksheet based on religious moderation. This student worksheet is designed with components aimed at helping students understand the values of moderation and facilitating their participation in the Islamic Religious Education learning process. The student worksheet, aligned with the principles of religious moderation, is then structured according to the following plan:



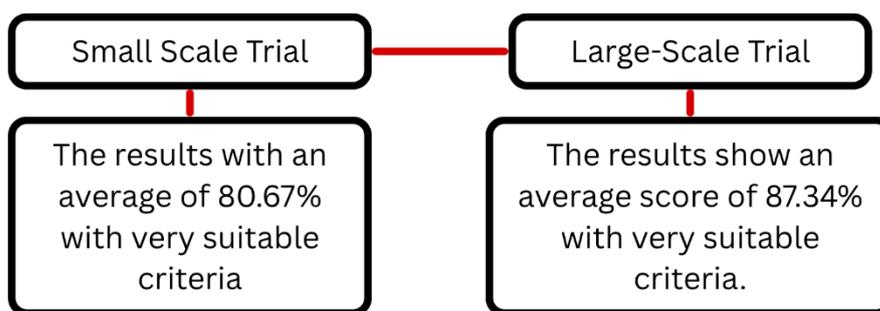


*Table 1.1 Student Worksheet Development Stage*

The development stage, as illustrated above, is not fully illustrated. The development stage begins with draft 1, followed by the revision stage with draft 2, followed by the final version. The development stage is subject to three validation tests: first by a religious moderation subject matter expert, second by a language expert, and third by a media expert. The overall feasibility score is 92%, indicating "very good."

#### 4. Implementation Stage

The implementation stage is the phase of applying the Student Worksheets (LKPD) that have been developed and validated in a real-life learning context at school. Implementation is carried out in stages through small-scale and large-scale field trials to ensure the product's effectiveness and practicality before full implementation.



*Figure 1.3 Implementation Stage*

#### 5. Evaluation Stage

The evaluation stage is the final step taken to assess and measure the quality and effectiveness of the developed learning product. At this stage, evaluation is not only conducted after product implementation but can also be conducted continuously throughout the development process to provide useful feedback for product revisions.

Evaluation aims to ensure that the learning product aligns with the stated objectives, meets student needs, and is ready for optimal use in the learning process. Evaluation is conducted comprehensively, encompassing both formative and summative aspects.

| Aspect        | Indicator               | Target | Achievement | Status   |
|---------------|-------------------------|--------|-------------|----------|
| Validity      | Expert Validation Score | ≥80 %  | 87,5%       | Achieved |
| Feasibility   | Teacher Response        | ≥80%   | 88%         | Achieved |
| Feasibility   | Student Response        | ≥80%   | 87.45%      | Achieved |
| Effectiveness | N-gain                  | ≥80%   | 76.98%      | Achieved |

**B. Product Feasibility and Effectiveness**

1. Feasibility (Validity) with the results of the Student Worksheet (LKPD) has been validated by subject matter experts and practitioners; the content aligns with basic competencies, covers cognitive, affective, and social aspects, and uses language and layout appropriate for eighth-grade students. Validation results showed high scores (e.g., material 96%, language 88%, media 92%) and only required minor improvements, thus the product was declared valid and suitable for use.
2. Practicality with clear communication design, structured activities for independent/group work, and easy-to-follow instructions, making it easier for teachers and students. Small- and large-scale trials yielded positive responses from teachers (±88–94%) and students (±80–87%), indicating that the LKPD is practical to implement without excessive preparation burden.
3. Effectiveness through the use of LKPD increases learning engagement and outcomes; The experimental group's pretest average of 37.94 rose to a posttest of 84.41 with an N-Gain of 76.98 (effective category), while the control group showed a lower increase. Observations also noted an increase in attitudes of tolerance, cooperation, and anti-violence; the majority of teachers (±89%) were willing to continue using it, so the product is effective and recommended for wider use.

## CONCLUSION

Based on the research results, it can be concluded that the development of Student Worksheets (LKPD) based on religious moderation values is effective in improving students' understanding and moderate behavior in public junior high schools in Pesawaran Regency. These LKPDs have proven to be an important instrument for creating a harmonious educational environment with national character.

The novelty of this research lies in the development of Islamic Religious Education (PAI) LKPDs that not only support the achievement of cognitive learning outcomes but are also highly effective as a holistic instrument for instilling and reinforcing the values of religious moderation. These LKPDs are designed for use at various levels of school quality, including schools with varying accreditation statuses, making them more contextual and adaptive to the realities of education on the ground.

The developed LKPDs also have a thematic design that combines Islamic Religious Education (PAI) academic competencies with activities that explicitly instill the values of nationality, tolerance, non-violence, and respect for culture. Therefore, these LKPDs are worthy of replication in broader educational contexts, providing a reference for teachers and educational institutions in designing learning programs that promote tolerance and respect for diversity.

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