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DEVELOPMENT OF AN ENGLISH E-MODULE BASED ON RELIGIOUS MODERATION THROUGH THE POWTOON APPLICATION

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Abstract

This research aims to develop an English E-Module based on religious moderation through the powtoon application. This type of research is development research with the ADDIE development model. The data analysis technique used qualitative and quantitative. The results showed 1) Development of an English E-Module based on religious moderation with the help of Powtoon using the ADDIE development model through 5 stages: Analyze, design, development, implementation and evaluation. 2) Based on the research results, it was successfully developed with a very valid category according to the assessment results of the three validators, namely media experts, material and language experts with scores of 82.5% each, 78.9 % and 95 %, with an average percentage score of 85.4 % in the very valid category. 3) Based on the results of the student's mawaris understanding ability test, a percentage score of 85.07% was obtained in the high category. This proves that the E-Module developed is by students' understanding abilities.

Kata kunci: English E-Module, Religious Moderation, Powtoon Application

A. INTRODUCTION

English language proficiency is a must for understanding research in the classroom. Science is an evolving discipline constantly changing to improve the standard of human resources in the face of global competition. English proficiency is one area where human resource assessments should be created; these evaluations should be conducted professionally and actively.

The idea of learning techniques in the English language learning process needs to be focused on student effectiveness, and the lecturer's job is to act as a facilitator and motivator. As a motivator, the lecturer's job is to create learning activities and pique students' interest. The ability to engage in learning through discussion, clarification, investigation, and collaboration with teachers or other students is known as participation in the learning process.

Learning English in non-language majors is included in learning ESP (English for Specific Purposes). The aim of ESP is for students to master English in the fields they study. For example, Islamic Religious Education Students have English material related to Islamic

Religious Education. In higher education, learning media supports the lecture process, making it easier for students to understand the material provided.¹ All elements in the field of education are required to master technological developments, such as educators who must be able to switch from printed modules to electronic modules (e-modules)². It is very important to provide teaching material resources such as e-modules adapted to the characteristics of students in the digital era.³ E-modules are independent teaching materials that achieve certain learning goals. They are arranged systematically into the smallest learning units and presented in electronic form. Audio, video, animation, and navigation make users more interactive.⁴

The stage or phase of student growth determines the order of teaching modules. The teaching modules also consider clear learning objectives and the content to be learned. The foundation for development is, of course, long-term focused. To make the learning process more engaging and meaningful, lecturers must also be aware of and comprehend the notion of teaching modules.

Learning with electronic modules is one type of learning system that can support the execution of the learning process effectively, efficiently, and engagingly. The current English E-Module is a product of globalization and foreign customs modified in less contextualized learning modules based on location, time, and actual field situations. Although the students frequently understand the stories and practices of foreign nations, they often need to be made aware of the significance of religious moderation in Indonesia.

Why is it important for learners to comprehend religious moderation? The presence of Presidential Decree 58 of 2023 concerning Strengthening Religious Moderation does not rule out the possibility that the Ministry of Religion will measure the Religious Moderation Index (IMB). As stated in the Presidential Decree, religious moderation has four indicators: national commitment, tolerance, non-violence, and respect for local culture and traditions.

Religious Moderation is a core teaching of the Islamic religion. Moderate Islam is a religious understanding that is relevant in various contexts of diversity in all fields of study, such as religion, customs, ethnicity, and the nation itself.⁵ Moderate character is the internalization of an attitude of understanding and applying the values of moderation in respecting diversity and encouraging behaviour that respects human dignity and equality between fellow humans.⁶

¹ Winda Lestari, "Pengembangan Modul Pembelajaran Bahasa Inggris Berbasis Andragogi Pada Program Studi Pendidikan Biologi Di Universitas Muhammadiyah Palembang," *Edunesia : Jurnal Ilmiah Pendidikan* 2, no. 1 (2021): 171–77, <https://doi.org/10.51276/edu.v2i1.114>.

² Nina Puspitaloka, Zaenal Arifin, and Purwanto Masbro, "Pendampingan Pembuatan E-Modul Sigil Software Berbasis Content Language Integrated Learning (Clil) Pada Pembelajaran Bahasa Inggris Smk Di Kabupaten Karawang," *SELAPARANG Jurnal Pengabdian Masyarakat Berkemajuan* 5, no. 1 (2021): 554, <https://doi.org/10.31764/jpmb.v5i1.6195>.

³ Gilang Mas Ramadhan Usman Diennur, "Pengembangan Media Pembelajaran E-Modul Berbasis Ict Untuk Meningkatkan Kemampuan" 5, no. 6 (2022): 1241–52.

⁴ Zulhijjah, "Meningkatkan Hasil Belajar Bahasa Inggris Siswa Dimasa New Normal Melalui E-Modul Interaktif," *PIONIR: Jurnal Pendidikan* 10, no. 2 (2021): 67–74.

⁵ Ahmad Alfin Khusaini and Ummi Inayati, "Manajemen Implementasi Moderasi Beragama Dalam Kurikulum Merdeka Pada Pembelajaran PAI Di SD," *AL-WIJDÂN Journal of Islamic Education Studies* 7, no. 2 (2022): 186–99, <https://doi.org/10.58788/alwijdn.v7i2.1734>.

⁶ Otniel Aurelius Nole, "MELO : Jurnal Studi Agama-Agama" 3, no. 2 (2023): 7–9.

Religious moderation means a middle way of religion that guides a person not to be extreme or excessive in carrying out the teachings of his faith.⁷ Religious moderation is one way to ward off extremism in religion. Prioritizing a tolerant attitude towards differences is a moderate attitude in practising the teachings of the Islamic faith. Students who comprehend religious moderation will be more able to appreciate the diversity of religious practices and beliefs. Through comprehending the principles of tolerance, learners may avoid problems between different religions and develop peaceful connections with individuals.

In addition to teaching students to be open to global discussion, religious moderation helps them develop a tremendous respect for the beliefs of others. Furthermore, being aware of religious moderation assists in the growth of respectful attitudes toward diversity and protects learners from discrimination and bias based on their faith. In addition to being relevant in social contexts, this provides students with critical intercultural life skills for an increasingly interconnected world. Comprehending the concept of religious moderation develops an inclusive campus community and helps develop responsible, just, and socially responsible citizens who benefit society.

The decision to base an English e-module on religious moderation can stem from several considerations. Firstly, it reflects the diversity of the local community or target users, acknowledging and respecting various religious beliefs and values. By incorporating religious moderation, The module provides a welcoming learning environment that satisfies regional standards by being in line with existing religious standards. Additionally, this approach promotes the development of cross-cultural skills, helping students understand and appreciate cultural differences and religious beliefs. Therefore, incorporating religious moderation can be viewed as a strategic step to encourage cross-cultural understanding, mitigate potential controversies, and create a learning environment that supports the holistic growth of students in a safe and open atmosphere.

Tolerance towards different religions is predicted to be progressively introduced and strengthened in Indonesia through innovations in quality development, access expansion, and the importance of Powtoon-based education in enhancing comprehension of religious moderation in English language learning e-modules. In addition to considering the globalization context of development, innovation and educational advancement also need to consider the local context, which includes national requirements, religious moderation, acceptance of regional customs and local wisdom, and Indonesian society's customs. The idea is to achieve a high-value transformation for advancing an Indonesian nation or community by carefully balancing the individualization process with local and global developments. Put differently, comprehending the creation of Powtoon-based English e-modules is necessary to enhance comprehension of religious moderation.

Based on preliminary research on Oct 13, 2023, the English module's from PAI students of IAI Yasni Bungo are not yet accessible, so the abilities references are not adapted to the needs of the students. There are very few sources in English, and educators must be able to create and use technology in the classroom due to technological advancements. One module has to do with electronics. The existing module still needs to consider students' needs regarding the importance of religious moderation. In contrast to previous research, this research seeks to integrate and interconnect English language e-modules for PAI study program students with more specific

⁷ Ivan Ashif Ardhana, "Pengembangan Modul Ajar Kimia Pada Topik Ikatan Ionik Dengan Mengintegrasikan Nilai-Nilai Moderasi Beragama," *Dalton : Jurnal Pendidikan Kimia Dan Ilmu Kimia* 7, no. 1 (2024): 40, <https://doi.org/10.31602/dl.v7i1.13962>.

religious aspects, namely religious moderation and English topics, including reading comprehension texts with the theme of tolerance and harmony between religious communities and more to come. It was developed through teaching modules. It is hoped that this development product can provide a nurturant effect to students so that they have a shield in the form of moderation to ward off the influence of religious extremism, where, according to a national survey, as many as 24.89% of students still have a low attitude of religious tolerance.⁸

The comprehensiveness of the concept of religious moderation has the potential to be introduced through English language learning. One innovation that can be carried out is to develop an English teaching e-module that integrates the values of religious moderation through its content so that PAI study program students can have a good understanding of religious moderation through examples from the English e-module. Learning using teaching modules that integrate the values of religious moderation can help students take a middle path in religious life at the higher education level.

The exciting visuals and audio of the Powtoon app may stimulate students' interest. Many English e-modules are available for download; however, they must focus on religious moderation. IAI Yasni, one of the PTKIS, is within the Ministry of Religion's competence. Menumbuhkan sikap moderasi tidak langsung hadir begitu saja namun melalui konstruksi pemahaman yang mapan dan pengimplementasian ilmu pengetahuan sesuai dengan tuntunan agama.⁹ Religious moderation is a necessary and crucial mindset for developing a moderate student attitude. Examples of humanist, realistic, inclusive, fair, cooperative, and tolerant attitudes in the general public and college environment in particular can be found in this English language program on religious moderation. In line with .¹⁰ In the English learning process at the tertiary level, there is a concept of learning strategies that must be directed at student effectiveness, while the role of the lecturer is as a motivator and facilitator.

Thus, the researcher actively includes new concepts and ideas in English language instruction to adjust to students' requirements, particularly regarding religious tolerance. An English e-module centred on religious moderation using the Powtoon app is also attractive to researcher.

B. RESEARCH METHOD

Research and development is a way to make goods by testing how effective they are so that they can be used by everyone.¹¹ Research is an analysis of the needs needed to create a particular product and to test its effectiveness so that people can use it. Using the ADDIE model, learning media development is based on media-based instructional design. This model includes evaluation and analysis, design, development, implementation, and evaluation. This model was chosen because it helps create effective educational programs and builds a more systematic process.

PAI Students of 3rd semester of IAI Yasni Bungo subject of the research. The choice of this class is based on considerations of the course being implemented, namely English. This research

⁸ Rahma Khoirunnissa and Syahidin Syahidin, "Urgensi Pendidikan Moderasi Beragama Sebagai Upaya Menangkal Radikalisme Di Kalangan Mahasiswa," *Jurnal Penelitian Pendidikan Islam* 10, no. 2 (2023): 177, <https://doi.org/10.36667/jppi.v10i2.1276>.

⁹ Ilham Nur Kholiq and Mahbub, "Integrasi Kemaritiman Dan Moderasi Agama Dalam Materi Ajar Bahasa Arab Berbasis Literasi Digital," no. 54 (2023): 565–70, <https://doi.org/10.36835/ancoms.v7i1.528>.

¹⁰ Lestari, "Pengembangan Modul Pembelajaran Bahasa Inggris Berbasis Andragogi Pada Program Studi Pendidikan Biologi Di Universitas Muhammadiyah Palembang."

¹¹ Yazid Sofyan, "Jurnal Sosialisasi Pendidikan Sosiologi-FIS UNM," *Jurnal Sosialisasi Pendidikan Sosiologi-FIS UNM* 3, no. 2 (2016): 136–42, <http://ojs.unm.ac.id/sosialisasi/article/view/2376>.

requires assessment from experts (validators) to validate the product in the form of an English e-module based on religious moderation through the developed Powtoon application. In this research, the ADDIE model, which includes analysis, design, development, implementation and evaluation are used to develop learning media based on religious moderation through the powtoon application. Data can be interpreted as actual information that is used as a basis for research analysis. Qualitative and quantitative data were used in creating an e-module based on religious moderation through the powtoon application. The steps used at this stage will be analyzed. At the qualitative data analysis stage, media experts and material experts are used to make improvements. At the quantitative analysis stage, it is used to determine how practical and feasible the development product is. The following methods were used to analyze the data in this research: 1) product validation analysis techniques, a product can be considered valid if the validation results show more than 60%. 2) product practicality analysis techniques, if the results show more than 60% using the specified calculation formula, product can be considered valid if the validation results show more than 60%.

C. THE RESULT AND DISCUSSION

Development and research was conducted on 3rd Semester Students of the Islamic Religious Education Study Program at the Yasni Bungo Islamic Institute. This research produces an English E-Module product based on religious moderation. English based on religious moderation through the Powtoon application. The product is packaged in electronic form and given to students.

1. Analysis of Media Expert Validation Data

Validation by learning media experts was carried out to obtain information data regarding the feasibility of the E-Module, with criticism and suggestions so that the media developed by the researcher becomes a quality product. The results of validation by media experts can be described in table 1 below:

Table 1. Media Expert Validation Data

<i>No</i>	<i>Aspects Evaluated</i>	<i>Score</i>
1	E-Module using PowToon application	4
2	Compatibility of the content with images in the E-Module	3
3	Appeal of visualizations in the E-Module learning media	3
4	Colour composition in the E-Module display using PowToon application	4
5	Attractiveness of illustrations in PowToon-based media	3
6	Clarity of text and font size in the E-Module using PowToon	3
7	Appeal of the E-Module content display using PowToon	3
8	Efficiency of media use in relation to the duration of learning	3
9	Alignment of instructional videos with the content	4
10	Suitability of content with student characteristics	3
	Total Score	33

	Average Score	3,3
	Score Percentage	82,5%
	Category	Highly Valid

The results of the validation analysis of the learning E-Module using the Powtoon application, which was developed in the table, can explain that the validity of the E-Module obtained a percentage of 82.5%; this shows that the value is included in the very valid category. Researchers obtained an average of 3.3 in the relevant category. The conclusions and comments/suggestions from the validators regarding the English E-Module can be presented in the following table:

Tabel 2. Conclusions and Suggestions of Media Validators

Conclusion	Suggestion
The E-Module is suitable for use with minor revisions.	For test or assignment activities, consider enabling students to respond online using tools such as Google Forms, Quizizz, or Kahoot to enhance interactivity and accessibility.

2. Analysis of Material Expert Validation Data

Before testing the use of the E-Module by students, the E-Module developed using the Powtoon application is first validated by a material expert lecturer. This validation was carried out to obtain data about the suitability of the English E-Module using the Powtoon application. Validation by material experts was carried out to obtain information regarding the appropriateness of the contents of the English E-Module, criticism, and suggestions so that the E-Module developed by researchers becomes a quality product. The results of material expert validation can be described as follows:

Table 3. Material Expert Validation Data

<i>No</i>	<i>Aspects Evaluated</i>	<i>Score</i>
I E-Modul Format	a. Clarity of material division	3
	b. Numbering	3
	c. Attractiveness of text and illustration combination	3
	d. Font type and size	3
	e. Text layout and spacing	3
	f. Alignment with the Merdeka Curriculum	3
	g. Alignment with the RPS (Learning Plan)	3
II E-Module Content	a. Conceptual and content accuracy	3
	b. Logical sequence of material	4
	c. Relevance of content	4
	d. Correct use of terminology	3

	e. Appropriate vocabulary f. Proper use of English	4 4
III Language and Writing	a. Communicative language and simple sentence structure appropriate for students' abilities b. Accurate use of terminology understood by students c. Clear instructions and guidance	3 3 3
IV Illustrations, Layout, and Diagrams	a. Relevance of illustrations/diagrams to the material or concept b. Effective layout of illustrations/diagrams c. Use of illustrations/diagrams to support material understanding	3 3 3
V. Benefits and Usefulness of the E-Module	Encouraging students to be more active in learning	3
Total Score		60
Average Score		3,1
Percentage Score		78,9
Category		Valid

From the results of material expert validation, it is known that the E-Module using the Powtoon application on the developed material set obtained a percentage of 78.9% in the valid category. Researchers obtained an average of 3.1 in the relevant category. However, before it is tested, the E-Module being developed still needs to be improved based on suggestions and input from material expert lecturers. The conclusions and comments/suggestions from material expert validators regarding the E-Module can be presented in the following table:

Table 4. Conclusion and Suggestion of Material Validators

<i>Conclusion</i>	<i>Suggestion</i>
Can be used with minor revisions	Add a few illustrations in the form of real-life or everyday images.

3. Data from Material Expert Validation (English Module based on Religious Moderation)

Modules by students, E-Module developed using the Powtoon application are first validated by lecturers who are experts in the English e-module material based on religious moderation). This validation was carried out to obtain data about the feasibility of an English E-Module based on religious moderation using the Powtoon application. Validation by material experts was carried out to obtain information regarding the appropriateness of the contents of the English E-Module based on religious moderation, criticism, and suggestions so that the E-Module

developed by researchers becomes a quality product. The results of the material expert validation can be described as follows:

Table 5. Material Expert Validation

<i>No</i>	<i>Aspects Evaluated</i>	<i>Score</i>
1	Relevance of the material to learning objectives	4
2	Accuracy of information and clarity of explanations	4
3	Integration of English language with religious moderation	4
4	Ease of understanding and application of material by students	3
5	Diversity of delivery methods and activities	4
6	Accuracy in integrating material with religious moderation	4
7	Appropriateness of examples related to religious moderation	3
8	Alignment of English material with examples of religious moderation	4
9	Alignment of material with images	4
10	Relevance of religious moderation videos with Powtoon presentations	4
Total Score		38
Average Score		3,8
Percentage Score		9,5
Category		Highly Valid

Data from validation results by subject teachers shows that the E-Module using the Powtoon application on the set of materials developed obtained a percentage of 95% with a very valid category. Researchers obtained an average of 3.8 in the very relevant category. However, before it is tested, the English language E-Module based on religious moderation that is being developed still needs to be improved based on suggestions and input from material expert validators. The conclusions and comments/suggestions from expert validators on religious moderation-based English language material regarding the E-Module can be presented in the following table:

Table 6. Conclusion and Suggestion for English Language Material Expert Validators Based on Religious Moderation

<i>Conclusion</i>	<i>Suggestion</i>
Can be used with minor revisions	Add more examples of religious moderation applications within the context of the English language course.

The assessment results of the three validators, namely media expert validator, language expert validator and material expert validator on the E-Module using the developed Powtoon application, respectively obtained a percentage of 82.5%, 78.9% and 95%, an average percentage of product validity can be obtained. namely 85.4% based on the validity test assessment category table for the English E-Module assisted by the Powtoon application that was developed, which is included in the very valid category. The average scores obtained by each media expert validator, material expert validator and learning subject expert validator were 3.3, 3.1 and 3.8 with an average score of 3.4 which was categorized as relevant.

After the product revision was carried out, the researcher conducted a trial or application of the product in the form of an E-Module that had been developed on 3rd students of IAI Yasni Bungo Islamic Religious Education study programs to see the response/input from students regarding the E-Module. At this stage, the researcher asked students to fill out a student response questionnaire to the English E-Module based on religious moderation using the Powtoon assistance application on the set material developed. This questionnaire examines the practicality of learning using E-Modules and the Powtoon application. Practically, what is meant in this research is related to implementing learning well; students and lecturers can carry out the teaching and learning process more efficiently and pleasantly.

The E-Module trial was carried out at the Yasni Bungo Institute of Islamic Religion (IAI), with the research subjects being lecturers and third-semester students of the Islamic Religious Education study program, totaling 30 students. The trial was carried out to determine student responses to the product in the form of an English E-Module based on religious moderation that was developed. The practicality of the English E-Module based on religious moderation can be seen based on the following table of lecturer and student response results:

Table 7. English Lecturer's Response Results

<i>Assessment Aspect</i>	<i>Item</i>	<i>Respondent No.</i>	<i>Score per Aspect</i>	<i>Maximum Score</i>	<i>Percentage</i>	<i>Very Practical</i>
Appearance	1	4	20	24	83,3%	Very Practical
	2	3				
	3	4				
	4	3				
	5	3				
Content Presentation	6	3	23	28	82.1 %	Very Practical
	7	3				
	8	3				
	9	3				
	10	4				
	11	4				
	12	3				
Benefits	13	3	9	12	75%	Practical
	14	3				
	15	3				

	16	3				
	Total		52	64	80,1%	Practical

The percentage score for each aspect was obtained based on the results of the lecturers' responses to the English E-Module based on religious moderation in the completed questionnaire. Namely, the appearance aspect was 83.33% in the convenience category, the content presentation aspect was 82.14% in the convenience category, and the benefits aspect was 75% in the practical category. The average percentage score is 80.15% in the helpful category.

Table 8. Students' Response

No	Indicator	Number of Respondents	Question Items	Average	Percentage Score
1	Appearance	30	1-10	110,6	92,20%
2	Content	30	11-20	109	90,70%
3	Benefits	30	20-30	107,2	89,30%
Total Score				326,8	
Average				108,9	
Percentage Score				90,7%	
Category				Very Practical	

Based on the results of students' responses to the English E-Module based on religious moderation in a questionnaire that 30 students completed, a percentage score of 90.7% was obtained in the convenience category. The results of filling out the questionnaire and more complete calculations can be seen in the attachment. So, based on the table of criteria for evaluating the practicality test of the English language E-Module based on religious moderation that was developed, it can be categorized as very practical. After the researchers distributed questionnaires, teacher and student responses were obtained to obtain valuable data. The next step is for the lecturer to carry out learning in the classroom, and students are given a test to determine their ability to understand English. After using the E-Module, we can assess its validity, practicality, and level of students' English comprehension abilities.

The results of the student's English comprehension ability test after using the English language E-Module based on religious moderation showed a score percentage of 85.07% in the high category. The test was carried out by 15 students. Test result data was obtained from mathematics subject teachers after carrying out the teaching and learning process with the E-Module in English subjects.

The evaluation stage was carried out during the development and implementation stage of the ADDIE model. Internal and external evaluations are carried out at this evaluation stage. Internal evaluation, a type of formative evaluation, is carried out to determine product quality, and the formative evaluation results are used as feedback to help improve. In this research, formative evaluation consists of validation from material, media, and subject matter experts, as well as evaluations from teachers and students. External or summative assessment determines how well students have mastered the competencies taught. This means finding out how well students understand English after the lecturer uses the E-Module given by the researcher. An E-Module based on religious moderation can be used in the Powtoon application.

Based on the description of the validity test scores and practicality tests, it can be concluded that the English E-Module based on religious moderation has benefits as a media or learning tool

in the teaching and learning process so that it can help achieve educational goals. This module also allows students to study independently and master the material to achieve learning goals.

Formative data was obtained from each of the four stages of ADDIE. At the analysis stage, it was found that schools lacked learning resources, which meant researchers had to create new teaching materials. The advisor suggested that the E-Module's content must be refined at the design stage. One way to do this is by adding an illustration of religious moderation at the beginning of each learning activity. Data validated by material, media, and language experts is used at the development stage.

4. Development of an English E-Module Based on Religious Moderation through the Powtoon Application

Development of an English E-Module based on religious moderation using the Powtoon application. The learning resource for English courses in this development research is an E-Module using the Powtoon application, with the target users being third-semester students of the Islamic Religious Education study program at the Yasni Islamic Religion Institute (IAI) Bungo. This development aims to discover the procedures for developing an English E-Module based on religious moderation using the Powtoon application. PowToon, as a multimedia application that can be used as a learning medium, has various advantages; for example, it has exciting animation features, including handwriting animation, cartoon animation, and more lively transition effects, as well as elementary timeline settings.¹²

Furthermore, the ADDIE model is a reference in this development research, including analysis, design, development, implementation, and evaluation activities. The five stages of ADDIE are: 1. Analysis stage (analyze) consisting of needs analysis, analysis stage is carried out to obtain information related to needs that must be met¹³, 2. two stages of design (design) the resulting product consists of several systematic E-Modules, namely the initial cover E - English language module based on religious moderation using the Powtoon application for the foreword, table of contents, list of images. Introduction (e-Module description, instructions for using the E-Module, CPL CPMK, indicators, text and video on religious moderation), English language material, assignments, summaries, formative tests, E-Module final test, attachments (glossary, answer key) and bibliography.

The development stage involves creating a draft of an English-language E-Module based on religious moderation using the previously designed Powtoon application, providing validator validation sheets to test product validity, and getting suggestions and input from validators. The implementation stage is a concrete step in applying the learning media that has been created.¹⁴

The Implementation Stage, namely the product trial stage, is limited to 30 students to obtain assessment responses to the E-Module developed by researchers. After getting an assessment from the questionnaire, the researcher also wanted to know the students' ability to understand English. The English lecturer obtained the test results after carrying out the teaching and learning process

¹² Edwin Nurdiansyah, Emil El Faisal, and Sulkipani Sulkipani, "Pengembangan Media Pembelajaran Berbasis PowToon Pada Perkuliahan Pendidikan Kewarganegaraan," *Jurnal Civics: Media Kajian Kewarganegaraan* 15, no. 1 (2018): 1–8, <https://doi.org/10.21831/jc.v15i1.16875>.

¹³ Medhitya Alda Apriliani et al., "Pengembangan Media Pembelajaran PPKn SD Berbasis Powtoon Untuk Mengembangkan Karakter Tanggung Jawab," *Jurnal Ilmiah Pendidikan Dasar* 8, no. 2 (2021): 129, <https://doi.org/10.30659/pendas.8.2.129-145>.

¹⁴ Yani Wulandari, Yayat Ruhiat, and Lukman Nulhakim, "Pengembangan Media Video Berbasis Powtoon Pada Mata Pelajaran IPA Di Kelas V," *Jurnal Pendidikan Sains Indonesia* 8, no. 2 (2020): 269–79, <https://doi.org/10.24815/jpsi.v8i2.16835>.

using the E-Module provided by the researcher. In the evaluation stage, an evaluation is carried out at each stage of ADDIE.

5. Results of Expert Validation Sheets and Response Questionnaires

The English language e-module based on religious moderation was developed as a learning resource for third-semester students of the Islamic religious education study program. It also underwent a validity testing process by several experts and practicality testing by lecturers and students. At this stage, instruments were also prepared. The development stage consists of drafting an English E-Module based on religious moderation using the Powtoon application, providing a validation sheet to the validator to test product validity, and getting suggestions and input from the validator. The implementation stage is the product trial stage, during which 30 students get an assessment response to the E-Module developed by the researcher. After getting an assessment from the questionnaire, the researcher wanted to know the students' English comprehension abilities. The English lecturer obtained the test results after carrying out the teaching and learning process using the religious moderation-based English E-Module provided by the researcher. Evaluation stage: Evaluation is carried out at each stage of ADDIE.

Based on the validity test results, the researchers carried out several revisions so that the product developed obtained a very valid feasibility level percentage. The validation test results for media, material, and language experts obtained 82.5 percent, 78.9 percent, and 95 percent, with an average score of 85.4 percent for the category. The final product is based on validator assessments, comments, and input. The final modified product will be tested on 30 students to determine how practical the E-Module created is. The results of trials conducted by PAI IAI class 3 lecturers and students, Yasni Bungo, showed that lecturer respondents obtained a percentage score of 83.33% for the appearance aspect, 82.14% for the content presentation aspect, and 75% for the benefits aspect. The average percentage score for each element is 75 percent.

Based on these data, it can be said that the English E-Module based on religious moderation through the developed Powtoon application has benefits as a media/learning tool in the learning process, namely as an instrument that helps achieve educational goals. Apart from that, the English E-Module based on religious moderation through the Powtoon application also allows students to study independently both at school and at home, thereby enabling students to master and achieve learning goals.

From the aspect of assessing validity trials by 3 validators, namely one media expert, material expert, and language expert, each gave a score with a percentage of > 80% for media experts in the very valid category, < 80 for material experts in the valid category and > 80 for linguist with a very valid category. Apart from that, the practicality trial assessment was in the form of lecturer and student responses. For lecturer responses, each percentage score was > 80% from the appearance aspect in the convenient category, > 80 from the content presentation aspect in the convenient category, > 70% from the benefits aspect in the practical category, and the overall average score is > 80% in the convenient category. Student responses obtained a percentage score of > 80% each from the appearance aspect in the convenient category, > 80 from the content presentation aspect in the convenient category, and > 80% from the benefits aspect in the convenient category, and the overall average score was > 80% in the convenient category.

6. Students' English Comprehension Ability

The results of students' English comprehension ability tests after using the English E-Module based on religious moderation through the Powtoon application showed a score percentage

of 85.07% in the high category. 30 students took the test. Test result data was obtained from English lecturers after the teaching and learning process with the English E-Module based on religious moderation via the Powtoon application.

The development of an English E-Module based on religious moderation through the Powtoon application can be used by lecturers as a tool or as supporting teaching material in English courses. It can help students understand the concept of religious moderation. A moderation-based English E-Module religion through the Powtoon application can also make it easier for students to study anywhere using cell phones and laptops.

The development of the English E-Module using the Powtoon application can enhance students' English comprehension skills in several aspects:

- a. **Material Visualization:** The E-Module, enhanced with animation and graphics, helps students better understand complex concepts. Visualization makes grammar, vocabulary, and language usage contexts more engaging and easier to grasp.
- b. **Self-Learning:** Students can learn independently using the E-Module, allowing them to review materials as needed. This flexibility improves their English comprehension as they have the freedom to explore the content.
- c. **Interactivity:** Interactive features in the E-Module, such as quizzes and exercises, enhance student engagement. Active interaction encourages critical thinking and the application of acquired knowledge.
- d. **Integration of Moderation Values:** By embedding elements of religious moderation, students not only learn English but also understand the importance of tolerance and harmony. This helps them connect language learning with broader social values.
- e. **Use of Diverse Media:** The E-Module incorporates text, audio, and video to improve students' listening and speaking skills. Listening to dialogues or narratives in English can enhance their pronunciation and intonation.
- f. **Instant Feedback:** The E-Module provides immediate feedback through quizzes and exercises. Students can quickly identify areas needing improvement, allowing them to focus on their weaknesses.
- g. **Learning Motivation:** The engaging design and dynamic content boost students' motivation to learn English. High learning enthusiasm contributes to better comprehension.

With the proper development of the E-Module, students' English comprehension skills can be significantly improved, preparing them to communicate more effectively.

D. CONCLUSION

Based on the description above, several conclusions can be drawn, namely:

1. Development of an English E-Module based on religious moderation with the help of Powtoon using the ADDIE development model through 5 stages: Analyze; at this stage, what is analyzed is needs analysis. Design: at this stage, the design of the E-Module components, material/content design, E-Module design, and instrument design are carried out, as well as the tools used, namely Powtoon and reference sources. Development: at this stage, product creation, validation, and product revisions are also carried out by media, material, and language experts. Implementation: in this phase, a trial of the product being developed was carried out by providing response questionnaires to lecturers and students in the 3rd semester of the Islamic Religious Education study program at the Islamic Religious Institute, Yasni Bungo. Evaluation: At this stage, a test is carried out on students' English comprehension abilities, as given by the lecturer after the teaching and learning process, using the English E-Module based on religious

moderation through the Powtoon application.

2. Based on the research results, it was concluded that the development of an English E-Module based on religious moderation through the Powtoon application was successfully developed with a very valid category according to the assessment results of the three validators, namely media experts, material and language experts with scores of 82.5% each. , 78.9 % and 95 %, with an average percentage score of 85.4 % in the very valid category. Apart from obtaining a very valid category, in terms of the practicality of the E-Module developed for lecturer responses, a percentage score was obtained for each aspect, namely, the appearance aspect was 83.33%, the content presentation aspect was 82.14%, and the benefits aspect was 75%. The average percentage score is 80.15% in the practical category.
3. The appearance aspect is 92.2%, the content presentation aspect is 90.7%, and the benefits aspect is 89.3%, with an average percentage score of 90.7% in the very practical category. Based on the results of the student's mawaris understanding ability test, a percentage score of 85.07% was obtained in the high category. This proves that the E-Module developed is by students' understanding abilities.

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