

Development of Moderate Islamic English-Based E-Modules for Lecturers A Quality Iain Curup

Murniyanto Murniyanto¹, Paidi Gusmuliana², Sri Rahmaningsih³, Eka Apriani⁴, Rahayu Astarti⁵, Riski Indriani⁶, Weni Puspitasari⁷

¹ Institut Agama Islam Negeri Curup, Indonesia; murniyanto@gmail.com

² Institut Agama Islam Negeri Curup, Indonesia; paidigusmuliana@gmail.com

³ Institut Agama Islam Negeri Curup, Indonesia; srirahmaningsih@iaincurup.ac.id

⁴ Institut Agama Islam Negeri Curup, Indonesia; eka.apriani@iaincurup.ac.id

⁵ Institut Agama Islam Negeri Curup, Indonesia; astarirahayu@gmail.com

⁶ Institut Agama Islam Negeri Curup, Indonesia; riskiindriani@gmail.com

⁷ Institut Agama Islam Negeri Curup, Indonesia; wenipus@gmail.com

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ABSTRACT

This research aims to make the development of moderate Islamic-based e-modules where this will have an impact or impact in realizing quality IAIN Curup in 2045. The product of this research is realized in the form of an electronic module based on Islamic Moderation to improve the English language skills of lecturers at IAIN Curup and also improve their understanding of moderate Islam as a whole and comprehensively. Because an understanding of Islamic moderation is critical, The Islamic-based Electronic Module (e-module) based on Moderation will later become the basis of the study of Islamic-based English Moderation. This is so that lecturers and employees can compete globally later. The research method used to conduct this research is a method of research and development or research and development. In this study, data was gathered through document analysis and a questionnaire. Research procedures that will be applied there are several procedures, namely investigation, strategy, improvement, assessment, realization, and estimation. The data collection technique in this study is the analysis of documents and questionnaires that will be used to obtain research results. Based on the results of the study, researchers conducted development in several aspects, (1) Religious Moderation; (2) Justice; (3) Radicalism, (4) Non Violence; (5) Tolerance; (6) Multicultural Society; (7) Accommodating to Local culture; (8) Cooperation; (9) National commitment; (10) Equilibrium. In addition, as the result, it is said that the electronic module (e-module) has been declared fit for use as a medium of learning English and Islamic Moderation at IAIN Curup.

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Corresponding Author:

Murniyanto

Institut Agama Islam Negeri Curup, Indonesia; murniyanto@gmail.com

1. INTRODUCTION

UU no. 20 of 2003 concerning the National Education System in article 50 paragraph 3 contains "The government and/or local governments organize at least one education unit at all levels of education to be developed into an international standard education unit". Educational units at the foreign or international level, namely educational units whose learning process applies interactive, creative, effective, interesting, and contextual learning methods based on information and communication technology. International standard education must have an international standard of introductory language, in this case, English is the language of instruction.

The language of instruction using a foreign language or English has not been fully implemented by the field of international level education, especially higher education units in Indonesia. Higher Education Units in Indonesia, both public and private universities/institutes or high schools, are not yet fully ready to go to World Class universities. This also applies to the Curup State Islamic Institute (IAIN). The Curup State Islamic Institute (IAIN) is a state Islamic religious institute located in Rejang Lebong Regency, Bengkulu Province. IAIN Curup is a pilot center for Indonesian moderated Islamic studies by the DIKTIS Ministry of Religion of the Republic of Indonesia. The vision of IAIN Curup is to become a "quality university in the development of moderate Islamic-based knowledge at the Southeast Asian level by 2045". From this vision, it can be seen that the Curup State Islamic Institute (IAIN) has targeted quality at the Southeast Asian level. One way to be able to compete at the Southeast Asian level is by mastering the ability to master foreign languages.

Based on the results of field observations, it was found that lecturers and employees at the State Islamic Institute (IAIN) did not use English as the language of instruction for lectures or the language of communication on campus. The results of interviews with several lecturers and students show that lecturers of study programs other than English study programs have not used an international standard language, namely English during lectures in class. The results of interviews with employees also show that employees at IAIN Curup do not understand the use of English and do not understand how to apply English to communicate in everyday life. These results indicate that the English language skills of both lecturers and employees at IAIN Curup are still very low. From the results of observations, data also obtained that IAIN Curup has not carried out training or training to improve English for all lecturers and employees. IAIN Curup through the Language Development Unit only carries out language training for several lecturers and employees and even then it is not sustainable. Lecturers and employees stated that the training schedule that was held during working hours was also an obstacle for them. They are unlikely to leave their studies and jobs to attend English language training. From the data above, efforts are needed to improve English language skills for lecturers and employees at IAIN Curup which can be learned anytime and anywhere. One of them is developing an English-based electronic module based on Moderation Islam, which basically will be given to lecturers and employees. This is intended so that lecturers and employees can compete globally later.

Modules are one of the sources of teaching materials that are often used to obtain information such as learning materials, training information, and other information. Sometimes the modules used are still conventional. Limitations that are often encountered when using ordinary modules include readers getting bored quickly and not being interested in reading the information contained in the module, which generally affects the information obtained. What's more, today's smartphone technology users are increasing rapidly and they are playing games with their devices every day. This is certainly an impetus for module manufacturers to innovate in developing more attractive modules by utilizing the use of technology today.

Based on these conditions, the module development using information technology was developed as an electronic module. Electronic modules are non-printed digital modules with special applications and computer-assisted functions and provide multimedia elements to make them more engaging and interactive. Fitriani (2019) also explains the difference between the printing module and the electronic module, namely the printing module uses paper, while the electronic module is an electronic module that is developed and implemented through the use of information technology. This electronic module

is expected to make it easier for teachers and staff to provide convenience for students with different learning speeds and learning characteristics. The development of electronic modules is tailored to the characteristics and needs of users, to attract students' interest in using electronic modules and realizing the expected learning abilities.

Electronic modules are used as learning tools or aids that contain evaluation materials, evaluation methods, limitations, and evaluation forms (Wibowo, 2018). In line with that, the benefits of developing this electronic module can standardize learning activities in the classroom, so that better planning, independent, complete and clear results are obtained.

This e-module is one of the efforts to improve English language skills to advance the IAIN Curup campus in 2045 because it is one of the strategies in achieving a superior accreditation value at IAIN Curup. In this study, the e-module developed was based on Islamic moderation. As we all know, moderate Islam is the opposite of radical Islam which is also known as the central line of Islam. The main reason its founder coined the term "moderate Islam" was because of this strong Islam. Therefore, moderate Islam hopes to solve difficult problems that some think. The word moderate (moderate) comes from the Latin uncommon and means reduction or control. The "American English National Heritage Dictionary" defines moderate as neither excessive nor extreme. The initial conclusion from this etymological meaning is that it contains a moderate objective meaning rather than an extreme meaning so that the true definition of moderate Islam is based on Islamic values built by integrity and average mentality (I'tidal and wasath). Mitigation has become a common meaning in Arabic (al-wasathiyah). Therefore, in the title "Islamic Mitigation" compiled by the Ministry of Religion of the Republic of Indonesia, it is mentioned that Indonesia's diversity in various conditions requires complete completeness. regulate the system of religious teaching, by not releasing the holy book (Al-Qur'an and Hadith) to represent all that exists through flexible teaching (using "the Qur'an" and "Hadith"), using the importance of reason as solving anything there is the same problem (Task Force for Tafsir Al-Qur'an Writers' Group, Ministry of Religion of the Republic of Indonesia: 2012). According to Dr. Muhammad Imarah (2004) cited in Faiqah and Frances (2018), the term "Wasadia" is often misinterpreted. In his book "Ma'rakah al Mushthalahat bayna al-Gharb wa al-Islam" in "Islamic War and Western War", he explains in detail the meaning of the concept of "al-wasathiyah" in Islamic law. The word "wasathiyah" in the Islamic sense reflects the nature and nature of Islamic law, especially in terms of thought and life, vision, realization, and application. Violence in Islam that leads to ideas, beliefs, traditions, and movements must be corrected with more friendly and friendly Islamic teachings, which are closer to the archipelago (Hamidulloh Ibda: 2018). It is understood that in many countries in Indonesia, it is necessary to build a good education system, which integrates the following teaching content: teaching materials, methods, methods, and teaching evaluation work to achieve these goals.

Moderation Islam-based English E-Module is an English E-Module created by incorporating moderated Islamic content as learning material. It is hoped that this E-Module based on Moderated Islam will not only improve the English skills of lecturers and employees at IAIN Curup but also improve their understanding of moderate Islam completely.

The outcome of this research is realized in the form of an electronic module based on Islamic Moderation to improve the English language skills of lecturers at IAIN Curup as well as their overall and comprehensive understanding of moderate Islam. Several studies have similarities with the research entitled Development of Moderated Islamic-Based English E-Modules. In this case, the research conducted by Oktavia, Djumingin, and Munirah (2021) entitled Development of Web-based Indonesian e-modules. In this study, researchers focused on the e-module development procedure and e-module user responses. In this study, the researcher used a questionnaire to obtain answers from the research. Other studies have similarities with a research entitled Development of Moderated Islamic-Based English E-Modules. This correlational study is entitled Islamic moderation, for civilization and humanity, written by Fauzi (2018). This study describes matters related to Islamic moderation. The research focuses on integrating learning with moderate Islam in shaping character. This research is qualitative in the form of library research.

From the explanation above, it can be concluded that the researcher wants to develop an e-module based on moderate Islam which in this study aims to realize a quality IAIN Curup in 2045.

2. METHODS

Research Methods

The research method that researchers focus on in this research is research and development methods or research and development. Research and Development or R&D is a method used to get a product to be tested for effectiveness so that it can be used for research purposes (Sugiyono, 2011). According to Gay, Mills, and Airasian (2009), "... the process of researching consumer needs and then developing products to meet those needs." The goal of educational R&D is not to develop or test theories, but to create effective products for use in schools." The use of research and development was deliberately chosen as a research design because this study focuses on the field of design or design, in the form of an e-module for Islamic-based English learning moderation. In this study, an educational research and development (R&D) strategy developed by Borg and Gall and recognized by Dick and Carey was used. The R&D model is a cyclonic process in which things are manufactured through a rigorous framework of testing, grading, and upgrading to produce marketable and industrially functional products. R&D processes have been used in education to link educational research with educational practice and to integrate research results into practical educational products to improve classroom instruction. The original ten-step R&D process used by the industry has been simplified to the first seven phases for instructional purposes. "... is a cycle in which a product version is produced, field-tested, and then modified based on the results of field tests. The research and development method (ISI-ARE) by Pahrudin Idkk (2019) which consists of investigation, strategy, improvement, assessment, realization, and estimation is used in this research.

Research Procedure

The research procedures used in making this "moderation Islamic-based English e-module" are as follows:

1. The investigation, namely initial data analysis to determine the
2. Strategy, namely the researcher designed an English-based Islamic moderation e-module;
3. Improve, that is, researchers carry out content validation of moderated Islamic-based English e-modules that have been designed and revise the e-modules according to the results of reviews by experts;
4. Assessment, namely the assessment stage by experts;
5. Realization, namely the stage where the module will be tested on IAIN Curup lecturers and employees and the e-module will be revised again;
6. Estimation is the final stage where the e-module has been declared feasible to be used as a medium for learning English and Moderated Islam at IAIN Curup.

Data Collection Technique

Data collection techniques in this study are as follows:

1. Document analysis in this study was used to obtain data on the material needs of Moderation Islam in the English e-module.
2. The questionnaire in this study was conducted to obtain data regarding the feasibility of Islamic-based moderation English e-modules to get to the quality IAIN Curup in 2045.

Research Sample

E-modules were tested on the subject of the Group test as users of the product that had been developed, based on local wisdom that had been validated by the validator. Five experts from various Islamic universities in Indonesia were involved as validators.

Research Instruments

The research instruments needed in the research are as follows: Moderated Islamic-based English e-modules to get to the quality IAIN Curup in 2045. Perception, Needs Questionnaire, and Expert Validation Questionnaire.

1. Document Checklist of moderated Islamic-based English e-modules to get to the quality IAIN Curup in 2045.
2. Educator's Assessment Questionnaire on the feasibility of Islamic-based moderation English e-modules.
3. Expert Validation Questionnaire for moderated Islamic-based English e-modules to get to the quality IAIN Curup in 2045. The expert validation questionnaire consists of 4 criteria as follows:
 - a. Content feasibility, including the suitability of moderate Islamic-based English, e-modules towards quality IAIN Curup in 2045 with needs.
 - b. Feasibility of Presentation, including clarity with moderated Islamic-based English e-modules to get to IAIN Curup quality in 2045 with the needs, order of presentation, and completeness of the information.
 - c. Language Eligibility, including legibility, clarity of information, conformity with standard English rules, and use of effective sentences.
 - d. Graphical Feasibility, including the accuracy of the size and typeface, as well as the physical appearance.

Data Analysis Techniques

This research data was analyzed using a validation questionnaire and a user response questionnaire, which are as follows:

1. Analyzing the validation results from the product's initial validation until the product can be declared feasible (good) by the material expert and media design expert.
2. Taking the average percentage of positive responses from the questionnaire and calculating it. Yamasari (2010) uses the following formula to calculate the percentage score of each question:

$$RS = \frac{f}{n} \times 100\%$$

Formula Description:

Description:

RS = Percentage of teacher responses,

f = number of scores for each sub-variable,

n = maximum number of scores

Based on the results of these calculations, the validators', students', teachers', and lecturers' perceptions of the validity and feasibility of the tested local wisdom-based electronic module products can be deduced from the criteria (excellent, good, poor, very poor) with the highest percentage (Ramadhan, Mardapi, Prasetyo, & Utomo, 2019; Ramadhan, Mardapi, Sahabuddin, & Sumiharsono, 2019). The results of these calculations can be interpreted with a range as shown in the following table:

Tabel 3.3

Decision Making of Expert Team Validation Test Calculation Results

Mastery Level	Interpretation	Description
86 – 100%	Very good	No Revision Needed
76 – 85%	Good	No Revision Needed
60 – 75%	Quite good	No Revision Needed
55 – 59%	Not enough	Need Revision
≤ 54%	Less once	Need Revision

3. FINDINGS AND DISCUSSION

Of the 6 stages of development research, researchers have passed 3 stages, namely investigation, strategy, and improvement.

Investigation

Researchers have analyzed the document's needs for moderate Islamic material that must be understood and instilled in lecturers and employees at PTKIN. Researchers analyzed documents (1) The Ministry of Religion's 2019 Book of Religious Moderation; (2) Pocket Book of Religious Moderation of the Ministry of Religion of the Republic of Indonesia in 2019. Based on the analysis document, the researcher obtained data on Islamic moderation material that must be included in this e-module, namely as follows: (1) Religious Moderation; (2) Justice; (3) Radicalism, (4) Non Violence; (5) Tolerance; (6) Multicultural Society; (7) Accommodating to Local culture; (8) Cooperation; (9) National commitments; (10) Equilibrium.

Strategy

Based on the findings at the investigative stage, the researcher then compiled an e-module based on Moderation Islam which consists of 10 Islamic Moderation materials, namely (1) Religious Moderation; (2) Justice; (3) Radicalism, (4) Non-Violence; (5) Tolerance; (6) Multicultural Society; (7) Accommodating to Local culture; (8) Cooperation; (9) National commitments; (10) Equilibrium. This e-Module was created in response to the need for a moderate Islamic-based English e-module in order to achieve quality IAIN Curup by 2045.

Improve

Researchers are currently carrying out content validation of the moderated Islamic-based English e-module that has been designed and will revise the e-module according to the results of a review by experts. This Islamic Moderation-based English E-module will be assessed by experts as follows:

1. Eligibility Contents: Dr. Mutmainah, M.Pd. (University of Al-Asyariah Mandar-Makassar), Dr. Andi Asrifan, M.Pd. (Universitas Muhammadiyah Sindereng Rappang-Makassar): Based on the eligibility contents of this e-Module, it is quite possible to use it in developing a religious moderation attitude in learning English.
2. Eligibility of Serving: Dr. Abdul Ghofur, M.Pd. (IAIN Madura): This e-Module has met the requirements to be used in the English learning process with a Moderated Islamic approach based on the eligibility of serving test.
3. Language Eligibility: Dr. Rita Indrawati, M.Pd. (Sriwijaya University): In terms of language feasibility, the use of language in this e-Module meets the standards and is categorized as usable.
4. Feasibility of Graphics: Dr. Abdul Ghofur Officer (IAIN Palu): This e-Module is suitable for use in the learning process in terms of graphical display. Although some aspects of the graphic display need to be improved, it is now possible to say that it is usable.

The indicators for the evaluation of the Islamic Moderation-based e-module expert validation are as follows:

Tabel 4.1. Content Validation Assessment by Expert

No	Evaluation	Score
1	Content feasibility , including the suitability of moderate Islamic-based English, e-modules towards quality IAIN Curup in 2045 with needs.	
2	Feasibility of Presentation , including clarity with moderated Islamic-based English e-modules to get to IAIN Curup quality in 2045 with the needs, order of presentation, and completeness of the information.	
3	Language Eligibility , including legibility, clarity of	

information, conformity with standard English rules, and use of effective sentences.

- 4 **Graphical Feasibility**, including the accuracy of the size and typeface, as well as the physical appearance.

Average

The recapitulation of the Expert Team's Validation Test scores are as follows:

Tabel 4.2. Expert Team Validation Test Value

No	Expert Name	Score
1.	Mrs. M. (University of Al-Asyariah Mandar-Makassar)	50
2.	Mr. AS. (Universitas Muhamadiyah Sindereng Rappang-Makassar)	55
3.	Mr. AG. (IAIN Madura)	50
4.	Mrs. RI. (Sriwijaya University)	55
5.	Mr. AGF (IAIN Palu)	50
	Amount	260
	Average	52 (Need Revision)

From the results above, the researchers revised the Moderation Islam-based English e-module by adding several Islamic topics, adding pictures, and adding a touch of color to the Moderation Islam-based English e-module.

Assessment

At this stage, namely the assessment stage by experts. The recapitulation of the final assessment from the expert is as follows:

Tabel 4.3. Expert Team Validation Assessment

No	Expert Name	Score
1.	Dr. Mutmainah, M.Pd. (University of Al-Asyariah Mandar-Makassar)	75
2.	Dr. Andi Asrifan, M.Pd. (Universitas Muhamadiyah Sindereng Rappang-Makassar)	78
3.	Dr. Abdul Ghofur, M.Pd. (IAIN Madura)	75
4.	Dr. Rita Indrawati, M.Pd. (Sriwijaya University)	80
5.	Dr. Abdul Ghofur Officer (IAIN Palu)	75
	Amount	383
	Average	76.6 (No Revision Needed)

Based on the value above, the module has declared no need to be revised again by the researcher. So that researchers will carry out the next stage, namely the trial stage.

Realization

At this stage, namely the stage where the module will be tested on lecturers and employees of IAIN Curup. Researchers will provide questionnaires to lecturers and employees related to the quality of the Islamic Moderation-based English e-module. This questionnaire was given to 15 IAIN Curup lecturers and 15 Curup IAIN employees.

Tabel 4.4. Recapitulation of Questionnaire Results of Lecturers and Employees of IAIN Curup

No	Statement	Choices				
		1 (Strongly Disagree)	2 (Disagree)	3 (Just agree)	4 (Agree)	5 (Strongly agree)
1	Moderation Islam-based English e-module contains material that is relevant to the topics of Moderation Islam.			3.333333	46.66666667	50
2	Moderate Islamic-based English e-modules are presented.			10	40	50
3	Moderate Islamic-based English e-module is presented attractively.			10	43.33333333	46.66666667
4	Moderation Islam-based English e-module provides me with information and knowledge about moderate Islam.			3.333333	63.33333333	33.33333333
5	Moderated Islamic-based English e-modules are presented in understandable language.			3.333333	33.33333333	63.33333333
6	Moderated Islamic-based English e-modules are presented in a colorful and eye-catching display.			3.333333	50	46.66666667
7	Moderated Islamic-based English e-module is the latest innovation in my campus environment.			6.666667	33.33333333	60
8	I can access moderation Islamic-based English e-modules both online and offline.			13.33333	23.33333333	63.33333333

9	Moderation Islam-based English e-module explains in detail moderate Islam.	6.666667	60	33.33333333
10	Moderated Islamic-based English e-module provides a variety of exercises so you don't get bored.	10	60	30
	Average	7	45.33333333	47.66666667

From the results above, the following data shows that 7% of IAIN Curup lecturers and employees agree with moderate Islamic-based English e-modules, 45.3% of IAIN Curup lecturers and employees agree with moderate Islam-based English e-modules, while 47.7 % of lecturers and staff of IAIN Curup gave an opinion that strongly agrees with the moderation Islamic-based English e-module. It was concluded that IAIN Curup lecturers and staff agreed with the moderation of Islamic-based English e-module, which was 93%.

Discussion

The advantages of using e-modules in learning include making the learning process more interesting because many of the designs presented are equipped with animations (Budiaman et al., 2021; Bushati et al., 2012). In addition, the use of e-modules can also facilitate the understanding of the material through video images and videos (Sirate & Ramadhana, 2017; Kimianti & Prasetyo, 2019). The advantages of e-modules compared to print modules are that e-modules are more interactive, making them easier to navigate, which allow displaying images, audio, video, and animation, and are equipped with formative quizzes that can provide live automatic feedback (Serevina et al., 2018; Yasa, Chrisyarani, and Mudiono, 2018). In addition, the benefits of e-modules are also able to increase students' motivation, tools, or facilities available for conducting evaluations, making learning quality more efficient (Weng et al., 2018; Diarta et al., 2021; Azizah et al., 2020).

There are several steps in the production of e-modules that will be used as instructional materials, according to Rizal (2019) writing:

Two actions, namely the need for analysis and investigation of problems, are carried out in the first step. The purpose of the first activity is to determine the cause of the change. At this step, needs analysis tries to assess functional needs, non-functional requirements, and the requisite systems (Sugihartini & Jayanta, 2017). The module needs analysis to identify and determine the number and names of modules that must be created in a certain program unit. The program unit might be understood as a single academic year, semester, or subject. The module needs analysis should be carried out by a team comprised of persons with experience in the program under consideration. The second activity was carried out to determine the elements that contributed to the students' persistent inability to understand the English text. According to Ninsiana and Nawa (2019), the importance of conducting a needs analysis is that, in exchange for paying attention to the concerns of students, it is also important to look at the expectations or needs and wants of a management teacher and other parties which can have an impact on the learning. Investigation and analysis of competence standards to be studied to gather learning resources necessary for mastery of these competency standards. Next, create and organize learning material units or units that can handle these items. This unit or teaching unit is given a name and serves as the module's title. Determine whether units or module units are already offered at the school and which are not yet available. Prepare modules depending on the highest priority needs.

The second stage is strategy of the six tasks. This technique produces indicators for reading instruction materials based on SK, KD, and ST in the form of an analysis matrix of SK, KD, and

indicators in the second step This staging procedure produced Subject Learning Outcomes (CPMK), student learning experiences, indicators, and teaching materials for English-based moderate Islamic development courses in the form of an analysis matrix comprising course learning outcomes, student learning experiences, and indicators (Runggo, 2021).

The third stage is the improving of prototypes based on characteristics, theoretical studies, requirements assessment, and analysis of existing training materials. Furthermore, these instructional materials are structured according to the structure of the English course. The following are the components of this syllabus design format: competence standards, fundamental competencies, indicators, learning resources, learning activities, evaluations, schedule, and learning - sources. The syllabus title, professor name, course, room/semester, and theme utilized are all included at the start of the format. This IES-based reading comprehension teaching material's initial production design includes the following elements: (a) learning title, (b) learning theme, (c) aspects of skills equipped with SK, KD, indicators, learning objectives, and schedule, (d) introduction, (e) description of the material, (f) summary, and (g) projects.

The instrument and product assesment stage for the development of teaching materials is the fourth stage, the expert assesment stage. Two (or more than two) material speakers, two (or more than two) instructional media specialists, and two (or more than two) English teaching professionals from the validators. It is better if all validators have a doctoral level of education. The assessment of these experts is intended to provide an assessment of the material development product as well as suggestions for improvement. Learning media specialists, PAI materials experts, and English teaching experts all recommend prototyping as a way to improve products. This stage's goal is to create drafts of instructional materials that have been amended based on expert advice and will be tested on students (Nurafni, et.al, 2020).

The fifth stage is realization of the prototype that has been evaluated by experts to improve the product of the material that teaches the production of the revised results based on the ideas and input from these experts. The finished product of this revision of instructional materials is then ready for practical testing and evaluation. This redesigned training material is then ready to be assessed for usability and usefulness.

At this point, the e-module has been judged viable for use as a learning medium. The researcher will shortly ISBNize and legitimize the e-module. All professors and personnel at educational institutions will also receive E-Modules.

4. CONCLUSION

Moderation Islam-based English E-Module is an electronic learning module made in English by covering moderated Islamic content which is used as learning material. The research was carried out using the Research and Development method (research and development) at IAIN Curup where in this study the researchers gave a focal point on how to develop an Islamic-based moderation English e-Module. From the stages of development, namely investigation, strategy, improvement, assessment, realization, and estimation, researchers have developed (1) Religious Moderation; (2) Justice; (3) Radicalism, (4) Non Violence; (5) Tolerance; (6) Multicultural Society; (7) Accommodating to Local culture; (8) Cooperation; (9) National commitments; (10) Equilibrium. Thus it can be said that the e-module is ready to be used as a learning resource. It is hoped that this E-Module based on Moderated Islam will not only improve the English skills of lecturers at IAIN Curup but also improve their understanding of moderate Islam completely. Apart from that, the researchers feel that there are still some shortcomings in the development of this English-language e-module, therefore it is hoped that the next research will focus on other things related to English and other moderated Islam.

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