



Developing Differentiated Learning Modules Based on Edutainment in Islamic Religious and Character Learning in Elementary Schools

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Abstract: This study aims to develop an Edutainment-Based Differentiated Learning Module in Islamic Religious and Character Learning in Elementary Schools. This research used a Research and Development (R&D) method with an ADDIE model (Analysis, Design, Development, Implementation, Evaluation). The analysis was carried out by analyzing student needs, then designing and developing a module by validating and revising the product. Then, the implementation and evaluation were carried out in 3 elementary schools with a sample of 100 students and analyzed qualitatively and quantitatively. After being validated by material experts, teaching material experts, language, and practitioners, this module was revised, then implemented in elementary schools in Bojonegoro, Indonesia. The results of this study indicated that the module was feasible with an assessment of material experts, teaching materials, language and practitioners with an average of 92%. The results of the student response analysis, this module was considered easier for students to learn, full of games and challenges and the material is familiar with students' abilities. The results of the student ability analysis showed that the use of the module can increase student involvement and improve student learning outcomes by 75% with a good category. This study showed that the Edutainment-Based Differentiated Learning Module was effective in increasing student engagement and learning outcomes in Islamic Religion and Character Learning in elementary schools. This module can be used as a reference for developing innovative teaching materials that are fun and in accordance with students' needs.

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Introduction

The world has undergone rapid changes since the 20th decade. All life is easy, including knowledge. Knowledge and information are increasingly abundant and easily accessible (Widyawati, Dwiningrum, & Rukiyati, 2021). This certainly has an impact on the mindset of a more advanced and knowledgeable society (Nastiti & Abdu, 2020). Society also chooses more variety in gaining information, even science (Effendi, 2021). On the other hand, this is also a challenge for today's education. Ease of access to information can give rise to the idea that the urgency of school can be replaced with a flat object that can be held (smartphone) (Puji Asmaul Chusna, 2017). This idea is reinforced by the phenomenon that schools make students traumatized by learning because the learning process tends to be boring (Almu'tasim, 2018). Based on initial studies, more than 70% of students feel bored with learning, especially in conceptual and theoretical learning (Safitri & Nurmayanti, 2018). The feeling of boredom experienced by students has a significant effect on students'



absorption and abilities (Nugroho, 2017). In addition, feelings of boredom also affect students' activeness and participation in the learning process (Prameswara & Pius X, 2023). Teachers often dominate learning, and students tend to be passive. That is why learning is less than optimal (Anwar, Daud, Abubakar, Zainuddin, & Fonna, 2020).

The development of the era that affects life is often not balanced with changes in the learning process (Adelia & Mitra, 2021). Teachers prefer their comfort zone, by providing the same treatment in every lesson for years (Wati & Kamila, 2019). This makes students reluctant to learn (Musrifah, 2019). Moreover, boring routines often limit the development of students' abilities (Agustin I. N. N. & Supriyono A, 2009). Therefore, a learning concept is needed that is varied and adjusted to students' interests and talents. The concept of differentiated learning offers an alternative to improve the learning process that is more innovative and varied (Ade Sintia Wulandari, 2022). Differentiated learning can be adjusted to the learning style and individual needs of students, opening up space for variation, and developing students' intellectual skills (Rahmah, Dalila, Liliawati, & Setiawan, 2022). This differentiated learning is popular in the Independent Curriculum (Alfrian & Pitaloka, 2020). The essence of the changes in the independent curriculum lies in the existence of learning achievements that are focused on improving the learning process. This learning process is directed at developing soft skills and character as well as in-depth abilities in essential material (Maulinda, 2022). Islamic Religious Education and Character Education are subjects that are full of material and practice (Afiah, Ilmu, Dan, Islam, & Walisongo, 2022). In this learning, the material tends to be conceptual and principal (Andri, Hendriani, & Fadriati, 2020). Therefore, this learning is more often delivered with a doctrinal approach (Hidayah, 2023). This type of learning tends to be unpopular with students, especially in elementary education.

Elementary education is the main foundation for students (Harahap, Nasution, Nst, & Sormin, 2022). In its implementation, elementary education has quite a big challenge compared to the levels above it. Student development at this level focuses on pleasure and things they can sense (Kim, Raza, & Seidman, 2019). One effort that can optimize the learning process at the elementary level is through fun learning with the concept of edutainment learning (Okan, 2003). This learning carries the paradigm of learning with a fun atmosphere (Jarvin, 2015). The learning process with this concept can also be varied with games in learning. Efforts to optimize learning can be realized if teachers are willing to provide variations in learning. One of them is by varying the teaching materials. However, the phenomenon that occurs is that teachers prefer to use teaching materials such as books, modules, and LKS that are on the market (Cahyadi, 2019). The teaching materials on the market are standard books that do not always accommodate interactive student activities.

Based on this problem, the solution that can be done to increase student participation and abilities in Islamic Religious Education (PAI) and Character Education learning is to develop an edutainment-based differentiated module. This differentiated module is developed by considering students' learning styles. This is done so that students' interest in participating in learning increases (Voth Schrag, Baumler, Hairston, Jones, & Wood, 2024). Therefore, the development of this module is carried out by considering 3 student learning styles, namely auditory, visual, and kinesthetic (Manshur, Aziz, & Qomariyah, 2022).

In addition, the implementation of edutainment is also adjusted to the chosen differentiation. Therefore, this module seems to be 3 different modules, but in substance, the 3 learning processes in this module are one unit. This development is carried out by considering the needs of students and school facilities. Development was carried out using the Research and Development method with the ADDIE Model. In product development,



product quality remains the main goal. This quality is maintained by expert validation activities. After the product is developed, an analysis of student responses and abilities is carried out. The implementation of differentiated learning in Islamic Religious Education and Character Education learning has been carried out and has had a positive impact on student abilities (Dirjo, Hidayat, Lugowi, & Wasehudin, 2022). In addition, this learning also increases student religiosity (Sari, Ardianti, & Khamdun, 2023). However, research related to differentiation still focuses on implementing the concept, no one has developed it into a learning product. The development of learning modules has been carried out and produced products that are developed in accordance with the concept of problem-solving (Hadi, Prihasti Wuriyani, Yuhdi, & Agustina, 2022). The development of differentiated modules has been widely developed in mathematics learning (Kimianti & Prasetyo, 2019), but none have been developed in Islamic Religious Education and character learning. Therefore, in this study, the researcher aims to develop an Edutainment-Based Differentiated Learning Module in Islamic Religious and Character Learning in Elementary Schools.

Research Method

This research method used Research and Development with the ADDIE model (Annisa Nurbaety Elsola, Fitrotun Nisa, Negeri Selo, Progo, & Sarjanawiyata Tamansiswa Yogyakarta, 2023) which includes; 1) Analysis, 2) Design, 3) Development, 4) Implementation, and 5) Evaluation (Hari, 2022). The analysis stage in the research and development of the ADDIE model began with identifying the needs and problems faced in learning Islamic Religion and Character in Elementary Schools. At this stage, an analysis of needs, curriculum, student characteristics, and the environment was carried out. The results of this analysis will be used to design an edutainment-based differentiation learning module that is appropriate and effective in improving students' understanding and skills in Islamic Religion and Character subjects in grade IV of Elementary School. Based on the results of the analysis, the researcher designed a module that was in accordance with real conditions in the classroom. This design stage was carried out by the researcher by designing the module structure, learning activities, supporting media, and evaluation tools.

After the module has been successfully designed, the module was developed according to the theory of differentiation and edutainment. In this development stage, the module was validated by learning experts, teaching materials, and practitioners. After validation, the media was revised until it was ready to be implemented. The next stage is the implementation of the module. This module was implemented in two schools in Bojonegoro, namely SDN Pacul and SDN Pagerwesi 1. Two trials were conducted during this implementation. Namely a small group trial of 5 students and a large group trial of 60 students. In this stage, the response and usefulness of the module are analyzed. The evaluation. This evaluation was carried out based on the results of data analysis obtained from interviews, observations, documentation, questionnaires, and tests. Stage is carried out by analyzing the results of student abilities after using the learning module.

Results and Discussion

The development of an Edutainment-Based Differentiated Learning Module in Islamic Religion and Character Education in Elementary Schools with the ADDIE model is very important to meet the diverse learning needs of students. Traditional learning is often less effective in accommodating various learning styles of students, so that many students do not achieve optimal learning outcomes. By using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation), this module is systematically designed to ensure



that every element of learning, from objectives to media and evaluation, is in accordance with the needs and characteristics of students (Kasmayanti, Setyaningrum, & Atmaja, 2023). The edutainment approach allows students to learn in a more enjoyable and interesting way, which ultimately increases their motivation and involvement in the learning process. Another urgency of developing this module is to improve students' understanding of Islamic Religion and Character Education materials which have often been considered abstract and difficult to understand. This edutainment-based module used various interactive media such as educational games, animated videos, and collaborative activities that can help students understand important concepts in a more concrete and contextual way. Thus, students can relate lessons to their daily experiences, and more easily apply moral and ethical values in real life. Through more varied and interactive learning, teachers can develop students' critical thinking, creativity, and problem-solving skills.

In addition, the development of this module is important to address the gap in pedagogical skills among teachers in implementing a differentiation approach. Many teachers still face difficulties in adjusting their learning methods to the needs of each student, especially in classes with a large and diverse number of students. With this module, teachers are provided with comprehensive and practical tools to implement more inclusive and effective learning strategies. The ADDIE development model ensures that this module is thoroughly tested and evaluated, so that it can be a reliable guide for teachers in improving the quality of learning in elementary schools.

The analysis stage was carried out with a needs analysis to identify gaps between current learning conditions and the learning objectives to be achieved. Researchers conducted interviews and focus group discussions with teachers, students, and education experts to understand challenges in learning, such as the lack of variety of teaching methods that suit various learning styles and levels of student understanding. In addition, surveys and classroom observations were used to collect data on student preferences, their involvement in learning activities, and the difficulties they faced during the learning process.

The next step is to conduct an analysis of the context and characteristics of the students. Researchers evaluated student profiles, including differences in abilities, interests, and learning styles, to ensure that the learning modules developed can meet the needs of all students. In addition, an analysis of the school environment and available facilities is also carried out to adjust the module to real conditions in the field. Based on the results of the analysis, researchers formulated specific learning objectives, selected relevant content, and designed appropriate edutainment strategies to create interesting and interactive learning. Thus, this analysis stage provides a strong foundation for developing learning modules that are not only fun but also effective in improving students' understanding of Islamic Religion and Character materials. For more details, the results of the analysis in the ADDIE stage can be seen in table 1.

Table 1. Initial Needs Analysis

Curriculum	Materials	Students
Students demonstrate the morals of pious children	Pious children's material with 3 different discussion concepts, has quite high complexity. Students are less interested in readings that are more than 3 paragraphs.	Students tend to be passive in learning, students find it difficult to focus on complex material
Cognitive conceptual and practical abilities	solid material and needs to be understood, practiced, and internalized into themselves	Students have different abilities and experiences, such as students who tend to learn



		visually, audio-visually, and students who learn directly.
Student books do not accommodate the abilities of independent curriculum students	Textbook material has minimal visualization	Students need learning that increases student participation and is in accordance with their basic abilities.

At the design stage, several important elements are designed systematically. First, learning materials were designed by considering specific learning objectives and the results of the needs analysis that has been carried out. The materials developed include basic concepts of Islam and Character that were adjusted to the level of student understanding, with an emphasis on the use of edutainment methods that can make learning more interesting and interactive. The content of the materials was arranged in various forms, such as text, images, videos, and educational games, to stimulate student interest and support various learning styles.

Next, differentiation groups were designed based on the characteristics of the students that had been analyzed. Students were grouped according to their level of understanding, interests, and learning styles, so that each group got learning materials and activities that suit their needs. For each group, a learning scenario was prepared in detail, including the steps of the activity, the media used, and the edutainment methods applied. For example, for groups of students who prefer to learn through visuals, interactive videos and visual games were used; while for groups of students who prefer to learn through experience, direct practice activities and role-playing are applied. This learning scenario is designed to ensure that each student can learn in the most effective way for them, so that optimal understanding of the material of Islamic Religion and Character is achieved. More precisely, the activities in the design stage can be seen in Tables 2 and 3.

Table 2. Differentiation Group Design

No	Group	Characteristics
1	Creative Group	Students who have an understanding of the analysis and reflection process, and tend to be more dominant in studying images. In addition, students in this group also have characteristics that are calmer, more thorough, and more detailed.
2	Visionary Group	Students who have the ability to be open to the outside world and high curiosity. Students in this group tend to gain understanding through explanation. This group prefers to discuss.
3	Integrative Group	Students who tend to learn from experience and direct exploration. These students tend to be more active both physically and cognitively.

Table 3. Module Design

Material	Content	Learning Scenario		
		Creative	Visionary	Integrative
Greetings	Material Content	Observing pictures and readings	Observing videos	Role playing
	Learning Process	Image analysis	Group analysis	Behavior analysis
	Assessment	Group discussion	Crossword puzzles	Arrange words



Like Helping Others	Material Content	Story	Observing video explanation	drama
	Learning Process	Choosing pictures and giving reasons	Analysis and discussion	Character analysis
	Assessment	Analysis of Bojonegoro problems and concept maps	Crossword puzzle	Guess the word
Characteristics of Hypocrites	Material Content	Observing infographics	Observing attitudes in videos	Guessing the contents of videos
	Learning Process	Creating concept maps and completing materials	Attitude analysis	Behavior analysis
	Assessment	Games rank 1	Games questions Answers	Games pictures

The development stage was carried out to perfect various components of the learning module. At this stage, all materials, media, and learning devices that have been designed previously begin to be produced. Module content, such as learning texts, interactive videos, audio narration, infographics, educational games, and digital quizzes, were developed according to attractive edutainment standards and according to the needs of each differentiation group. This process involved collaboration between researchers, learning experts, teaching materials, and practitioners to ensure that all module elements support the learning objectives to be achieved and are in accordance with students' learning style preferences. For more details, the results of expert validation can be seen in Table 3.

Table 4. Expert Validation Results and Revisions

No.	Expert	Comments	Improvements
1	Learning	90% of the results of the learning validation in the module are in accordance with the characteristics of the students. However, it is necessary to simplify the variations in the assessment process as a form of differentiation	a) The learning process is varied with differences in visionary and integrative activities b) Game-based assessments developed with other applications, such as wordquizz, word wall
2	Teaching Materials	93% of the media are in accordance with the development of learning according to the concept of Differentiation and edutainment both in terms of content, process, and results.	a) Use of visualization b) The content of the material on the characteristics of hypocrites is developed 3 Practitioners
3	Education Practitioner	90% of the modules can be used in the learning process and support the learning process. However, it is necessary to add some animations to the module.	a) Addition of animations to the module b) Addition of several student activities



After content creation, this stage also involves initial testing or alpha testing internally. The developed module was tested by the development team and teachers to assess the quality, effectiveness, and usability of the module in real situations. This trial focuses on identifying technical problems, pedagogical suitability, and the appeal of the content to the target users, namely elementary school students. The results of this internal trial are used to make revisions and improvements, such as refining the material, adjusting interactive media, or simplifying the instructions in the module.

After the module was revised based on feedback, a field trial (beta testing) was conducted in several elementary school classes to observe the responses of students and teachers to the developed module. Feedback from this field trial is used for final refinement of the module, so that the module is ready to be implemented widely and effectively in Islamic Religion and Character Education learning in elementary schools. The developed module was then applied in real learning situations in the classroom, with the aim of seeing how the module works in the field, as well as evaluating its effectiveness in increasing student understanding and engagement.

The implementation results show that this edutainment-based learning module has succeeded in increasing student motivation by 92% and student engagement by 95% significantly. Student abilities have also increased from an average assessment result of 45 before the module was implemented and 88 after the module was implemented. Grade 4 students who were divided into differentiation groups, based on their abilities and learning styles, were able to follow the learning materials more effectively. Students with visual, auditory, and kinesthetic learning styles responded positively to the use of interactive media such as videos, educational games, and movement-based activities. This was evident from the increase in active student participation during the learning process, as well as their enthusiasm in completing the tasks presented in the module. In addition, in terms of understanding the material, the implementation results showed an increase in student learning outcomes in the subjects of Islamic Religion and Character. Data taken from formative assessments during the learning process showed that students in each differentiation group were able to master the material well. Students who previously had difficulty understanding Islamic religious concepts showed significant progress after using this module, especially because the edutainment approach made it easier for them to understand the material in a more interesting and enjoyable way. The teachers involved also reported that this module helped them in implementing more varied and effective learning strategies, so that students with various needs could be served with

Evaluation was carried out through two main approaches, namely process evaluation and learning outcomes, to assess how well the module met learning objectives, and how this module affected student engagement and achievement. During implementation, process evaluations were conducted to monitor student progress periodically. This assessment included observations of the teaching and learning process, feedback from teachers, and the results of quizzes or assignments given to students. The results showed that students were consistently more active and enthusiastic in participating during learning with this edutainment module. Modules that utilize visual media and educational games have been shown to increase student engagement, especially those who tend to have visual and kinesthetic learning styles. Students with diverse abilities can also follow learning better thanks to the differentiation strategy implemented, where the material is adjusted to the level of understanding of each group. From the teacher's perspective, feedback indicated that the module facilitated their implementation of differentiation-based learning strategies and provided an effective tool to explain the material engagingly. The process evaluation also



identified several areas for improvement, such as the need to adjust the learning time to the amount of content provided, as well as strengthening technical support for the use of interactive media.

Evaluation of learning outcomes was conducted after the module implementation was completed, through a final test to measure student learning achievement and a student and teacher satisfaction survey. The results of the final test showed a significant increase in students' understanding of the Islamic Religion and Character Education material. The increase in students' average scores after using this module reflects the success of the differentiation approach applied. Students who previously had difficulty understanding abstract concepts in religious learning showed an increase in understanding after using this edutainment module. The student satisfaction survey showed that the majority of students found this module more enjoyable and easier to understand than conventional learning methods. They also stated that the use of games and interactive media helped them to be more focused and interested in the material presented. Teachers also reported high satisfaction with this module, especially because it helped them reach students with various abilities and learning styles.

Overall, the evaluation results showed that this edutainment-based differentiation learning module has succeeded in improving the quality of learning in class 4 with an effectiveness level of 75%. These results indicate that the module is categorized as good. This module not only makes learning more interesting and interactive but also improves learning outcomes and student engagement. The level of student engagement is 95% of the total students. Some minor improvements identified through formative evaluation have also been considered for future module improvements.

Research and development of the ADDIE model for the Edutainment-Based Differentiated Learning Module in Islamic Religion and Character Education subjects in grade 4 of Elementary School showed several important findings related to the effectiveness and relevance of this method in the context of modern learning. The application of the ADDIE model through the stages of analysis, design, development, implementation, and evaluation showed that this edutainment module was able to significantly increase student engagement (Khasanah & Rigianti, 2023). The results of observations during the implementation process showed that the edutainment approach helped create a more interactive and enjoyable learning atmosphere, which had a positive impact on student learning motivation (Jarvin, 2015). Students became more interested in the material being taught and actively participated in discussions and learning activities.

Differentiation-based learning has also proven effective in addressing the needs of students with diverse abilities and learning styles (Herwina, 2021). By grouping students according to their level of understanding and learning preferences, this module offers a more personalized learning experience. Students who are more visual, auditory, or kinesthetic receive customized materials and activities, thereby increasing their understanding of the religious and ethical concepts being taught. Learning that emphasizes hands-on experiences through videos, interactive quizzes, and role-playing has also shown a positive impact on students' academic achievement, as evidenced by the improvement in evaluation results.

The evaluation conducted at the end of the implementation process also revealed that this module was beneficial not only for students but also for teachers. Teachers reported feeling better equipped to manage heterogeneous classes, as the module provided varied and well-structured materials for each group of students (Yulia, Fithriyah, & Faizah, 2024). Feedback from both teachers and students was very positive, although some minor improvements, such as adjusting the duration of activities, were identified for further



refinement. Overall, this edutainment-based differentiation learning module successfully enhanced the effectiveness of Islamic Religion and Character Education in grade 4, while also offering an innovative learning model that could be adopted in other educational contexts.

Conclusion

The edutainment-based differentiation learning module has proven effective in improving cognitive understanding, learning motivation, and social skills of fourth-grade students in Islamic Religion and Character Education. The results of this study indicated that the module was feasible with an assessment of material experts, teaching materials, language, and practitioners with an average of 92%. The results of the student response analysis, this module was considered easier for students to learn, full of games and challenges and the material was familiar with students' abilities. The results of the student ability analysis showed that the use of the module could increase student involvement and improve student learning outcomes by 75% with a good category.

Recommendation

This module is recommended for use in various elementary schools, with adjustments based on local needs and conditions. Teachers need to receive training to maximize the use of edutainment-based modules and optimize the implementation of differentiation strategies. Further research is needed to test the effectiveness of this module in different contexts and with a wider population. This study provides empirical evidence that the development of ADDIE-based modules and an edutainment approach can improve the quality of learning, especially in Islamic Religion and Character Education subjects in Elementary Schools.

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