Developing Interactive Media Based on the Seven Habits of Excellent to Reinforce Religious Moderation

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Abstract

This study presents a posttest-only mixed-methods evaluation of a teacher training program aimed to strengthen teachers' understanding, attitudes, skills, and commitment to implementing the Seven Habits of Excellent Indonesian Children (7 KAIH), integrated with religious moderation, through the development of interactive media. The training was conducted in two sessions, comprising theory and practice, and involved 42 early childhood education and primary school teachers. This program employed the ASSURE model as its framework, so the training began with an analysis of participant characteristics, followed by goal setting, the selection of strategies, methods, and materials, and proceeded to implementation and evaluation. Data were collected through response questionnaires and open-ended questions. Quantitative data were analyzed using descriptive statistics with criterion-referenced interpretation. Qualitative data were analyzed thematically. Quantitative analysis results indicate that the training produced encouraging learning outcomes, with all aspects attaining means above 4.5, which falls into the excellent category. In addition, qualitative analysis revealed three central themes: teachers' reinforced role as moral role models in the digital era, enhanced confidence in integrating interactive media with value-based instruction, and the importance of institutional support for sustaining religious moderation practices in schools. Overall, the findings suggest that the training was well received and perceived as relevant for supporting teachers' facilitative roles in promoting culturally grounded and religiously moderate education.

Keywords: interactive media, seven habits of excellent children, religious moderation, ASSURE, teacher training.

Introduction

Teachers play a strategic role in developing students' character and assisting them in internalizing moral and social values (Irsyad & Salim, 2025; Putra et al., 2025). In catalyzing this process, the integration of religious moderation into the curriculum and daily school activities becomes essential, as it can foster inclusive attitudes and appreciation for differences (Mahrus & Afandi, 2024; Nurchasanah, 2025). This integration can also help students develop attitudes of discipline, honesty, and responsibility (Jon et al., 2023; Leki et al., 2024).

In this context, religious moderation can be implemented within the Islamic religious education subject by inserting values of tolerance and rejection of extremism (Chaisar et al., 2025; Sayekti, 2023). Religious moderation refers to an attitude and set of behaviors that reflect an individual's consistent practice of religion through a balanced, just, and non-extremist orientation (Amri, 2021; Prakosa, 2022). However, more specifically, teachers as role models are key to aligning what is taught with what must be practiced (Magdalena et al., 2023; Putra et al., 2025). In other words, the most primary strategy involves using role modeling, suggestions, and habituation. Teachers must be capable of implementing religious habituation programs that promote practices of tolerance and inclusivity in students' daily interactions (Isti'anah et al., 2024; Sayekti, 2023).

Meanwhile, there exists a practical framework offered for building positive habits in schools, namely the 7 Habits of Great Indonesian Children (7 KAIH). 7-KAIH comprise waking up early, worshiping, exercising, eating

healthy and nutritious food, loving learning, socializing, and adequate rest (Fanggidae et al., 2025; Saputra et al., 2025). From various recent studies, it can be stated that this program has been successful in fostering student discipline (Oktaviana, 2025; Sunarsih & Sriyanto, 2025). This structured habituation program can effectively build independence, collaboration, leadership, and responsibility (Damayanti et al., 2025). The implementation of the program in early childhood education has also shown promising results, which subsequently impact teachers' optimism regarding the long-term effects of 7 KAIH on students' moderate character development (Risna et al., 2025; Sari et al., 2025).

Apart from its effectiveness, teachers encounter a number of difficulties in developing pedagogical strategies, particularly in diverse classrooms (Naquines et al., 2025; Tolentino, 2024). Socio-cultural barriers such as peer influence (Zingora & Flache, 2025) and the digital era (Herak, 2025) can divert students' attention, weaken discipline, and hinder the implementation of values education. Therefore, there is a need for efforts to enhance access to creative educational resources (Carbonilla et al., 2024; Damayanti et al., 2025; Oktaviana, 2025; Rosfiani et al., 2025). Digital skills and infrastructure gaps must be addressed to support effective integration of values (Rosfiani et al., 2025).

To address these challenges, this training activity is conducted with a focus on training in the creation of interactive media based on 7 KAIH for teachers. In general, this training is oriented toward enhancing teachers' technological capabilities, transforming their understanding, and strengthening their commitment to instilling values of religious moderation in schools. More specifically, this training has several objectives as follows:

1. Designing training for interactive media based on 7 KAIH using a classroom-based research and development model.
2. Analyzing teachers' responses to the training from the aspects of understanding, attitudes, skills, and commitment to implementing 7 KAIH for religious moderation.
3. Exploring teachers' reflections on new learning and plans for implementation in schools after receiving the training.

Method
Location and Participants

This training activity was conducted at one of the schools in Mojokerto City, lasting for one full day with two distinct sessions, specifically on September 27, 2025. The training involved two different resource persons, namely an expert lecturer in religious moderation learning and an expert in multimedia-based media. The participants in this training totaled 42 individuals, predominantly female teachers amounting to 38 persons. Out of the total participants, only 11 were teachers at the playgroup or kindergarten level, while the majority consisted of elementary school teachers. In terms of teaching experience, 25 individuals had been teaching for less than 10 years, and the remaining 17 had more than 10 years of experience. All participants voluntarily agreed to join the training and its evaluation, and they committed themselves to being able to apply the learned material in their respective classroom teachings.

Activity Design: ASSURE Model

This study adopted a posttest-only mixed-methods evaluative design. This training activity utilized the ASSURE model (Analyze learners, State objectives, Select methods/media, Utilize media, Require participation, Evaluate and revise) as the framework for developing and implementing classroom-based training (Smaldino et al., 2014), rather than as a research and development methodology. Meanwhile, the evaluation approach employed convergent mixed methods (Creswell, 2014), wherein quantitative and qualitative data were collected simultaneously to obtain a comprehensive picture regarding the teachers' responses as learning outcomes from the training.

1. Analyze Learners: This initial analysis aimed to understand the characteristics of the participants in relation to efforts toward digitalization in schools and religious moderation. The analysis results indicated that all teachers had already implemented learning that encouraged the 7 KAIH, but they had not yet been able to specifically connect these habits with religious moderation. In addition, the interview results also demonstrated that learning related to 7 KAIH tended to be traditional and had not yet been facilitated with multimedia-based teaching media. Furthermore, the teachers also possessed an awareness that learning would become more engaging if supplemented with interactive media, thus necessitating training to enhance the teachers' abilities in designing and creating interactive media, particularly in the context of 7 KAIH to foster religious moderation from an early age in students.
2. State Objectives: At this stage, several objectives for the training activity were determined in accordance with the learner analysis phase. There were at least three main objectives, namely to increase the teachers' understanding of 7 KAIH and religious moderation, to enhance their ability to design and create

interactive media, and to cultivate attitudes and commitment in applying the values of religious moderation in schools after participating in the training.

3. Select Methods, Media, and Materials: In this stage, the training team selected the primary method in the form of participatory workshops, wherein the teachers directly practiced designing and creating interactive media after receiving conceptual understanding about religious moderation. Consequently, the materials delivered were twofold, namely 7 KAIH and its connection to religious moderation, as well as simple and easy ways to create interactive media. The media used included PowerPoint for delivering theoretical content and the Flipbook application for direct practice.

4. Utilize Media and Materials: The first trainer presented material related to religious moderation and how this attitude can be cultivated through 7 KAIH, followed by the second trainer guiding the creation of media using Flipbook. The themes used in creating the interactive media were determined by the participants themselves, for example, concerning cooperation, empathy, and tolerance in social interactions within the classroom and school environment.

5. Require Learner Participation: Participants worked independently using their own laptop devices to produce designs for interactive media, and they attempted to demonstrate their results to the trainers to receive direct feedback regarding the validity of the content and design. In this way, the activities followed by the participants constituted a combination of theoretical and practical sessions.

6. Evaluate and Revise: Evaluation was carried out after the two training sessions concluded, using a questionnaire with a 5-point Likert scale and open-ended questions. The analysis results were utilized for the needs and improvements of subsequent training sessions.

Instruments and Data Analysis

The instruments used for the evaluate and revise stages comprised a questionnaire covering four principal aspects, each consisting of five items, as follows.

1. Conceptual understanding; an example item is: "I understand the connection between the seven habits and the cultivation of moderate character education."

2. Attitudes and values of religious moderation; an example item is: "I am confident that positive habits can shape children's moderate character."

3. Pedagogical skills; an example item is: "I am able to employ learning media to support the values of moderation."

4. Commitment to implementation; an example item is: "I am ready to draft a follow-up action plan after this training."

In addition, there were three open-ended questions concerning newly acquired understandings reported by participants, follow-up plans for application, and suggestions for subsequent training. The instrument underwent face and content validation by two experts in measurement and instruction, yielding an Aiken's V index greater than 0.8 (high category). Pilot testing with 30 participants produced a Cronbach's alpha coefficient exceeding 0.7, indicating reliability.

The data-analysis techniques employed in this evaluation comprised descriptive statistics—means and standard deviations (SD)—to portray participants' understanding, attitudes, skills, and implementation commitment. Meanwhile, responses to the three open-ended questions were examined using thematic analysis to identify the principal themes emerging from participants' reflections.

Results & Discussion
Quantitative Findings

The analysis shows that the highest aspect attained by participants was attitudes, with a mean of 4.77 (SD = 0.44), followed by knowledge at 4.70 (SD = 0.48). Learning outcomes for the skills and commitment aspects were lower, namely 4.52 (SD = 0.66) and 4.51 (SD = 0.60). Overall, the attainment of all aspects by participants after the training falls into the very good category. However, judging from the standard deviations, learning outcomes in the skills and commitment aspects were more varied than in the knowledge and attitudes aspects.

Qualitative Findings

Thematic analysis of the first question concerning newly acquired knowledge revealed four main themes, which are summarized succinctly in Table 1. The resulting themes indicate that teachers gained new understandings of their primary role as role models in fostering moderate attitudes in the digital era. Teachers not only developed a technical grasp of the role of interactive media as teaching tools, but also regarded such media as vehicles for character formation among the digital generation.

Table 1
Main themes and synthetic descriptions of suggestions for further training

Main Theme	Description and Supporting Quotations
Teachers' Digital Transformation through the Use of Interactive Media	Teachers experienced increased practical knowledge about using Flipbook as a tool to create learning media. "About the PDF-flip app used as a learning medium and how to operate it." P1
Reorientation of Educational Values toward a *Qurrota A'yun* Generation	The training fostered teachers' awareness to make the value of *Qurrota A'yun* the ultimate goal of the 7 KAIH. "Cultivating children to become better (*Qurrota A'yun*)." P15
Integration of Moderation Values and the Seven Habits of Excellent Children in Islamic Learning	Participants understood the connection between the 7 KAIH and religious moderation values, and how to apply them contextually in schools. "Implementing the movement of seven habits of excellent Indonesian children and building moderate character." P41
Reflection on the Challenges of the Digital Generation and Islamic Parenting Patterns	Teachers recognized the importance of mentoring children in the digital era to prevent moral degradation (brain rot, "strawberry generation"). "Do not let technology become a devil's trap; instead use technology to build civilization." P18

Meanwhile, the analysis of the second question regarding plans for follow-up implementation in classrooms and schools yielded five principal themes, which are concisely presented in Table 2. These five emergent themes indicate that teachers need to act not only as "transmitters" of information, but also as socially and religiously oriented agents of change who make effective use of technology. The teachers translated the 7 KAIH into learning activities, and further into a movement for culture building. This movement reflects the integration of social and religious dimensions, with its success determined by exemplary conduct and the support of all components present in the school.

Table 2
Main themes, descriptions, and supporting indicators for implementation plans

Main Theme	Synthetic Description	Supporting Indicators
Collaboration and Support from the School Community	Program success depends on synergy among teachers, administrative staff, parents, and the principal.	Collaboration, administration, monitoring logbooks, parent coordination.
Integration of Islamic Values and Local Contexts	Implementing the seven habits is linked with Islamic values, such as *rabbani* parenting and forming a *qurrata a'yun* generation.	"based on Islamic teachings," "*rabbani* parenting."
Media Innovation and Character Education	Teachers commit to using creative approaches such as flipbooks, 4C skills, co-curricular activities, and interactive learning.	"innovative learning," "flip media," "4C skills."
Exemplary Conduct and Sustained Habituation	Teachers act as role models who consistently instill good habits at home and at school.	"being an example," "steadfastness (*istiqamah*)," "daily habituation."
Digital Literacy and Managing Technological Influence	Teachers emphasize prudent use of technology so it does not produce negative effects on children.	"reducing social media," "guided gadget use."

Finally, the analysis of the question concerning suggestions for subsequent training produced five principal themes, summarized in Table 3. The teachers expressed appreciation for the conduct of the training and expected periodic programs to strengthen digital competencies. However, they hoped that future implementation would provide a longer duration so that the practice of producing products could be more optimal.

Table 3
Main themes and synthetic descriptions of suggestions for further training

Main Theme	Synthetic Description
Quality Enhancement and Sustainability	Participants emphasized the importance of similar training conducted routinely, with monitoring, evaluation, follow-up, and more varied topics.
Participatory and Practice-Based Learning	A hope that activities will better balance theory and hands-on practice, with active participation through project assignments so that they become more sustainable.
Time Optimization and Technical Management	More flexible duration and scheduling so participants can develop their abilities more optimally.
Strengthening Digital Competence	Participants desire a greater focus on mastering interactive digital learning technologies.
Appreciation and Long-Term Collaboration	Participants expressed satisfaction and gratitude, along with a commitment to pursue ongoing collaboration.

Discussion

This training was developed and implemented using the ASSURE Model to enhance teachers' pedagogical skills, particularly in designing and producing interactive media. The training is expected to serve as a promising approach for teachers to adapt to today's evolving educational landscape (Juan, 2011; Kostolanský et al., 2019; Zahran, 2023). The ASSURE Model was employed because it provides a practical blueprint for integrating technology into the classroom and supports the development of digital skills among teachers (Zahran, 2023). In the context of Islamic education and madrasah settings, the ASSURE Model combined with technology has also been shown to help teachers provide engaging and enjoyable learning experiences for students (Anggrisia et al., 2024; Gasmi et al., 2025). Consistent with what has been undertaken in several previous studies, training anchored in a recognized framework can offer structured guidance for professional learning, as in the present training (Banoy-Suarez & González-Reyes, 2024; Gallego Joya et al., 2025).

An important finding of this training is that teachers' knowledge, attitudes, and skills were all at high levels after participation. Romanyuk et al. (2024) explain that multimedia training can develop the cognitive component, teaching motivation, and methodological competence of future teachers. In other research, it is described that similar training sessions have been shown to increase teachers' confidence and ability to integrate multimedia into their instruction (Jaafar et al., 2024). More technically, the use of digital platforms such as flipbooks also enables teachers to design learning materials that are creative, interactive, and student-centered (Alam & Rachmadhani, 2021). Broadly speaking, training on the utilization of media and materials, as in our program, can support teachers in integrating technology, which in turn leads to increased digital literacy and teaching skills (Zahran, 2023).

Interestingly, teachers' commitment to implementing the outcomes of this training was also very high. Anggrisia et al. (2024) explain that applying the ASSURE Model can not only improve teachers' competencies, but also increase enthusiasm and foster a greater commitment to teaching what has been learned. In line with this statement, Karakış et al. (2016) also state that the use of technology within the ASSURE Model motivates teachers to commit to high-quality teaching practices. Thus, the ASSURE Model can be used to build teachers' commitment to continuous professional development (Ekrika & Alikor, 2024).

Meanwhile, based on teachers' reflective accounts, they realized that they must transform because of their role as agents of change (Fitria & Suminah, 2020). Changing approaches to teaching in leveraging media is crucial so that students can make use of technology while at the same time understanding religious teachings, as well as social and moral values (Fathanah et al., 2025). The development of skills and the appreciation of diversity are two very important elements in character development amid digital advancements (Lubis et al., 2024).

On the other hand, teachers also acknowledged that the digital skills they currently possess as a result of the training can guide them toward appropriate implementation for instilling students' character values (Zahra & Ritonga, 2024). Teachers can integrate interactive media to internalize religious and cultural values in schools (Distiliana & Efan, 2024; Indriani et al., 2024). However, for the reorientation of educational values for the present and future generations, teachers feel the need to develop multi-role capabilities as role models, mentors, and facilitators (Khoiriyah, 2024; Mahesa et al., 2025).

Furthermore, they recognized the challenges faced, such as excessive gadget use, thereby necessitating the regulation of digital influences. Nevertheless, they believe that without support and collaboration it would be impossible to address these issues. Active support from teachers alone is not sufficient; parental involvement is required to address these challenges (Oktaviana, 2025). Collaboration among groups within the community is also

very important to sustain the positive impact of character-building programs in schools (Sunarsih & Sriyanto, 2025).

As a form of effort toward sustainability, teachers considered it important to have structured training programs that are updated periodically to reflect technological advances (Subekti et al., 2024). Training programs need to be adjusted to teachers' needs and circumstances, including taking into account the diverse levels of digital skills among teachers (Del-Valle-Rojas et al., 2023). Accordingly, the training that has been conducted and that will be implemented in the future is regarded as a form of continuous support so that teachers continue to receive up-to-date information on technological developments (Eliaser Sinlae et al., 2025).

Conclusion

This study showed consistent participant responses, with a mean score exceeding 4.5 on a five-point scale, indicating that the training was perceived as highly relevant. Meanwhile, qualitative thematic analysis revealed key themes including identity strengthening, increased self-confidence, and the importance of institutional support. Based on the evaluation of the training activities, it can be stated that the training on developing interactive media using the ASSURE model proved capable of strengthening teachers' understanding of the concept of the 7 KAIH and religious moderation, shaping teachers' skills in designing interactive learning media, and fostering a commitment to the implementation of the 7 KAIH and moderation in classrooms. However, the study design limits causal interpretation and generalizability, as it relies on self-reported data, a small sample size, and a context-specific setting. Future research should employ pre-post or longitudinal designs.

To support teachers' commitment to applying the understandings and skills they obtained from the training, several recommendations need to be considered. First, teachers can build a digital moderate-learning platform as a venue where the interactive media that have been developed can be utilized in concrete ways. Second, schools need to collaborate with other schools or religious institutions so that an inclusive and child-friendly educational ecosystem can be accelerated. Third, researchers can conduct evaluative analyses of outcome validity by investigating the impact of the training received by teachers on student behavior.

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