

Needs Analysis for the Development of a Mobile Application Design to Strengthen Religious Moderation through Digital Literacy in West Java

Aang Mahyani^{1)*}, Mahmud²⁾, Supiana³⁾, Mulyana⁴⁾, Opik Abdurrahman Taufik⁵⁾

^{1, 2, 3, 4)} Islamic Education Doctoral Program, Postgraduate UIN Sunan Gunung Djati Bandung, Indonesia

⁵⁾ National Research and Innovation Agency (BRIN), Indonesia

*Corresponding Author

Email: aangmahyani@uinsgd.ac.id

Abstract

This research is motivated by the rapid development and advancement of technology, information, and communication, which have had a significant impact on various aspects of life, including education. Strengthening religious moderation through digital literacy captures the potential of technological developments that are more interactive and structured in relation to religious moderation. This approach is expected to allow users to more easily access religious moderation assessment results and measure students' moderate attitudes. The objective of this study is to analyze the needs for developing a mobile application design aimed at strengthening religious moderation through digital literacy in West Java. The research locations include MAN 5 Bogor Regency, MAN 4 Sukabumi Regency, MAN 1 Sumedang Regency, and MAN 1 Bekasi City. This study serves as the initial stage in the plan to develop a mobile application design for strengthening religious moderation through digital literacy in West Java. The research design employs a naturalistic qualitative approach. The sampling technique used in this research is purposive sampling. The data collection techniques include interviews, observations, and documentation. Data analysis is conducted using data reduction, data presentation, and verification techniques. The needs analysis results indicate that the most essential features for this application include the Digital Literacy Module, Interactive and Practical Materials, Discussion Forum, Online Counseling, and Religious Moderation Assessment. These features are designed to assist users, particularly madrasah students, in understanding the concept of religious moderation through engaging, interactive, and easy-to-understand content. Additionally, the credibility of the content and the security of user data are also key priorities in the development of this application. By addressing these needs, the application will serve as an effective tool for disseminating the values of religious moderation, enhancing digital literacy among the younger generation, and preventing the spread of radical and extremist ideologies. This application is expected to educate and shape a generation that is moderate, inclusive, and respectful of religious diversity in society.

Keywords : Needs Analysis, Mobile Application, Religious Moderation, Digital Literacy

INTRODUCTION

The rapid development and advancement of technology, information, and communication have had a significant impact on various aspects of life, including education. Technology has revolutionized the way we access, process, and share information, thus facilitating the teaching and learning process. One such example is the use of educational software, which enables students and teachers to interact virtually, removing geographical barriers. This not only makes education more accessible but also more flexible. Additionally, technology allows for improved data storage and analysis, assisting teachers in tracking students' progress and identifying areas that require special attention (Savitri, 2019).

Digital literacy is defined as an individual's ability to implicitly use digital technology and communication systems to search, organize, connect, analyze, and evaluate information, create new content, and engage with others in a dynamic manner (Elpira, 2018). Technological advancements have had a profound impact on human life, both positively and negatively. On the positive side, technology has simplified and streamlined many aspects of life. According to Munir, technology positively influences human life through its developments; however, its negative aspect is its tendency to alter norms, rules, values, and morality in society. This holds

true when it comes to technology use—if not utilized wisely, technology can erode our way of life, both spiritually and materially (Tranggono et al., 2023).

The Indonesian Internet Service Providers Association (APJII) reported that by 2020, 73.7% or approximately 196.71 million Indonesians were internet users (Irawan et al., 2020). The dominant demographic was individuals aged 10-19 years. Similarly, a report from UNICEF East Asia and the Pacific Regional shows that Indonesia ranks at the top in Southeast Asia in terms of smartphone ownership and social media use among adolescents. In this age group, 98.3% of adolescents aged 16-24 own smartphones, while 90.7% actively use social media (Bulger & Burton, 2020).

The rise of intolerant and radical ideologies in madrasahs has become a serious concern for various parties, including the Indonesian government. To anticipate and address this phenomenon, the government, through the Ministry of Religious Affairs (Kemenag), issued Ministerial Decree No. 183 of 2019. This decree aims to provide guidelines and concrete measures to prevent the spread of intolerant ideologies in madrasahs and other Islamic schools across Indonesia.

Ministerial Decree No. 183 of 2019 emphasizes the importance of educating students to express their religious understanding in the context of a multicultural, multi-ethnic, and multi-religious society. This must be done responsibly, prioritizing values of tolerance and moderation in the context of nation-building, which is based on Pancasila and the 1945 Constitution. The decree reflects the government's commitment to ensuring that religious education in madrasahs does not solely focus on religious aspects but also teaches the values of diversity and respect for differences as an integral part of Indonesia's social and cultural life.

The concrete steps recommended in this decision include the development of a curriculum that integrates values of tolerance and moderation, training for teachers and madrasah staff to recognize and address signs of radicalization, as well as strengthening collaboration between madrasahs, families, and the broader community. Through these efforts, madrasahs are expected to become institutions that not only produce devout individuals but also those with good character, ready to contribute positively to building a peaceful and harmonious society.

The tendency of students to be influenced by intolerant ideologies under the guise of religion poses a serious challenge to education in madrasahs. This phenomenon indicates that some students may be exposed to radical ideologies that exploit religion as a justification for intolerant actions. Support for radical views, often associated with a misinterpretation of jihad, reflects a misunderstanding or lack of accurate knowledge about the true teachings of religion.

As religious educational institutions, madrasahs have a great responsibility to ensure that students comprehend the concept of jihad correctly and in the appropriate context. In truth, jihad refers to personal efforts to improve oneself spiritually and morally, not a call to violence or intolerance towards others. Therefore, it is crucial for madrasahs to provide comprehensive religious education that emphasizes the true values of religion and highlights the importance of tolerance, peace, and interfaith dialogue.

Violent and intolerant ideologies among students are often influenced by the social environment in which they are raised. The influence of family, friends, social media, and the surrounding community can perpetuate narratives that justify or even promote violence as a means of responding to differences in opinion or belief. Therefore, madrasahs must work closely with families and communities to create an environment that supports the development of tolerant and respectful character while preventing the spread of radical ideologies that can disrupt social harmony and peace. Through this approach, madrasahs can actively contribute to preventing radicalization and shaping an inclusive and responsible younger generation.

The emergence of conflicts in the name of religion, as described above, is thought to stem from several factors. First, a lack of understanding of the foundational teachings of their religion, leading to a "failure" to contextualize religious understanding within the diverse and

multicultural social reality of Indonesia. Second, differences in interpreting the Qur'an and Hadith, which serve as the primary sources of Islamic teachings. Third, the divergence in interpretation (of the Qur'an and Hadith) has led to the fragmentation of Muslims into different groups with varying characteristics, namely fundamentalism, liberalism, and moderation. According to Mahfud (2018), fundamentalist and liberal movements are deemed incompatible with Indonesia, which has chosen and agreed upon Pancasila as the ideological foundation of the nation. A moderate approach to religion is considered the most appropriate and beneficial for the multicultural condition of the Indonesian nation (Rozi, 2019).

Based on the aforementioned data, it can be concluded that radicalism continues to spread among students, primarily due to a lack of understanding of religious moderation. The concept of religious moderation is interpreted differently in various local contexts. However, in general, moderation refers to a middle path, a choice between two extremes of religious thought (Hilmy, 2012). Various approaches have been employed by different stakeholders to address this issue, including religious moderation programs.

In the context of Indonesia, strengthening religious moderation has become one of the main indicators in the effort to build national culture and character. Religious moderation is prioritized in the National Medium-Term Development Plan (RPJMN) 2020-2024 by the Ministry of Religious Affairs. Religious moderation refers to an attitude, mindset, and behavior in practicing religion with characteristics of *tawassuth* (moderation), *tawazun* (balance), and tolerance (respecting the rights of others). Religious moderation is crucial and must be instilled in students within madrasahs and schools. Considering the current realities and the ongoing threats to national unity and character, it is essential to emphasize and strengthen religious moderation through digital literacy.

Religious moderation is a perspective, attitude, and practice of religion in the context of coexistence by embodying the essence of religious teachings that protect human dignity and promote well-being, based on the principles of justice, balance, and adherence to the constitution as the agreed foundation of the state.

Religious moderation and religious moderation (as a general concept) are conceptually distinct. In general, religious moderation refers to a moderate approach in one's perspective, attitude, and practice of religion, without altering the teachings of the religion itself. Religious teachings are believed to be divinely ordained truths given to humanity through holy scriptures or revelations, which cannot be changed or moderated by human intervention.

However, within the framework of religious moderation, the focus is on adopting a wise approach in understanding and interpreting religious teachings according to universal values, humanitarian principles, and prevailing socio-cultural contexts. This implies that religious practices do not need to be interpreted in radical or extreme terms but can be applied with wisdom and balance, without compromising the fundamental principles of the religion.

In practice, religious moderation emphasizes the importance of openness to differences, respect for the plurality of beliefs, and efforts to build constructive interfaith dialogue. This is particularly relevant in increasingly pluralistic societies and in the context of globalization, which demands harmonious and respectful interaction between different groups. Thus, religious moderation is not an attempt to weaken or diminish religious values, but rather a strategy to intelligently and meaningfully apply religious teachings in everyday life, aligned with the moral and ethical values upheld in modern society.

This study focuses solely on the indicators of religious moderation, which include national commitment, tolerance, non-violence, and acceptance of tradition. Limiting the scope to these four indicators ensures that the research remains focused and manageable. The concept of religious moderation is closely related to tolerance, anti-radicalism, non-violence, national loyalty, and a positive response to various cultural patterns and local wisdom. It also emphasizes

promoting harmony and peace in the expression of religious views, whether by individuals or groups, in relation to morality, beliefs, and character (Huriani et al., 2022).

Religious moderation signifies a balanced attitude in practicing one's religion while respecting the religious practices of those with different beliefs (Setia & Imron, 2021). Religious moderation is neither a new nor taboo discourse within Indonesian society, as it has been extensively studied by scholars. For instance, Alfaini's research explains that Muslims should balance religious and national aspects through religious moderation when addressing diversity. His research concludes that religious moderation, in its application, is consistent with the Qur'an, which serves as the guiding principle for Muslims (Alfaini, 2021). Furthermore, Jamaluddin's study highlights that to build harmonious life in a multicultural society and to establish moderate religious life amidst diversity, concerted efforts are required from various national components, particularly in areas related to tolerance, local wisdom dimensions, and national commitment (Jamaluddin, 2022).

The research conducted by Prastyo & Inayati reveals that the implementation of digital literacy culture at Mahad UIN Maulana Malik Ibrahim has resulted in an increased awareness of practicing and disseminating the values of religious moderation from religious leaders, such as Kyai, in line with Islamic teachings. Furthermore, they have integrated the values of religious moderation into digital media networks. According to a study by Setara Institute, there were 97 cases of religious blasphemy between 1965 and 2017, with 88 of these cases occurring after the reform era (Putsanra, 2018). These cases raise concerns among citizens, highlighting the urgent need to formulate strategies to address and mitigate such issues.

The rise of conflicts in the name of religion and the emergence of radical ideologies, as mentioned above, can be attributed to several factors: 1) A lack of understanding of the foundational religious teachings, leading to a "failure" to engage in a dialogue that aligns religious understanding with Indonesia's socially diverse and multicultural realities; 2) Divergent interpretations of the Qur'an and Hadith, the primary sources of Islamic teachings.

The factors described above seem to converge on the varying approaches to understanding the Qur'an and Hadith from different perspectives. Individuals with less moderate views and those with moderate perspectives may cite the same scriptural sources, but their interpretations differ significantly. In certain cases, individuals who exhibit intolerance toward religious differences may cite religious texts to justify their views, despite such behavior being inherently intolerant. Therefore, it is crucial to improve the methods of interpreting the Qur'an and Hadith, both in terms of textual understanding and contextual application.

Digital literacy gained prominence around 2005 (Sonnenwald et al., 2017). It was initially understood as an individual's ability to interact with computers and other digital tools. Gilster expanded the concept to encompass the ability to understand and use information from various digital sources, emphasizing the skills to read, write, and engage with information through contemporary technologies and formats (Glistler, 1997).

Literacy, as a broader concept, refers to the ability to read, write, and analyze knowledge sources in print, visual, digital, and auditory formats (Nurzakiyah, 2018). This capability is now being promoted by the Ministry of Religious Affairs for educators and education personnel. Hague & Williamson defined digital literacy as the ability to understand how technology and media function, enabling users to discover new things (Hague & Williamson, 2009). This also includes utilizing technology to communicate with others and gain new knowledge and information. Martin elaborated on digital literacy as the ability of individuals to appropriately use digital devices, allowing them to access, integrate, manage, analyze, and synthesize digital resources, create new knowledge, and communicate with others in specific life situations (Lankshear & Knobel, 2008). Digital literacy can be understood as an individual's capacity to apply functional skills on digital devices, enabling them to find and select information, engage

in creativity, think critically, and collaborate with others while also being mindful of cybersecurity and their social and cultural context (Hague & Payton, 2010).

Students can efficiently find and select information related to religious moderation themes, such as verses or translations from the Qur'an, through digital Qur'an applications. Indicators of this capability include identifying and articulating information needs, recognizing various types and formats of potential information sources, considering the costs and benefits of the information gathered, and evaluating the selection of information. Furthermore, students are able to collaborate and discuss the context of Qur'anic verses with others, demonstrating positive interdependence, effective face-to-face interaction, accountability, and strong group communication skills.

Once students can appropriately select information, their creativity and critical thinking skills will emerge—an essential aspect of strengthening religious moderation. The more creative and critical the students become, the better they will distinguish between good and bad information. Indicators of creativity include flexibility, originality, elaboration, and fluency. Once creativity is fostered, critical thinking will naturally develop, enhancing students' moderate attitudes. Indicators of critical thinking include observation, curiosity, formulating relevant questions, seeking necessary sources, analyzing beliefs, assumptions, and views based on facts, identifying and defining problems, measuring the accuracy of statements, making sound decisions, and finding valid solutions using logical reasoning.

Strengthening religious moderation in education requires careful consideration of its targets and goals for the future, as well as strategies to achieve them. Generally, religious moderation is reinforced through several strategies, including:

1. Preparing pocketbooks or guidelines on religious moderation for students.
2. Organizing educational programs, training, and workshops with specific themes on religious moderation.
3. Embedding religious moderation content in relevant educational materials.
4. Optimizing pedagogical approaches that foster critical thinking.
5. Developing an evaluation framework to strengthen religious moderation through digital literacy.

In response to the challenges faced, the development of a mobile application to strengthen religious moderation through a digital platform offers an innovative solution. By integrating this mobile application into learning activities in madrasahs, students are expected to have easier and more direct access to resources that strengthen the values of religious moderation. This solution involves not only providing smartphones with the mobile application installed but also employing a mixed-method research design to measure the positive impact of digital literacy on students' religious moderation attitudes. Through this approach, madrasahs can implement a more holistic and responsive learning approach to modern challenges in shaping students' character.

The utilization of technology as a medium to reinforce religious moderation values demonstrates a commitment to leveraging digital resources in a positive way within the context of religious education. In addition to providing broader and more flexible access, this mobile application is expected to serve as a deep and measurable educational tool. Consequently, this approach not only aims to enhance students' understanding of religious moderation but also to promote inclusive and tolerant attitudes within the wider madrasah community. The use of technology as a tool to strengthen religious moderation underscores the significant role of technology in modern religious education. Through a mobile application, madrasahs can offer a more dynamic and responsive approach to teaching religious values to students. This mobile application not only offers broader and more flexible access to materials on religious moderation but also facilitates a deeper and more measurable learning experience (Mutakin & Khasanah, 2023).

In addition to improving access and the learning experience, the mobile application for religious moderation also aims to promote inclusive and tolerant attitudes within the madrasah community. By offering well-structured content, the mobile application can teach students to appreciate the diversity of beliefs and perspectives in society, while remaining grounded in core religious values. This is particularly important in addressing the challenges of an increasingly pluralistic and global environment, where interfaith dialogue and a deeper understanding of moderation values are crucial (Musyafak & Subhi, 2023).

The technological approach enables a more systematic measurement of the effectiveness of religious moderation education. Data and analysis derived from the use of the mobile application can provide valuable feedback for the development of curriculum and teaching strategies in the future. By leveraging technology for religious education, madrasahs can continue to adapt to changing times and student needs while ensuring that the spiritual and moral values being taught remain relevant and beneficial in everyday life.

However, the use of technology in religious education also presents challenges, including the need to ensure that the content of the mobile application remains consistent with the religious teachings and does not contradict fundamental values. Madrasahs must ensure that the use of technology does not diminish the spiritual depth and quality of religious instruction that should be imparted to students. In addressing these challenges, the development and implementation of the mobile application for religious moderation must be carried out carefully, under the guidance of religious and educational experts.

Overall, the use of technology as a medium to strengthen religious moderation values reflects a strong commitment to utilizing innovation for positive and impactful educational purposes. With an integrated and data-driven approach, madrasahs can play a more effective role in shaping young generations who not only have a deep understanding of their religion but also possess inclusive, tolerant attitudes and the ability to adapt in diverse and dynamic societies.

The objective of this study is to analyze the needs for developing the design of a mobile application to strengthen religious moderation through digital literacy in West Java. The research sites include MAN 5 Bogor Regency, MAN 4 Sukabumi Regency, MAN 1 Sumedang Regency, and MAN 1 Bekasi City. This study is the initial phase of the plan to develop the design of a mobile application to strengthen religious moderation through digital literacy in West Java. By understanding user needs and preferences, the application developed is expected to become an effective tool for promoting the values of religious moderation in a more interactive and accessible manner

RESEARCH METHODS

This research design employs a naturalistic qualitative approach. Qualitative research is a procedure that produces descriptive data in the form of written or spoken words from people and observed behaviors. It is conducted in a scientific setting where researchers collect data from participants who are the subjects of the study (Cresswell, 2019). The reason for utilizing this approach is to analyze processes, realities, and social relationships, particularly regarding primary and secondary needs. According to Miller, the orientation of qualitative researchers is to describe or analyze the processes through which social realities are constructed and the social relationships that connect individuals to one another.

The sampling technique used in this research is purposive sampling. Purposive sampling is employed to access individuals with extensive knowledge, specifically those who have in-depth understanding of the research topic, based on their roles, expertise, or experience. Therefore, the research sample consists only of key informants (McMillan & Schumacher, 2014), namely the madrasah heads and teachers.

The research procedure begins with problem analysis, literature review, problem identification, data collection from the research subjects, data processing, data analysis, and conclusion drawing. The data collection techniques employed include interviews, observations, and documentation. Data analysis is carried out using data reduction, data presentation, and verification techniques.

RESULT AND DISCUSSION

Needs analysis is a crucial step in the development of an application, particularly one with a social mission such as strengthening religious moderation. Interviews reveal that there is currently no mobile application comprehensively measuring the level of understanding of religious moderation through Android, thus necessitating an initial needs analysis as the foundation for its design development. The analysis results highlight several aspects that must be considered in this needs analysis, including:

Target Users

The primary users of this application are the general public and madrasah students, particularly the younger generation who frequently access information via mobile devices. Therefore, the application's features and interface must be designed to be easily understood and accessible for this group. Furthermore, users from various religious backgrounds are also targeted to ensure the application can cater to all groups without exception.

Madrasah students are the key target of this mobile application to strengthen religious moderation through digital literacy. Madrasahs, as educational institutions, specifically teach religious values, making them ideal venues to introduce and reinforce the concept of religious moderation among students. Religious education in madrasahs includes comprehensive teachings of Islam, but it is essential to emphasize moderation so that students can understand the importance of tolerance, inclusiveness, and fairness in everyday life.

Targeting madrasah students for this application is crucial because they are in a critical stage of development, where their religious character begins to form. This application can support the educational process in madrasahs by instilling the values of religious moderation from an early age. According to Piaget's cognitive development theory, madrasah students (adolescents) are in the formal operational stage, where they begin to think abstractly and critically (Piaget & Cook, 1952), making them well-suited to learn concepts of moderation.

The younger generation, including madrasah students, is increasingly accustomed to using technology. They are more adept at accessing information through mobile devices than through traditional methods. By providing religious moderation materials in the form of a mobile application, the learning process becomes more effective and engaging for students. Madrasahs, as institutions of religious education, often serve as places where students learn about their faith. However, it is equally important to ensure that religious education in madrasahs does not solely focus on doctrine but also teaches tolerance toward other religions. This application offers students the opportunity to learn how to live peacefully alongside others in a diverse society.

Targeting madrasah students is highly relevant because they are future leaders who play an essential role in shaping a more tolerant and harmonious society (Firdaus & Erihadiana, 2022). Digital literacy based on religious moderation helps students understand the importance of adopting a moderate stance in religious matters, aligning with the religious education curriculum that emphasizes noble character and respect for differences.

In addition to teaching Islamic education, madrasahs must instill inclusive values that reflect Indonesia's diversity. This application must be designed to incorporate a moderation perspective that promotes tolerance toward differences, both within the Muslim community and

between religions. Although most madrasah students are Muslim, they also live in a multicultural society that requires an understanding of moderate attitudes.

By introducing the concept of religious moderation in madrasahs, this application can help students understand how to adopt a moderate stance when facing differences, both among fellow Muslims and between different religious groups (Firdaus, 2024). This is a crucial step in creating a generation capable of coexisting peacefully in a multicultural society. Targeting madrasah students is vital in preventing radicalism and extremism from an early age. Through structured religious moderation education, students can develop a broader understanding of tolerance and pluralism, protecting them from exposure to radical ideologies that they may encounter later in life. Madrasahs are part of the national education system, which means they are also committed to teaching the values of Pancasila (Ruswandi et al., 2023). An application focused on religious moderation can help madrasah students understand how religious values align with the principles of Pancasila, particularly in terms of social justice, humanity, and unity.

Inclusivity in madrasahs is essential to ensure that religious education does not solely focus on doctrinal understanding but also on applying universal values that strengthen social relationships within society. By utilizing this application, madrasah students will be better prepared to participate in the broader community with a moderate and inclusive mindset. Applications targeting madrasah students offer several significant benefits in supporting religious moderation education:

- a. Madrasah students will gain a better understanding of religious moderation through the content provided in the application. This includes fostering attitudes of fairness, tolerance, and respect for differences, which are highly relevant in Indonesia's diverse context.
- b. Strengthening Digital Literacy Among Madrasah Students: The application will also enhance students' digital literacy, making them more familiar with using technology as a means to obtain relevant and high-quality religious knowledge.
- c. Instilling Values of Tolerance and Anti-Extremism: Through its interactive features, the application will promote values of tolerance and anti-extremism from an early age. This is crucial in preventing the spread of radical ideologies among adolescents and young people, who are often targets for recruitment by extremist groups.
- d. Integration with the Islamic Religious Education (PAI) Curriculum: The application can be integrated with the curriculum taught in madrasahs, such as the subjects of morality (akhlak) and theology (aqidah). As a result, students can use this application as a supplementary learning tool that supports classroom instruction.

This application will provide significant benefits to religious education in madrasahs by reinforcing religious moderation and the values of tolerance that are taught. According to digital learning theory, using interactive and educational applications can increase student engagement and accelerate their understanding of essential concepts.

Key Feature Requirements

Based on the interview findings, several features that are essential for the mobile application to strengthen religious moderation include the following:

1. Digital Literacy Module

This feature is designed to provide users with an understanding of the concept of religious moderation and how to apply it in daily life. The information is presented through multimedia content such as videos, articles, and infographics. The Digital Literacy Module is a crucial feature in the mobile application for strengthening religious moderation. This module is intended to help users grasp the concept of religious moderation and how to implement it in everyday life. Given that the application's users come from diverse backgrounds, including younger generations and madrasah students, the content must be engaging, interactive, and easy to understand.

The module will deliver information through various forms of multimedia content, such as:

- a. Educational Videos: These videos will offer brief, visually appealing explanations of religious moderation concepts. The videos will illustrate real-life examples of how religious moderation is practiced in society, highlighting the positive impact of adopting a moderate stance in religious life.
- b. Articles: Written in clear, accessible language, these articles will provide in-depth explanations of theories and principles related to religious moderation, along with practical guidance on how to avoid extremism.
- c. Infographics: These visual aids will concisely and effectively communicate key points about religious moderation, such as tolerance, justice, and respect for diversity. The use of infographics will help users quickly grasp the content.

2. Interactive and Practical Materials

In addition to providing information passively, the application must offer interactive materials, such as:

- a. Quizzes and Exercises: After learning the material, users can take quizzes or participate in exercises to assess their understanding. These can be presented in multiple-choice formats, drag-and-drop activities, or even case studies.
- b. Real-World Simulations: This feature allows users to engage with hypothetical or real-world scenarios where they must apply religious moderation concepts. For instance, in situations where there are differing viewpoints in a community, users would be prompted to take a stance that reflects religious moderation.
- c. Gamification: Users can earn rewards or badges after completing modules or challenges, motivating them to continue learning and engaging with the application.

3. Discussion Forum

Users can participate in discussions and share their perspectives on current religious issues. The forum must be well-managed to prevent the spread of radical or intolerant views.

4. Online Counseling

This feature allows users to seek online consultations with religious experts or scholars regarding religious issues they encounter.

5. Religious Moderation Assessment

Users can assess their level of understanding of religious moderation through quizzes or tests provided within the application.

6. Interactivity and User Interface Design

The application should be designed to be interactive and visually appealing, incorporating user-friendly elements. Interactivity can be enhanced through gamification, where users receive rewards or achievements upon completing modules or participating in discussions.

7. Credible Content

One critical aspect of the application is ensuring that the content comes from credible and trustworthy sources. The content should also promote a moderate and inclusive understanding of interfaith relations to avoid misunderstandings that could lead to conflict.

8. Data Security and User Privacy

Users must feel safe when using the application, particularly regarding the protection of their personal data and privacy. Therefore, the application must adhere to strict security standards to safeguard user data.

The development of a mobile application to strengthen religious moderation through digital literacy requires features that are strategically designed to meet the needs of users,

particularly younger generations and madrasah students. Key elements of the application include the digital literacy module, interactive materials, discussion forums, online counseling, religious moderation assessments, and an engaging user interface.

In addition, the credibility of the content and the security of user data are essential aspects that must not be overlooked. By combining all these features, the application will become an effective tool for promoting the values of religious moderation in society, supporting tolerant attitudes, and reducing the potential spread of extremist ideologies. Ultimately, this application aims to educate the younger generation to become moderate, inclusive individuals who appreciate diversity in religious life.

CONCLUSION

Based on the needs analysis, the development of a mobile application for strengthening religious moderation through digital literacy requires a deep understanding of the target users and relevant features. The primary target audience for this application includes the general public, particularly the younger generation and students in madrasahs. Madrasah students represent a crucial group in efforts to reinforce religious moderation, as they are at the optimal cognitive development stage to grasp and understand the concept of religious moderation.

The needs analysis indicates that the most essential features for this application include the Digital Literacy Module, Interactive and Practical Materials, Discussion Forum, Online Counseling, and Religious Moderation Assessment. These features are designed to assist users, particularly madrasah students, in comprehending the concept of religious moderation through engaging, interactive, and easily understandable content. Additionally, the credibility of the content and the security of user data are also key priorities in the development of this application.

By addressing these needs, the application will serve as an effective tool for disseminating the values of religious moderation, enhancing digital literacy among the younger generation, and preventing the spread of radical and extremist ideologies. This application is expected to educate and shape a generation that is moderate, inclusive, and respectful of diversity in religious life within society.

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