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Hindu religious education learning innovation through the development of interactive modules with an inclusive approach at STAHN MPU Kuturan Singaraja College

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Abstract--This research is design and product development research using the ADDIE model (Analyze, Design, Develop, Implement, and Evaluate). The data analysis method was carried out using mixed methods. The results of this research show that: The reasons for Innovation in Hindu Religious Education Learning through the Development of Interactive Modules with an Inclusive Approach implemented at STAHN Mpu Kuturan Singaraja College are: Strengthening Student Involvement and Interaction, Flexibility in Learning, Inclusive Approach, Utilization of Digital Technology, Enrichment of Learning Materials, Evaluation and Feedback Fast, Preparation for the Modern World of Work, Overcoming the Limitations of Conventional Learning. By implementing learning innovations through the development of interactive modules with an inclusive approach, STAHN Mpu Kuturan Singaraja strives to create a learning environment that is more dynamic, responsive and student-centered. This not only improves the quality of learning, but also prepares students to become graduates who are competent, adaptive and ready to face future challenges. The characteristics of the interactive module in the "morals" material consist of several parts. These parts are: (i) cover; (ii) instructions for use; (iii) introduction; (iv) learning content; (v) evaluation; and (vi) references. Interactive modules developed through Canva and Flip PDF Corporate. Practicality of Hindu Religious Education Learning Innovation through the Development of Interactive Modules with an Inclusive Approach at



STAHN Mpu Kuturan Singaraja College in preliminary field testing (3 students and 3 lecturers) as well as in main field testing (10 students and 5 lecturers). Practicality scores by lecturers and students have very good qualifications (4.51 and 4.24 in preliminary field testing and 4.69 and 4.60 in main field testing). This means that interactive modules, according to lecturers and students, are practical to use to facilitate the learning process. At this stage, students also provide positive responses to development products that are able to facilitate the independent learning process.

Keywords---Hindu Religious Education Learning Innovation, Interactive Module Development, Inclusive Approach.

Introduction

education has a vital role in improving the quality of life and developing the potential of individuals and society as a whole. Education has a long history and varies from time to time and place to place. The education system has developed over time, including changes in learning approaches, emphasis on certain material. Government regulations and policies related to education, including funding, national curriculum, academic standards, and efforts to improve access and quality of education. Problems faced in the education system such as gaps in access, inequality in the quality of education between regions, lack of resources, and social issues that influence the learning process. In the latest innovations and developments, there are new approaches to teaching and learning, the use of technology in education, efforts to strengthen the curriculum, as well as steps to increase the relevance of education to the demands of the times (Ene & Barna, 2015).

Problems in learning in educational environments such as schools and colleges can cover various aspects, including limited access to education. Some students may face difficulties in accessing education due to geographical, economic or social factors. This could include access to adequate learning facilities, lack of transportation facilities, or financial problems that prevent them from continuing their education to a higher level, the quality of teaching and the curriculum implemented, because all schools or colleges have adequate resources and teaching staff. Curriculum that is less relevant and ineffective teaching methods can also become obstacles for students in acquiring quality knowledge. Individual differences in learning are also an issue that needs to be considered, where students have different learning styles, and educators may face challenges in providing approaches that suit each student's individual needs. Technology in learning is not yet optimal, while technology offers many advantages in learning, not all schools and universities have sufficient access to technology and training for teaching staff in its use. To overcome these problems, educational institutions usually develop solutions such as improving the quality of teaching, integrating technology in learning, such as the use and development of interactive modules, which are applied as innovations in learning (Abd Majid et al., 2012).

The development of information and communication technology is growing rapidly, so the use of interactive modules can be an effective means of introducing Hindu religious teachings to the younger generation who tend to be more accustomed to technology. Limitations of conventional learning resources such as printed books or conventional learning materials regarding Hindu religious education may not always be easily accessible to all students. Interactive modules can be a more accessible alternative and can be tailored to individual needs. More interesting teaching by using interactive modules, teachers can present Hindu religious subject matter in a more interesting and interactive way, so that it can increase students' interest and motivation to learn. In addition, interactive modules can provide a holistic learning experience by combining text, images, audio, video and other interactive elements to increase students' understanding of Hindu religious teachings. By utilizing interactive modules in learning Hindu religious education, it is hoped that it can create a learning experience that is more interesting, easy to access, and can increase students' understanding and love of the teachings and values of the Hindu religion. The development of interactive modules is very useful in a university environment.

Interactive modules enable a more interesting and involved learning experience, because they involve students directly in the learning process. Some of the benefits of interactive modules in higher education are increasing student involvement where interactive modules can help students become more active in the learning process. They have the opportunity to participate directly in discussions, exercises and collaborative projects that encourage deep understanding, increasing knowledge retention, namely direct interaction with learning material can help students to more easily understand and remember the information being taught, because they are actively involved in processing and applying the material, interactive modules can be designed to meet the needs of a variety of student learning styles, including visual, auditory and kinesthetic. This allows each student to respond to learning materials according to their own learning preferences, encouraging problem solving and creativity: Through interactive modules, students are given the opportunity to develop their problem solving skills and creativity, because they are faced with realistic learning challenges and situations, through discussions, group projects, and other collaborative activities, interactive modules can help students to strengthen communication and collaboration skills with fellow students (Freire et al., 2010).

Thus, Learning Innovation through the Development of Interactive Modules in Higher Education, especially at STAHN Mpu Kuturan Singaraja, can help create a more interesting learning environment, trigger students' desire to learn, and prepare them to face future challenges, especially in the scope of Hindu religious education. STAHN Mpu Kuturan Singaraja College focuses on Hindu religious education, which has an important role in shaping student character and spirituality. In this context, several challenges and opportunities were discovered that need to be overcome to improve the quality of Hindu religious learning. STAHN Mpu Kuturan Singaraja has students with diverse backgrounds and levels of understanding of Hinduism, conventional teaching materials may be less interesting and less responsive to the latest developments in education and technology, in some cases, students are less involved in learning, hindering a deep understanding of Hindu religious teachings. The development of interactive

modules can be an effective solution to increase student involvement and understanding of Hindu religious teachings. An inclusive approach is adopted to ensure that modules are accessible and useful for all students, including those with special needs. STAHN Mpu Kuturan Singaraja College can utilize technology to improve the quality of Hindu religious learning, in line with technological developments and the needs of today's students. Interactive modules can increase the attractiveness of learning through the use of multimedia, interactive activities, and different learning methods, where an inclusive approach in module development ensures that differences in student backgrounds and understanding are accommodated. Interactive modules can also stimulate student engagement through participation in interactive activities, discussions, and challenging assignments.

By looking at existing problems, action is needed to address learning problems. For this reason, researchers conducted research on Hindu Religious Education Learning Innovations through the Development of Interactive Modules with an Inclusive Approach at STAHN Mpu Kuturan Singaraja College, where this research is a strategic step to improve the quality of Hindu religious education and provide a positive impact on students holistically.

Method

The research method for Hindu Religious Education Learning Innovation through the Development of Interactive Modules with an Inclusive Approach at STAHN Mpu Kuturan Singaraja College uses Research and Development with the ADDIE model, and adds a preliminary field test stage and main field test in the Borg and Gall phases. Implementation phase. This was done because the ADDIE model is very suitable for developing effective learning, but the testing stage is limited, and wider testing is not visible in its implementation (Branch, 2009). The research and development stages of the modified ADDIE model are described below.

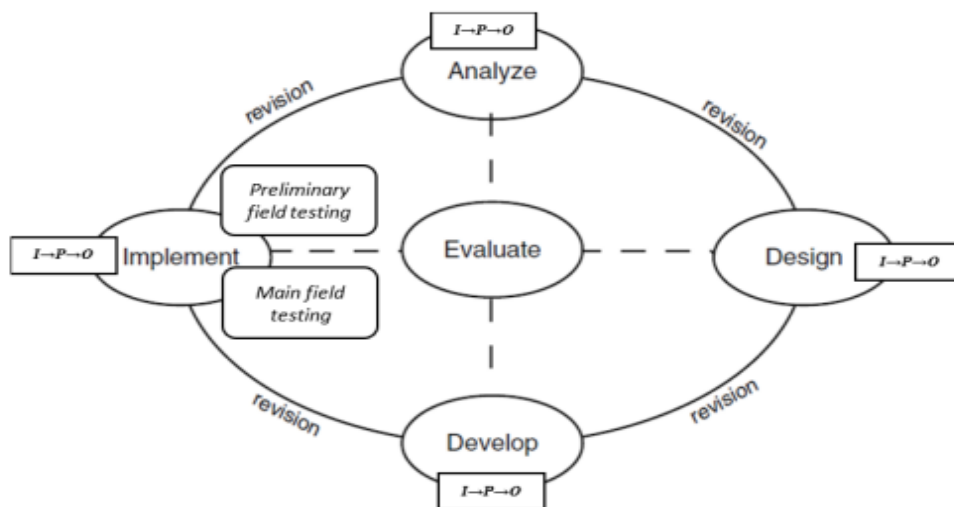


Figure 1. Modification of the ADDIE Model Stages

As presented in Figure 1, each stage of ADDIE carries out an evaluation and review process by introducing the Input→Process→Output paradigm (Branch, 2009). The input stage is based on variables identified in the learning context by searching for data, information, and knowledge. The process stage is carried out by stimulating creativity and divergent thinking through methods, interpreting, explaining, configuring and demonstrating several possible ways of learning. Printing stages are clearly displayed with measurable process results.

The research location for this research is at STAHN Mpu Kuturan Singaraja which is located at Jalan Pulau Menjangan No. 27 Banyuning South Singaraja. There are innovations that will be developed in Hindu Religious Education Learning through the Development of Interactive Modules with an Inclusive Approach.

The technique used to analyze data in this research is descriptive analysis. Qualitative and quantitative descriptive analysis techniques. Qualitative descriptive analysis techniques were carried out to describe the characteristics or design of Hindu Religious Education Learning Innovation through the Development of Interactive Modules with an Inclusive Approach at STAHN Mpu Kuturan Singaraja College. Quantitative data analysis techniques were implemented to analyze data from validity and practicality test results of interactive modules. The following is a description of the data analysis technique.

Results and Discussion

Reasons for Innovation in Hindu Religious Education Learning through the Development of Interactive Modules with an Inclusive Approach implemented at STAHN MPU Kuturan Singaraja College

Innovation in learning Hindu Religious Education through the development of interactive modules with an inclusive approach at the STAHN Mpu Kuturan Singaraja College is driven by various reasons that focus on improving the quality of education and the relevance of learning to the needs of the times. The following is a complete and in-depth explanation of these reasons:

1. Strengthening Student Involvement and Interaction

Strengthening student involvement and interaction is an important aspect of learning, especially in the context of higher education. In this research, the development of an interactive module with an inclusive approach aims to increase student involvement and interaction in learning Hindu Religious Education at STAHN Mpu Kuturan Singaraja. Definition of Student Involvement and Interaction, namely Student Involvement: Refers to the level of active participation of students in the learning process, which includes attendance, participation in discussions, work on assignments, and involvement in other learning activities. Student Interaction: Involves communication and collaboration between students and lecturers and between fellow students, both directly and through digital learning media.

Strategies to Increase Student Involvement and Interaction Use of Interactive Media: Learning Videos: The videos included in the module help students

understand the concepts being taught more clearly and interestingly. Animation and Simulation: Facilitate the visualization of abstract concepts in Hindu Religious Education. Interactive Quiz: Students can measure their understanding of the material they have studied independently. Instant Feedback: Provides feedback immediately after the quiz is completed, so students know which areas need improvement. Discussion and Collaboration Forums: Online Discussions: Discussion forums allow students to share views and ask questions about topics taught, enhancing collaboration and shared understanding. Group Projects: Group assignments encourage cooperation and interaction between students, strengthening understanding through discussion and joint problem solving. Accessibility and Inclusivity: Accessible Design: Modules are designed to be easily accessible to all students, including those with special needs. Flexible Content: Learning materials are presented in a variety of formats (text, audio, video) to accommodate a variety of learning styles. Engagement in class discussions and activities increases, indicating increased interest and motivation to learn. Better Collaboration and Communication: Discussion forums and group projects strengthen interactions between students and between students and lecturers. Students learn to work together, share knowledge, and help each other understand the material. Deeper Understanding: The use of various media and learning methods helps students understand concepts in more depth. Quizzes and self-evaluations help students identify their weaknesses and improve them independently. Inclusive Learning Environment: Inclusive interactive modules ensure that all students, including those with special needs, can participate fully in learning.

So strengthening student involvement and interaction through the development of interactive modules with an inclusive approach at STAHN Mpu Kuturan Singaraja has proven effective. Students showed significant improvements in active participation, understanding of material, and collaboration. This module creates a richer and more inclusive learning experience, which not only improves learning outcomes but also fosters mutual respect and collaboration among students. By continuing to develop and perfect this method, it is hoped that the quality of learning in higher education can continue to improve, creating a more competent and inclusive generation in the future.

2. Flexibility in Learning

Flexibility in learning refers to the ability of the education system to adapt to the diverse needs and conditions of students. In the context of higher education, especially at STAHN Mpu Kuturan Singaraja, this flexibility is very important to ensure that each student gets optimal learning opportunities, according to their respective abilities and conditions.

Flexibility in learning covers various aspects, including: (1) Time: Students can study at any time according to their schedule and availability, (2) Place: Learning is not limited to the physical classroom and can be done anywhere, (3) Method: Various learning methods that can be adapted to each student's learning style, (4) Speed: Students can learn at their own pace, giving more time to understand difficult material and speeding up easier material.

So flexibility in learning is the key to increasing the effectiveness of higher education, especially at STAHN Mpu Kuturan Singaraja. By employing a variety of learning methods and formats, and providing easy and inclusive access, this flexibility not only helps students learn in the way that best suits them, but also creates a more just and equitable educational environment. Implementing flexibility in learning helps create a generation that is more competent, independent and ready to face various challenges in the future. This flexibility also supports the principle of lifelong learning, allowing students to continue learning and developing according to the needs and developments of the times.

3. Inclusive Approach

Special Needs Accommodation: An inclusive approach ensures that learning materials are accessible to all students, including those with special needs such as disabilities. This includes the use of assistive technology and adaptation of materials. **Diversity and Equality:** This module is designed to appreciate and celebrate the diversity of student backgrounds, including differences in culture, language and ability, so that all students feel welcome and valued. An inclusive approach to learning aims to ensure that all students, regardless of their background, abilities or special needs, can access and participate fully in the educational process. At STAHN Mpu Kuturan Singaraja, implementing an inclusive approach in developing interactive modules aims to create a learning environment that is fair, supportive and empowering for all students. An inclusive approach to learning is an approach that accommodates the various needs and potential of all students, without discrimination. This includes:

- a) **Accessibility:** Ensure that all educational resources are accessible to students with a variety of needs.
- b) **Participation:** Invite and facilitate the active involvement of all students in every aspect of learning.
- c) **Involvement:** Provide equal support and opportunities for all students to participate in academic and non-academic activities.

So the inclusive approach to learning at STAHN Mpu Kuturan Singaraja has succeeded in creating a fairer and more supportive educational environment for all students. By ensuring accessibility, participation, and engagement of all students, this approach not only improves learning outcomes but also builds a more positive and supportive learning atmosphere. Implementation of an inclusive approach in the development of interactive modules shows that education can and should be accessible to all, without discrimination. This not only improves the quality of education but also prepares students to become individuals who are tolerant, empathetic, and ready to face future challenges.

Characteristics of Interactive Hindu Religious Education Modules with an Inclusive Approach at STAHN Mpu Kuturan Singaraja College

The case-based interactive module entitled "Susila" consists of 20 pages. This interactive module was written using the Canva application. The paper size used is A4 (210 mm x 297 mm). The type of letters used are: (i) material titles using Paalalabas Wide 38 point font; (ii) interactive module components using Poppins 18 point font; (iii) subchapters use Open Sans Extra Bold 13 point font; and fill

in using Open Sans 12 point font. The cover design was also created via Canva. The interactive module parts in the "Susila" material consist of several parts. These parts are: (i) cover; (ii) instructions for use; (iii) introduction; (iv) learning content; (v) evaluation; and (vi) references. Each part of this interactive module is connected to the others via the button features provided. Apart from that, other features show the interactive side of the resulting interactive module. The interactivity of this interactive module is created through the Flip PDF Corporate application, which can then be published online to make it easier for users to access. The following is a detailed explanation of each part of the interactive module in Susila.

a. Cover

The cover is made with a gradient design between blue and dark green. The image illustration displayed on the cover is of the Ulun Danu Beratan Temple which has been encountered and even visited by students and the image shows the connection with the interactive module of the Hindu Religious Education course with moral material. In the middle section, the interactive module and Hindu Religious Education course material about morals are written. At the bottom there is a "Start" button to continue opening the next page, and at the bottom of the Cover is included the name of the interactive module compiler. The resulting interactive module cover can be seen in Figure 2.



Figure 2. Interactive Module Cover

b. Instructions for use

The instructions for use display the flow of use and technical information regarding the instructions for using the interactive module, namely: Take attendance at the beginning of the lesson. Pay attention to the case study according to the video provided. Pay attention to and understand the learning material in the interactive module. Carry out an independent evaluation to measure the level of understanding of the material. If the evaluation results are

not optimal, please study and understand the learning material again. After that, evaluate again. In the flow of using the interactive module, there are six button features that lead to the next section of the interactive module, namely: attendance which is connected to Googleform so that students are required to take attendance before carrying out the independent learning process, introduction, learning content, evaluation, references, and completion. The resulting image of instructions for using the interactive module is as follows.

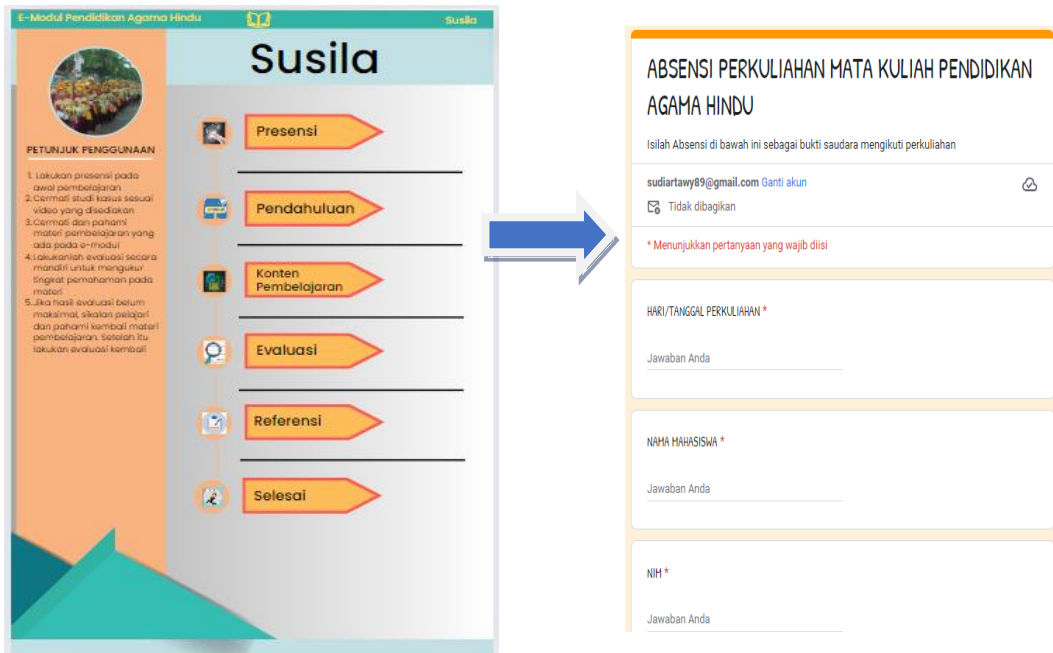


Figure 3. Instructions for Using the Interactive Module

c. Introduction

The introduction to the interactive module displays the material that will be explained, which is part of the learning objectives and learning instructions that students must pay attention to before carrying out the independent learning process. The learning objectives are: Exploring the concept and urgency of Hindu moral teachings in building Hindu student morality, Analyzing the reasons why Hindu moral teachings are needed in building Hindu student morality, Exploring theological and philosophical sources about Hindu moral teachings in building Hindu student morality, Building arguments about the dynamics and challenges of Hindu moral teachings in building Hindu student morality, Describing the essence and urgency of Hindu moral teachings in building Hindu student morality.

Apart from that, in the introductory section, there are study instructions that must be carried out by students when taking part in Hindu Religious Education lessons. The study instructions are mandatory before starting to study using the interactive module to do the following things: (1) Pray before studying this interactive module, (2) Study in a pleasant atmosphere so that everything you learn becomes useful, (3) Take advantage of the discussion of this moral material,

so you can realize that this material has a role and is closely related to everyday life, (4) Understand that this moral material can enrich knowledge, (5) Read other learning sources to enrich your mastery of the material about morals and its application in everyday life.

In this introductory section, graphic illustrations are also shown about carrying out prayer ceremonies according to Hindu etiquette and the attitude of students giving greetings in a polite manner, of course in accordance with moral teachings. At the top there is a Home button to go to the instructions page for using the interactive module. Below is a picture of the interactive module in the introduction section.



Figure 4. Introduction to Interactive Module

d. Learning Content

Learning content is the core part of presenting interactive module material. In the first part, case videos about student behavior at school are presented, as well as student worksheets which can be accessed via the button feature provided. Furthermore, ethical learning materials are also displayed and each material can be accessed directly according to the button feature provided. The material explained is: Exploring the concept and urgency of Hindu moral teachings in building Hindu student morality, Analyzing the reasons why Hindu moral teachings are needed in building Hindu student morality, Exploring theological and philosophical sources about Hindu moral teachings in building Hindu student morality, Building arguments about the dynamics and challenges of Hindu moral teachings in building Hindu student morality, Describing the essence and urgency of Hindu moral teachings in building Hindu student morality. The concept map also displays the exercise button feature. Below is an image of the interactive module in the learning content section.

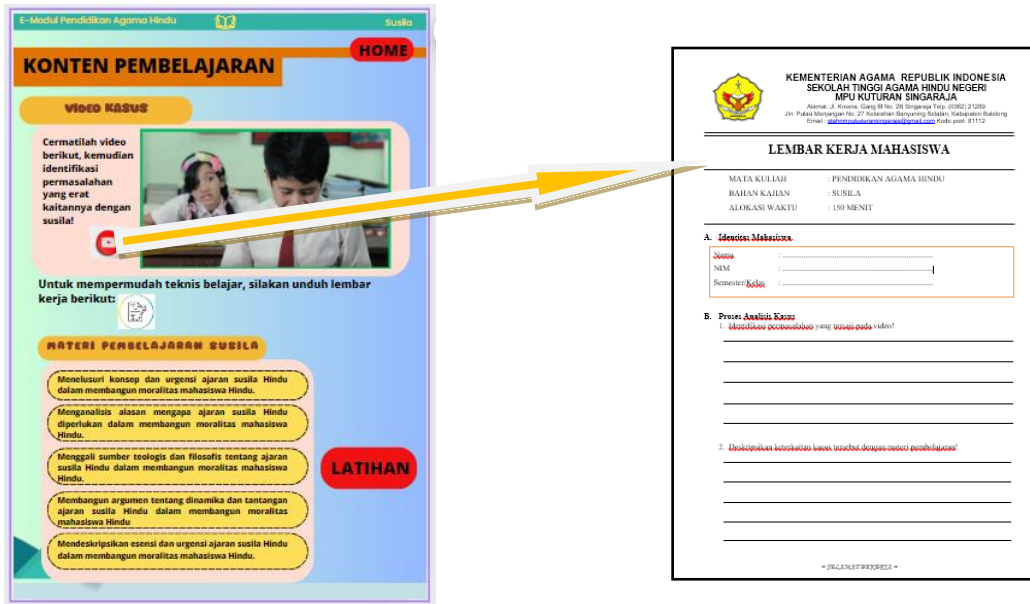


Figure 5. Learning Content in Interactive Modules

e. Evaluation

The interactive evaluation module provides information regarding the technical implementation of the evaluation and a Start button feature to start the evaluation. This button is connected to the morality test, which is presented in Google Forms. At the top of this evaluation, there is a Home button feature leading to instructions for use. In detail, the evaluation section of the resulting interactive module is shown as follows.

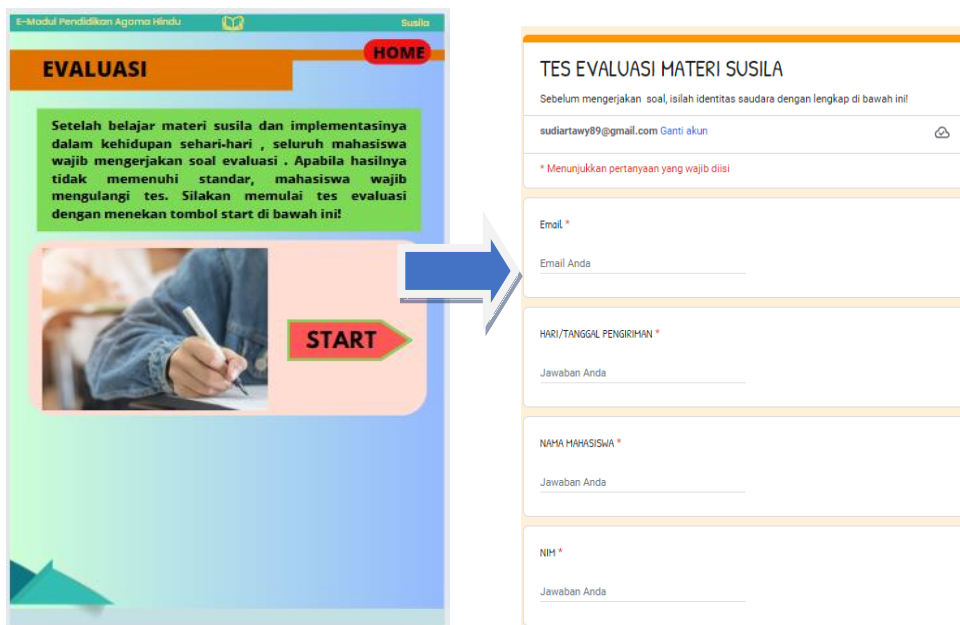


Figure 6. Evaluation of Interactive Module

The Practicality of Hindu Religious Education Learning Innovation Through the Development of Interactive Modules with an Inclusive Approach at STAHN MPU Kuturan Singaraja College

The practicality or practicality of interactive modules is carried out at the preliminary field testing (small scale test) and main field testing (large scale test) stages. The practicality assessment at both stages is carried out by users, namely lecturers and students. The aspects reviewed in the practicality test by lecturers are: effectiveness, interactivity, efficiency and creativity. Effectiveness means that the development product (interactive module) is able to achieve the expected targets during the implementation of the learning process and evaluation. Interactivity means that the development product (interactive module) is able to create a relationship of mutual action (interaction) between students and learning resources through the features provided.

Efficiency means that the development product (interactive module) is able to facilitate the student learning process well according to lecture time allocation. Creativity means that the development product (interactive module) shows novelty and is able to provide students with opportunities to develop ideas. Next, the aspects reviewed in the practicality test by students are: usefulness, convenience and efficiency.

Usefulness means the usefulness of the development product (interactive module) in facilitating the student learning process. Convenience means that the development product (interactive module) is able to minimize the difficulty of use by students in the learning process. Efficiency means the ability of the development product (interactive module) to facilitate the student learning process well according to lecture time allocation. The assessments given by respondents, both lecturers and students, are tabulated and presented in table form for each aspect.

The next stage is to provide qualifications for the interactive modules produced in accordance with the formulation of PAIT (Theoretical Ideal Reference Assessment). The following is a practicality table presented by lecturers and students at the preliminary field testing stage (small scale test).

Table 1
Practicality of interactive modules at the Preliminary Field Testing Stage by Lecturers and Students

No.	Aspect	Number of Items	Total Score	Average	Qualification
Practicality by Lecturers (3 Lecturers)					
1	Effectiveness	7	103	4.90	Very good
2	Interactivity	5	102	4.86	Very good
3	Efficiency	5	86	4.10	Very good
4	Creativity	3	88	4.19	Very good
Overall Aspects		20	379	4.51	Very good
Practicality by Students (3 Students)					

No.	Aspect	Number of Items	Total Score	Average	Qualification
1	Usefulness	6	87.00	4.10	Very good
2	Convenience	5	94.00	4.48	Very good
3	Efficiency	4	89.00	4.24	Very good
Overall Aspects		15	267	4.24	Very good

Based on the tabulation of practicality scores by the course lecturers, it can be observed that the average scores for the aspects of effectiveness, interactivity, efficiency and creativity are respectively 4.90; 4.86; 4.10 and 4.19 with very good qualifications according to the PAIT category. When viewed as a whole, the average practicality score by lecturers who teach courses is 4.51 with very good qualifications according to the PAIT category. This means that, according to lecturers who teach practical courses, interactive modules can be applied in the learning process. Likewise, students' practicality scores can be observed that the average scores in the aspects of usefulness, convenience and efficiency are respectively 4.10, 4.48; and 4.24 with very good qualifications according to the PAIT category. When viewed as a whole, the average practicality score by students is 4.23 with very good qualifications according to the PAIT category. This means, case-based interactive e-modules with local wisdom contexts according to students are practical to use to facilitate the learning process.

Practicality in main field testing is carried out at the product development implementation stage in the learning process which takes place in the even semester of the 2023/2024 academic year. This stage involved 5 lecturers teaching Hindu Religious Education courses (3 lecturers each at STAHN Mpu Kuturan Singaraja, and 2 lecturers at STKIP Hindu Religion Amlapura) and 10 students. Below is a practicality table presented by lecturers and students at the main field testing stage (wider scale test).

Table 2
Practicality of Interactive e-Modules at the Main Field Testing Stage by Lecturers and Students

No.	Aspect	Number of Items	Total Score	Average	Qualification
Practicality by Lecturers (5 Lecturers)					
1	Effectiveness	7	167.00	4.77	Very good
2	Interactivity	5	97.00	4.62	Very good
3	Efficiency	5	98.00	4.67	Very good
4	Creativity	3	99.00	4.71	Very good
Overall Aspects		20	461	4,69	Very good
Practicality by Students (10 Students)					
1	Usefulness	6	340.00	4.86	Very good
2	Convenience	5	304.00	4.34	Very good
3	Efficiency	4	321.00	4.59	Very good
Overall Aspects		15	965	4,60	Very good

Based on the tabulation of practicality scores by the course lecturers, it can be observed that the average scores for the aspects of effectiveness, interactivity, efficiency and creativity are respectively 4.77; 4.62; 4.67 and 4.71 with very good qualifications according to the PAIT category. When viewed as a whole, the average practicality score by lecturers who teach courses is 4.69 with very good qualifications according to the PAIT category. This means that, according to lecturers who teach practical courses, interactive modules can be applied in the learning process. Likewise, students' practicality scores can be observed that the average scores in the aspects of usefulness, convenience and efficiency are respectively 4.86; 4.34; and 4.59 with very good qualifications according to the PAIT category. When viewed as a whole, the average practicality score by students is 4.60 with very good qualifications according to the PAIT category. This means that interactive modules according to students are practical to use to facilitate the learning process. At this stage, students also provide positive responses to development products that are able to facilitate the independent learning process.

Conclusion

Based on the results of the discussion in this study, several conclusions can be drawn as follows:

The reasons for Innovation in Hindu Religious Education Learning through the Development of Interactive Modules with an Inclusive Approach implemented at STAHN Mpu Kuturan Singaraja College are: Strengthening Student Involvement and Interaction, Flexibility in Learning, Inclusive Approach, Utilization of Digital Technology, Enrichment of Learning Materials, Rapid Evaluation and Feedback, Preparation for the Modern World of Work, Overcoming the Limitations of Conventional Learning. By implementing learning innovations through the development of interactive modules with an inclusive approach, STAHN Mpu Kuturan Singaraja strives to create a learning environment that is more dynamic, responsive and student-centered. This not only improves the quality of learning, but also prepares students to become graduates who are competent, adaptive, and ready to face future challenges.

The characteristics of the interactive module in the "morals" material consist of several parts. These parts are: (i) cover; (ii) instructions for use; (iii) introduction; (iv) learning content; (v) evaluation; and (vi) references. Interactive modules developed through Canva and Flip PDF Corporate.

Practicality of Hindu Religious Education Learning Innovation through the Development of Interactive Modules with an Inclusive Approach at STAHN Mpu Kuturan Singaraja College in preliminary field testing (3 students and 3 lecturers) as well as in main field testing (10 students and 5 lecturers). Practicality scores by lecturers and students have very good qualifications (4.51 and 4.24 in preliminary field testing and 4.69 and 4.60 in main field testing). This means that interactive modules according to lecturers and students are practical to use to facilitate the learning process. At this stage, students also provide positive responses to development products that are able to facilitate the independent learning process.

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