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Social Studies E-Module Based On Nadhatul Ulama Values To Increase Tolerance Of Junior High School Students: Literature Study

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Abstract

This study examines how advances in digital technology are transforming education by shifting learning mechanisms from conventional materials to digital resources that are more interactive, flexible, and student-centered. A key innovation is the use of e-modules, which support independent learning while increasing student engagement. In Social Studies (IPS), e-modules are expected not only to strengthen conceptual understanding but also to develop students' values, attitudes, and social character. Growing social challenges among adolescents—such as rising intolerance, low social sensitivity, and increasing polarization—underscore the urgency of character education, particularly the cultivation of tolerance at the junior high school (SMP) level. Accordingly, this research explores the development of a Social Studies e-module grounded in Nahdlatul Ulama (NU) values—tasamuh (tolerance), tawasut (moderation), tawazun (balance), i'tidal (fairness), and social concern—as an alternative form of digital teaching material to enhance students' tolerance. Using a descriptive qualitative literature study, the research collects, selects, analyzes, and synthesizes academic sources (journals, prior studies, and related literature) on e-module development, Social Studies learning, character education, Aswaja An-Nahdliyah values, and the formation of tolerant attitudes. Findings indicate that integrating NU values into Social Studies e-modules has strong potential to create learning that is more contextual, interactive, and meaningful. E-modules enable varied presentations through text, images, videos, reflective activities, and social case studies, thereby improving participation. Embedding Aswaja values also supports social intelligence, empathy, multicultural awareness, and practical

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internalization of tolerance. Ultimately, NU-values-based e-modules offer a promising innovation that advances both academic competence and the formation of tolerant, moderate, socially responsible students.Therefore, the Social Studies E-Module based on the values of Nahdlatul Ulama can be an alternative learning innovation that is not only oriented towards mastering academic competence, but also supports the formation of tolerant, moderate, and social character in students.

Keywords: ***E-module, Social Studies, Nahdlatul Ulama, Tolerance, Literature Studies, Character Education, Social Studies Learning.***

INTRODUCTION

The development of digital technology in recent times has brought very influential changes in various aspects of life, including in the field of education. These changes not only affect the way teachers deliver material, but also change the way students access, understand, and deepen knowledge. In the context of 21st century learning, the use of digital-based learning media is a necessity, no longer just an option. One form of fast-growing learning media reform is e-modules, which are digital teaching materials that are designed to be systematic, interactive, and flexible to support a more effective and efficient learning process (Wang et al., 2025).

In addition, education not only aims to improve students' cognitive abilities, but also has a great responsibility in shaping social character and attitudes. This is in line with the goals of national education which emphasizes the importance of forming human beings who have faith, noble character, and are able to live in a pluralistic society. In this case, the subject of Social Sciences (IPS) has a strategic role because it directly discusses social phenomena, human interaction, and the dynamics of people's lives (Gunawan et al., 2024).

However, the reality in the field shows that social studies learning is often still oriented towards memorizing concepts and does not touch the affective aspects of students. As a result, social values such as tolerance, empathy, and respect for differences have not been optimally internalized. This phenomenon can be seen from the still emergence of intolerance among students, such as lack of respect for differences in religion, ethnicity, and social background, as well as the emergence of small conflicts in daily interactions in the school environment. This condition is certainly a serious challenge for the world of education, especially in forming a young generation who are able to live in harmony in diversity (Fitriyah & Yasri, 2024).

Indonesia as a country with a high level of diversity needs an educational approach that is able to instill the values of tolerance from an early age. One approach that can be done is to

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integrate local and religious wisdom values that are relevant to people's lives. In this context, the values developed by Nahdlatul Ulama are very important to be studied and implemented in learning. As the largest religious organization in Indonesia, Nahdlatul Ulama has an educational concept based on Ahlusunah wal jama'ah *(Aswaja)* which emphasizes the principles of moderation *(tawassuth),* tolerance *(tasamuh),* balance *(tawazun),* and justice *(i'tidal).* These values are not only theoretical, but have become part of the practice of social life of the Indonesian people who uphold harmony in diversity. Therefore, the integration of Aswaja values in social studies learning is a strategic step in shaping the character of students who are inclusive, moderate, and respectful of differences (Mufaizin et al., 2025; Ramadani & Hair, 2025).

Along with technological developments, the integration of these values can be done through the development of digital learning media such as e-modules. E-modules allow for the presentation of more interesting and interactive material through the use of text, images, videos, and simulations that can depict social reality in a more concrete way. In addition, e-modules also provide space for students to learn independently, reflectively, and contextually. Therefore, e-modules not only function as a source of information, but also as a means of internalizing character values.

The development of social studies e-modules based on the values of Nahdlatul Ulama is a promising innovation, because it is able to combine the power of digital technology with local and religious wisdom values. Through this approach, students not only understand social concepts theoretically, but are also able to relate them to real life values. For example, in the discussion of social conflicts, students can be invited to understand the importance of tolerance (tasamuh) and moderation (tawasut) in resolving differences (Aryani et al., 2024).

In addition, the use of e-modules also matches the characteristics of the current generation which is closer to digital technology. Students tend to be more interested in learning that is visual, interactive, and flexible. Therefore, the development of e-modules based on NU values not only answers pedagogical needs, but also the psychological needs of students in learning. Based on this information, it can be understood that the development of social studies e-modules based on Nahdlatul Ulama values has great potential in increasing the tolerance attitude of junior high school students. But it also requires an in-depth study to understand how this concept can be developed effectively and fit the learning needs. Therefore, this research was conducted with the aim of comprehensively examining the development of social studies e-modules based on Nahdlatul Ulama values in improving students' tolerance through a literature study approach.

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LITERATURE REVIEW

Digital Transformation in 21st Century Education and Learning

Digital transformation has changed the education ecosystem through expanding access to learning resources, utilizing online platforms, and integrating digital devices in learning practices. These changes encourage more flexible and student-oriented learning, while also demanding pedagogical readiness so that technology truly supports learning outcomes, not just replacing conventional media (Wang et al., 2025).

In the context of 21st-century learning, technology plays a role as an active learning facilitator—fostering collaboration, problem-solving, and the development of digital literacy. However, various studies also emphasize challenges in the form of infrastructure gaps, digital competency variations, and the need for adaptive instructional design so that digital learning can run effectively and inclusively (Nazyrova et al., 2025).

Thus, the implementation of digital technology in schools needs to be understood as a process of systemic change: including curriculum, learning strategies, assessments, and learning culture. This approach supports more personalized and student-centered learning, especially when material is presented through interactive media that allows for self-exploration and faster feedback (Hidayah & Prastowo, 2023).

Interactive E-Modules as Digital Teaching Materials: Effectiveness and Student Engagement

Interactive e-modules develop as digital teaching materials that are systematically arranged and can combine text, visuals, videos, and evaluative activities. A number of studies at the junior high school level show that interactive teaching materials are able to improve the quality of the learning experience and help students understand concepts more meaningfully than static teaching materials (Sinaga et al., 2022).

The advantage of e-modules also lies in the flexibility of time and place of study, so as to support independent learning while accommodating differences in learning speed. The development of e-modules with contextual design and scientific approaches is reported to increase student engagement because learning activities are more varied and require active participation.

In social studies learning, e-modules have the potential to strengthen the understanding of social phenomena through case studies, simulations, and reflections that are close to the reality of life. The study on the development of social studies e-modules with the support of interactive authoring tools also showed positive responses from students, because the material was more

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interesting and easily accessible through gadgets (Fahriza et al., 2024).

Social Character and Attitude Education in Social Studies: Strengthening Social Tolerance and Competence

Character education is seen as an integral part of the educational goals because it relates to the formation of social attitudes, values, and behaviors of citizens. The Social-Emotional and Character Development (SECD) approach emphasizes that strengthening social-emotional and character competencies contributes to a healthier learning climate while supporting academic achievement (Yuan et al., 2025).

Social studies has a strategic position for character education because it discusses human interaction, social diversity, and the dynamics of social life. Through value-oriented social studies learning, students can be trained to understand different perspectives, build empathy, and develop multicultural awareness as a foundation for tolerance (Muhammad et al., 2025).

The latest study also emphasizes that character and social-emotional competence remain the foundation of education, including when technology is increasingly dominant. This means that digital learning media innovation needs to be directed to strengthen social relations, responsibility, and prosocial values through structured reflective and collaborative activities (Elias, 2025).

RESEARCH METHODS

Research Strategy

This study uses a literature study method (library research) with a descriptive qualitative approach. The Literature study method was chosen because the research focuses on the study, analysis, and synthesis of various relevant previous research findings regarding the development of social studies e-modules, the integration of Nahdlatul Ulama values, and the formation of tolerance attitudes of students at the junior high school (SMP) level. A descriptive qualitative approach is used to understand phenomena in depth through the interpretation of various scientific sources related to the research topic (Creswell & Creswell, 2023).

The data source in this study consists of secondary data obtained from national scientific journal articles, books, and various relevant academic publications. The literature used is focused on publications in the 2021-2025 period in order to obtain a more actual picture of research developments related to digital teaching materials, social studies learning, character education, and the implementation of Aswaja An-Nahdliyah values in the context of education. The selection

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of literature sources is carried out by considering the relevance of the topic, the credibility of the publication, the suitability of the junior high school education context, and the relevance to the research variables.

Information Collection and Analysis Techniques

The data collection process is carried out through several stages, namely, Literature identification, source selection, data classification, content analysis, and synthesis of study results at the identification stage, Literature search is carried out using academic databases such as Google scholar, Garuda, and various accredited national journals that contain research related to E-Modules, social studies learning, character education, and Nahdlatul Ulama values. Furthermore, the sources that have been obtained are selected based on their suitability with the focus of the research to avoid the use of irrelevant references.

The data analysis technique uses content analysis, namely by identifying patterns, concepts, themes, and relationships between published research. The analysis is carried out through three main stages, namely, data reduction, data presentation, and conclusion drawn (Miles et al., 2020). The reduction stage is carried out by grouping literature based on the main themes such as the development of Social Studies E-Modules, Nahdlatul Ulama values, tolerance education, and students' social character. Furthermore, the data is presented systematically to find conceptual relationships between research findings before interpretation and conclusions are drawn.

The technique of triangulation of sources through the comparison of various research results from various different academic publications (Denzin & Lincoln, 2018). This process is carried out to ensure the consistency of findings, reduce interpretation bias, and produce a more comprehensive synthesis of studies on the potential development of Social Studies E-Modules based on Nahdlatul Ulama values in improving the tolerance attitude of junior high school students.

Through the above approach, this study is expected to be able to produce a comprehensive conceptual study on the relevance of integrating Nahdlatul Ulama values into the Social Studies E-Module as a learning innovation that is adaptive to the needs of 21st century education while supporting the formation of tolerant character in students.

RESULT

The results of the literature study show that the development of Social Studies E-Modules

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based on Nahdlatul Ulama values has a strong relevance to the learning needs of the 21st century which emphasizes the integration between the mastery of academic competence, digital literacy, and the formation of students' social character. Based on the synthesis of various previous studies, it was found that the transformation of learning towards the use of digital teaching materials has encouraged changes in the way students acquire, process, and construct knowledge more independently and interactively. In this case, E-Module is a form of learning innovation that is considered to be able to answer the challenges of change.

Literature review shows that the use of E-Modules in Social Studies Learning contributes to increasing learning effectiveness because of its characteristics that allow the integration of various multimedia elements such as text, images, videos, animations, interactive exercises, and self-evaluation. The use of digital teaching materials allows students to have a more contextual learning experience compared to the use of conventional printed teaching materials. In social studies subjects that have multidisciplinary characteristics and discuss a lot of social phenomena, the existence of the E-Module provides an opportunity to present material closer to the reality of students' lives.

Various studies on the development of Social Studies E-Modules show that digital teaching materials are able to increase student involvement in the learning process. The high level of involvement is not only seen from the increase in learning activities, but also from the ability of students to understand social concepts in depth. Material on social interaction, social change, cultural diversity, social mobility, and community dynamics can be visualized through digital media so that it makes it easier for students to connect theories with social phenomena that they encounter daily.

In addition, the results of the study also show that social studies learning has a strategic position in strengthening the social character of students because the substance of social studies is directly related to community life. Various studies show that the integration of values, social norms, local culture, and character education in social studies learning makes a positive contribution to the formation of empathy, social concern, responsibility, and an attitude of respect for differences.

The Literature Synthesis shows that the values of Nahdlatul Ulama have a high compatibility with the goals of character education in social studies learning. The values of tasamuh (tolerance), tawassuth (moderation), tawazun (balance), and i'tidal (justice) are conceptually closely related to the formation of students' social attitudes. Previous research has shown that the application of Aswaja values in learning can help develop religious moderation,

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increase social sensitivity, and strengthen inclusive attitudes towards diversity.

In addition, various studies on aswaja-based character education show that the internalization of these values not only results in changes in the aspect of knowledge, but also affects students' social behavior. The habituation of tasamuh values, for example, is related to the ability to accept differences of opinion, respect cultural diversity, and develop more positive social interactions. This shows that the integration of Nahdlatul Ulama values into the Social Studies E-Module has the potential to create learning that is not only oriented towards academic achievement, but also the transformation of students' character.

The results of the Literature Study show that the Social Studies E-Module based on the values of Nahdlatul Ulama has the potential as a learning innovation that is able to connect the needs of digital transformation with the strengthening of students' social character at the junior high school level.

DISCUSSION

Integration of Nahdlatul Ulama Values as the Foundation for the Formation of Tolerance in Social Studies Learning

Social studies learning has a broader purpose than just the delivery of social concepts. Social studies is designed to form students to be able to understand people's lives, develop social skills, and build awareness as part of a plural society. Therefore, the integration of Nahdlatul Ulama values into social studies learning is relevant because it has an orientation that is in line with the goals of social education.

The value of tasamuh as one of the main principles in the Nahdlatul Ulama tradition has an important meaning in building a culture of tolerance in the school environment. Tolerance in the context of education is not only understood as the ability to accept religious differences, but also includes the ability to respect cultural diversity, language, social background, and differences of views. When students are accustomed to understanding differences as a social reality that must be respected, then learning not only results in increased knowledge, but also changes in ways of thinking and acting.

In addition to tasamuh, the concept of tawassuth or moderate attitude also has a great contribution to the formation of students' character. A moderate attitude allows students to develop balanced thinking skills, not easily get caught up in extreme attitudes, and be able to see social problems from various perspectives. In the context of social studies learning, this ability is important because students are faced with various complex social phenomena and require critical

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thinking skills as well as social empathy.

The values of tawazun and i'tidal also strengthen the social dimension of learning because it teaches balance and justice in social interaction. The integration of these values provides space for social studies learning to move from just knowledge transfer to a deeper internalization process.

Social Studies E-Module as a Media for Social Learning Transformation in the Digital Era

The development of digital technology has changed the characteristics of students who are getting closer to the use of interactive media. This condition requires a change in learning strategies to better suit the needs of the digital generation. The use of E-Modules is a form of learning adaptation to these changes because it allows the presentation of material dynamically. In this case social studies learning, the E-Module provides an advantage because social material often requires visualization of phenomena that are difficult to understand if only conveyed through text. For example, materials on social conflicts, cultural diversity, community interaction, or social change can be presented through videos, illustrations, infographics, or case simulations so that students get a more real learning experience.

The Flexible E-Module characteristics also allow learning to take place not limited to the classroom. Students can access the material at any time and conduct independent learning according to their individual needs. This flexibility provides greater opportunities for students to build a personalized learning experience while increasing their learning independence.

The E-Module Mechanism Based on Nahdlatul Ulama Values in Increasing Tolerance

Increasing tolerance cannot be achieved through an approach that only emphasizes the cognitive aspect. Tolerance develops through the process of internalizing values that takes place repeatedly through learning experiences, social interactions, and reflection on the realities of daily life. E-Modules based on Nahdlatul Ulama values allow the internalization process to be carried out through various learning strategies. Social studies materials can be combined with social case studies, reflective activities, problem-based learning, group discussions, and social stimulation that encourage students to develop a more open perspective on differences.

Therefore, the integration of Nahdlatul Ulama values into the Social Studies E-Module has the potential to produce teaching materials that not only function to convey academic material, but also become an instrument for the formation of students' social character. Pedagogically, social studies learning has a strategic position in shaping students' social skills because social

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studies is not only oriented towards mastering concepts but also aims to build social awareness, the ability to live together, and the formation of democratic citizens. Therefore, social studies learning requires media that is not only informative but also able to present a meaningful social learning experience. The integration of Nahdlatul Ulama values in the Social Studies E-Module also has a strong theoretical foundation. The concepts of tasamuh, tawassuth, tawazun, i'tidal are not only relevant in the context of religious education, but also have compatibility with the purpose of social education that emphasizes respect for diversity.

The development of Social Studies E-Modules based on Nahdlatul Ulama values is not just a learning technology innovation but an integrative effort that connects digital learning, character education, and strengthening social values. Therefore, the development of the E-Module has great potential to become an alternative teaching material that is able to increase the tolerance attitude of junior high school students in a more contextual, adaptive, and in accordance with the needs of 21st century education.

CONCLUSION

The development of Social Studies E-Modules based on Nahdlatul Ulama values has strong potential as an alternative to teaching material innovation in improving the tolerance attitude of junior high school students. The findings of the study show that the development of 21st century learning has encouraged the change in the need for teaching materials from conventional forms to digital media that are more flexible, interactive, and able to adapt to the characteristics of digital generation students. In this context, the E-Module not only functions as a medium for delivering learning materials, but also develops into a means of forming an active, independent, and contextual learning experience. Various studies show that the use of E-Modules in social studies learning is able to increase student involvement, strengthen concept understanding, and create a more interesting learning experience compared to the use of conventional teaching materials.

This study also shows that Nahdlatul Ulama values such as tasamuh (tolerance), tawassuth (moderate), tawazun (balanced), and i'tidal (fair) have a high relationship in the formation of students' social character, especially in strengthening tolerance. These values not only function as a modified concept in religious education, but also have a close relationship with the purpose of social studies learning which is oriented towards the formation of democratic citizens, respecting diversity and having the ability to live together in a plural society. Therefore, the integration of Nahdlatul Ulama values into social studies learning can be a relevant approach in answering the

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challenges of increasing intolerance, social polarization, and low social sensitivity of students in the digital era.

The results of the study also show that increasing tolerance cannot be achieved only through theoretical material delivery, but requires learning experiences that allow the internalization process to take place more optimally through the presentation of interactive multimedia, social case studies, collaborative activities, and contextual learning that is closer to students' lives. Previous research has shown that the use of interactive digital media, E-Modules, and social learning experience-based media can strengthen empathy, increase social interaction, and improve students' tolerance behavior.

Theoretically, this research strengthens the argument that social studies learning has a strategic position as a space for internalizing social values and student characters. Meanwhile, practically the results of the study imply that the development of Social Studies E-Modules based on Nahdlatul Ulama values can be an alternative teaching material that is relevant to be applied at the junior high school level because it is able to integrate aspects of technology, character education, and 21st century learning needs at the same time.

Therefore, it can be emphasized that the Social Studies E-Module based on the values of Nahdlatul Ulama is not just an innovation in digital learning media, but also a form of integration between the transformation of educational technology and the strengthening of social values that aim to form students who are more tolerant, adaptive, and able to live in a pluralistic society.

RECOMENDATION

Based on the results of the literature review, the development of the Social Studies E-Module based on the values of Nahdlatul Ulama has the potential to become an innovation of digital teaching materials that not only increases the effectiveness of learning, but also strengthens the formation of tolerant character. Therefore, some of the following suggestions can be considered:

1. For social studies educators/teachers: the use of e-modules should be accompanied by reflective activity design and contextual case studies that encourage students to practice perspective-taking, empathy, and dialogue, so that the internalization of the values of tasamuh, tawassuth, tawazun, and i'tidal occurs through real learning experiences.
2. For schools and teaching material developers: e-modules need to be developed with mobile-friendly accessibility and compatibility standards, equipped with interactive exercises,

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formative assessments, and implementation guidelines for teachers so that their use is consistent and not just a reading material.

3. For future researchers: it is recommended to conduct developmental research and empirical tests (e.g. validity, practicality, and effectiveness tests) on junior high school students in various school contexts to measure the impact of e-modules on tolerance attitudes, social intelligence, and social studies learning outcomes.
4. For policy makers: support for digital literacy training and strengthening character education based on religious moderation, as well as the provision of school infrastructure and policies that encourage more meaningful and inclusive social studies learning practices

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