

CHAPTER V

CLOSING

A. Conclusion

This study concludes that the development of teaching materials for writing paragraphs that integrate the values of religious moderation is relevant to the needs of second-semester students of the English Language Studies Study Program UIN Fatmawati Sukarno Bengkulu. The results of the needs analysis show that students have difficulties in organizing ideas, maintaining paragraph coherence, using proper grammar, and expressing ideas confidently in academic writing. At the same time, both students and lecturers argue that the values of religious moderation, such as tolerance, balance, justice, and respect for diversity, need to be integrated into learning to write English. These findings show that conventional writing teaching materials that emphasize more on linguistic aspects have not been fully able to meet the academic needs and character development of students. Therefore, the integration of religious moderation values into paragraph writing teaching materials provides a meaningful and contextual approach to support language learning while increasing students' multicultural awareness and positive social attitudes.

Furthermore, this research succeeded in designing teaching materials for writing paragraphs through a systematic Research and Development (R&D) process based on the ADDIE model. Teaching materials are developed by considering the results of needs analysis, relevant theories about paragraph writing, principles of teaching material development, values of religious moderation, and multicultural awareness. The products developed consist of learning objectives, explanatory materials, contextual examples, guided writing activities,

independent writing assignments, reflection sessions, and assessments that encourage students to apply writing skills as well as tolerance values in an authentic context. The results of the expert's validation confirmed that the teaching materials have a high level of validity, reviewed from the aspects of content, language, learning design, and integration of religious moderation values. These findings show that the teaching materials developed are appropriate, systematically arranged, and suitable to be used to support learning to write English paragraphs while strengthening students' understanding of diversity and harmonious social interaction.

Finally, this study emphasizes that the integration of religious moderation values into English writing teaching materials not only contributes to the improvement of students' writing competence, but also to the development of multicultural awareness and character education. Writing activities are a means for students to express ideas critically, reflect on social issues, appreciate cultural and religious diversity, and communicate politely through written language. Thus, the teaching materials developed offer an alternative model in English learning that is able to balance linguistic competence with moral and social values. Although this research is still limited to the expert validation stage and has not involved large-scale implementation, the findings of this study make valuable theoretical and practical contributions to English language learning, teaching material development, and character education. It is hoped that these teaching materials can inspire future researchers and educators to develop innovative learning resources by integrating academic skills and values that encourage tolerance, inclusivity, and peaceful living in a multicultural educational environment.

B. Suggestion

Based on the findings of this study, several suggestions can be proposed. First, English lecturers are advised to use and continue to develop teaching materials for writing paragraphs that integrate the values of religious moderation to create a more meaningful, contextual, and character-building-oriented learning experience. Second, students are expected to be able to take advantage of teaching materials that have been actively developed and apply the values of tolerance, balance, justice, and respect for diversity, not only in writing activities but also in academic life and daily social interaction. Third, curriculum developers and educational institutions are advised to consider integrating the values of religious moderation into other English-speaking skills, such as reading, speaking, and listening, so that language learning can take place more holistically while strengthening multicultural awareness. Finally, researchers are further advised to conduct field trials on a broader scale involving various educational institutions and more diverse groups of participants to test the effectiveness, practicality, and long-term impact of the developed teaching materials on improving students' writing skills, critical thinking skills, and multicultural awareness. The follow-up research is expected to enrich the study of English language learning that is integrated with values and contribute to the development of more innovative and quality teaching materials in higher education.

REFERENCES

- Agzamxanova, G., & Golovko, Y. (2025). How ai tools can support English writing development. *Educator Insights: Journal of Teaching Theory and Practice*, 1(3), 27-33. [Http://brightmindpublishing.com/index.php/EI/article/view/160](http://brightmindpublishing.com/index.php/EI/article/view/160)
- Alghasab, M. B. (2025). English as a foreign language (EFL) secondary school students' use of artificial intelligence (AI) tools for developing writing skills: unveiling practices and perceptions. *Cogent Education*, 12(1), 2505304. <https://doi.org/10.1080/2331186X.2025.2505304>
- Andriani, F., & Puspitasari, D. (2024). Integrating religious moderation values in an English course book. *SALEE: Study of Applied Linguistics and English Education*, 5(1), 110-125. <https://doi.org/10.35961/salee.v5i1.1093>
- Anggaira, A. S., & Aryanti, N. (2025). *Development of Hybrid English Learning Materials Integrated with the Values of Religious Moderation*. 07(07), 980–991. <https://doi.org/10.30564/fls.v7i7.9440>
- Babayiğit, B. B., Sever, D., Aktaş, B. Ç., Kayabaş, B. K., Şenel, E. A., & Güven, M. (2025). Professional Development for Multicultural Education: Lessons from a Blended In-Service Teacher Training Programme. *Teaching and Teacher Education*, 165, 105151. <https://doi.org/10.1016/j.tate.2025.105151>
- Balikci, S. (2026). Investigating the Impact of AI-Supported Self-Coaching as a Professional Development Model for Embedded Instruction in Inclusive Early Childhood Settings. *Behavioral Sciences*, 16(1), 140. <https://doi.org/10.3390/bs16010140>
- Berkane, R. (2025). Fostering cultural competence: Teaching intercultural understanding through project-based learning. *European Journal of Education and Pedagogy*, 6(1), 39-44. <https://www.ej-edu.org/index.php/ejedu/article/view/906>

- Besiroglu, T., Emery-Xu, N., & Thompson, N. (2024). Economic impacts of AI-augmented R&D. *Research Policy*, 53(7), 105037. <https://doi.org/10.1016/j.respol.2024.105037>
- Bezbaruah, R. (2025). *Effective Writing and Style: An Introduction*. Chyren Publication. <https://books.google.com/books?Id=klbveqaaqbaj>
- Bin Dahmash, N. F. (2025, July). The analytic use of rubrics in writing classes by language students in an EFL context: students' writing model and benefits. In *Frontiers in Education* (Vol. 10, p. 1588046). Frontiers Media SA. <https://doi.org/10.3389/feduc.2025.1588046>
- Borg, W. R., & Gall, M. D. (1983). *Educational research: An introduction* (4th ed.). New York: Longman.
- Borg, W. R. & Gall, M. D. Educational research: an introduction (7th ed.). New York: Longman, Inc, 2003 <https://philpapers.org/rec/BORERA-2>
- Boustar, R., Saidi, B., & El Karfa, A. (2025). A critique of multicultural education policy in non-Western teacher education: unravelling in-service teachers' perceptions and practices. *Saudi Journal of Language Studies*, 5(3), 191-205. <https://doi.org/10.1108/SJLS-10-2024-0061>
- Branch, R. M. (2009). *Instructional design: The ADDIE approach*. Springer. <https://doi.org/10.1007/978-0-387-09506-6>
- Braun, V., & Clarke, V. (2006). *Using Thematic Analysis in Psychology*. Qualitative Research in Psychology, 3(2), 77–101. https://hdl.handle.net/11250/3094408?Utm_source=chatgpt.com
- Braun, V., & Clarke, V. (2006). *Using Thematic Analysis in Psychology* (PDF). https://hdl.handle.net/11250/3094408?Utm_source=chatgpt.com
- Brenner, T., Kuo, A., Weiland, C. J. S., Kamal, A., Elmunzer, B. J., Luo, H., ... & Akshintala, V. S. (2025). Development and validation of a machine learning–based, point-of-care risk calculator for post-ERCP pancreatitis and prophylaxis selection. *Gastrointestinal endoscopy*, 101(1), 129-138. <https://doi.org/10.1016/j.gie.2024.08.009>
- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd ed.). White Plains, NY: Pearson Education. <http://asociatia-alpha.ro/Jrls/044-2026/Jrls-044-117.pdf>

- Carabantes, L. (2025). *Context matters: a sociocultural framework for materials* <https://doi.org/10.1093/elt/ccae047>
- Cejalvo, E., Martí-Vilar, M., Gisbert-Pérez, J., & Badenes-Ribera, L. (2025). The carerqol instrument: A systematic review, validity analysis, and generalization reliability study. *Journal of Clinical Medicine*, 14(6), 1916. <https://www.mdpi.com/2077-0383/14/6/1916>
- Chotimah, C., Qudsy, S. Z., & Yusuf, M. (2025). Superficial implementation of religious moderation in Islamic educational management. *Cogent Education*, 12(1), 2442235. <https://doi.org/10.1080/2331186X.2024.2442235>
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson.
- Dick, W., Carey, L., & Carey, J. O. (2015). *The systematic design of instruction* (8th ed.). Pearson.
- Dick, W., Carey, L., & Carey, J. O. (2025). *The systematic design of instruction* (10th ed.). Pearson Education.
- El Houari, W., & Laabidi, H. (2025). Moroccan EFL Students' and Teachers' Readiness for Multicultural Education. *TRANS-KATA: Journal of Language, Literature, Culture and Education*, 5(2), 153-164. <https://doi.org/10.54923/jllce.v5i2.131>
- Erkir, S., & Alkhaldi, A. A. (2025). ELT textbook development: Bridging the gap between theory and practice. *Theory and Practice in Language Studies*, 15(2), 346-351. https://www.researchgate.net/profile/Ali-Alkhaldi-3/publication/388621820_EL_T_Textbook_Development_Bridging_the_Gap_Between_Theory_and_Practice/links/68629d3139c35835120589aa/ELT-Textbook-Development-Bridging-the-Gap-Between-Theory-and-Practice.pdf
- Feng, X., Zhang, N., Yang, D., Lin, W., & Maulana, R. (2025). From awareness to action: Multicultural attitudes and differentiated instruction of teachers in Chinese teacher education programmes. *Learning Environments Research*, 28(2), 345-386. <https://link.springer.com/article/10.1007/s10984-024-09518-9>

- Firinci Orman, T. (2025). Experiential Learning in a Multicultural Online Space: 'My Digital Self'—Avatar Design Workshop. *Journal of Formative Design in Learning*, 1-9. <https://link.springer.com/article/10.1007/s41686-025-00103-8>
- Gao, L., Chen, O., Lee, R., Feamster, N., Tan, C., & Chetty, M. (2025). " I Cannot Write This Because It Violates Our Content Policy": Understanding Content Moderation Policies and User Experiences in Generative AI Products. *Arxiv preprint arxiv:2506.14018*. <https://doi.org/10.48550/arxiv.2506.14018>
- Ghufron, M. A., Rohman, T., & Aditia, M. R. (2024). *ENGLISH LANGUAGE TEACHING MATERIALS AND RELIGIOUS MODERATION IN INDONESIAN PRIMARY SCHOOLS: A NARRATIVE CASE STUDY*. 18(July), 141–153. <https://doi.org/10.21512/lc.v18i1.11982>
- Glaeser, S., Lang, M. H., Omartian, J. D., & Pae, A. (2025). Opening the black box of corporate R&D. *Available at SSRN*. <https://dx.doi.org/10.2139/ssrn.5112553>
- Gürbüz, A., & Yıldırım, R. (2024). A Study of EFL Instructors' Multicultural Teaching Competence at Tertiary Level. *Journal of Çukurova University Faculty of Education*, 53(3), 1218-1235. <https://doi.org/10.14812/cuefd.1462172>
- Haluti, F., Judijanto, L., Apriyanto, A., Hamadi, H. H., Bawa, D. L., & Kalip, K. (2025). *Religious Moderation: Creating a Conducive Atmosphere for Religious Diversity in Indonesia*. PT. Green Pustaka Indonesia.
- Harmer, J. (2004). *How to Teach Writing*. Harlow: Pearson Education Limited.
- Hasan, K., & Juhannis, H. (2023). Religious Education and Moderation: Bibliometric Analysis. *Cogent Education*, 11 (1).<https://doi.org/10.1080/2331186X.2023.2292885>
- Hidayat, R., Fidzi, R., & Ma'ruf, H. (2025). Islamic Education (Wasaathiyah Islamic Paradigm, Wasathan Ummatan, Tolerance And Religious Moderation). *Nusantara Education Innovation*, 6(3).

- Hien, M. T. (2025). The Impact of Artificial Intelligence on Paragraph Writing Skills Among Students at a University in Vietnam. <https://doi.org/10.21203/rs.3.rs-6654635/v1>
- Hossain, M. K. (2024). *Error analysis of English essays of Bangladeshi undergraduate learners. Journal of Applied Linguistics and Language Research*, 11(4), 72–90.
- Hsu, C. C., Su, C. S., Su, K. I., & Su, C. L. (2026). Enhancing vocational identity among health science students: the role of reflective essays on Analects verses in English for Specific Purposes (ESP) courses. *Reflective Practice*, 1-16. <https://doi.org/10.1080/14623943.2026.2626065>
- Huang, X. (2026). Pedagogical Practice of Process-Oriented Writing Instruction Based on Intelligent Writing Platforms: A Case Study of the Applied Writing Course. *Science Insights Education Frontiers*, 33(2), 5365-5386. <https://doi.org/10.15354/sief.26.or197>
- Hulzana, M. (2025). *Application of Religious Moderation Values in Adolescents through Islamic Religious Education at Madrasah Tsanawiyah Private Darul Aman Medan* (Doctoral dissertation, Faculty of Islamic Religion, Islamic University of North Sumatra). <https://repository.uisu.ac.id/handle/123456789/4636>
- Huyen, T. T., & Khuyen, T. M. (2025). FIRST-YEAR ENGLISH MAJORS' PERCEPTIONS OF COMMON GRAMMATICAL ERRORS IN PARAGRAPH WRITING AT NAM CAN THO UNIVERSITY, VIETNAM. *European Journal of English Language Teaching*, 10(3). <https://oapub.org/edu/index.php/ejel/article/view/6236>
- Jazil, S., Zahro, A., a'la, B. A., Rahman, M. R., Sholihuddin, M., Ni'am, S., & Nurhayati, A. (2025). Enhancing Critical Thinking in Fiqh Learning: The Role of Strategies and Media Integration in Islamic Higher Education. *Malaysian Journal of Learning and Instruction*, 22(2), 42-72. <https://eric.ed.gov/?Id=EJ1479852>
- Jeniva, I., & Tanyid, M. (2025). The framework of religious moderation: A socio-theological study on the role of religion and culture from Indonesia's perspective. *Social Sciences & Humanities Open*, 11, 101271. <https://doi.org/10.1016/j.ssaho.2024.101271>

- Jeniva, I., & Tanyid, M. (2025). The framework of religious moderation: A socio-theological study on the role of religion and culture from Indonesia's perspective. *Social Sciences & Humanities Open*, 11, 101271. <https://doi.org/10.1016/j.ssaho.2024.101271>
- Keo, V., Lan, B., Sam, R., & Rouet, W. (2025). Exploring EFL students' challenges in oral presentations at National University of Battambang. *International Journal of Professional Development, Learners and Learning*, 7(2), e2513. <https://doi.org/10.30935/ijpdll/16111>
- Khatri, D. K., & Khadka, B. K. (2025). Writing Paragraphs: Strategies and Experiences of Bachelor-Level Learners. *International Journal of Language and Literary Studies*, 7(1), 70-86. <https://doi.org/10.36892/ijlls.v7i1.2005>
- Kim, J., Yu, S., Detrick, R., & Li, N. (2025). *Exploring students' perspectives on generative AI-assisted academic writing*. *Education and Information Technologies*, 30(1), 1265–1300. <https://doi.org/10.1007/s10639-024-12878-7>
- Kim, S., Kim, D., Shin, H. J., Lee, S. H., Kang, Y., Jeong, S., ... & Yoon, D. (2025). Large-scale Validation of the Feasibility of GPT-4 as a Proofreading Tool for Head CT Reports. *Radiology*, 314(1), e240701. <https://doi.org/10.1148/radiol.240701>
- Kojima, T., & Popiel, H. A. (2024). *Strategies on reducing wordiness to enhance readability in academic writing*. *Journal of Korean Medical Science*, 39(33). <https://doi.org/10.3346/jkms.2024.39.e240>
- Lan, J. (2025). A Case Study on Writing Difficulties of Five Chinese English Majors. *Journal of Education and Learning*, 14(2), 259-268. <https://eric.ed.gov/?Id=EJ1469890>
- Lan, J. (2025). *A Case Study on Writing Difficulties of Five Chinese English Majors*. 14(2), 259–268. <https://doi.org/10.5539/jel.v14n2p259>
- Lee, S., Jeon, J., mckinley, J., & Rose, H. (2025). Generative AI and English language teaching: A global Englishes perspective. *Annual Review of Applied Linguistics*, 1-24 doi:10.1017/S0267190525100184

- Li, D., & Qian, J. (2024). Engaging in dialogic peer feedback in L2 writing development: A microgenetic approach. *System*, 126, 103513. <https://doi.org/10.1016/j.system.2024.103513>.
- Li, J., & Phongsatha, T. (2025). THE EFFECT OF DIGITAL GAME-BASED LEARNING USING QUIZLET ON EFL STUDENTS' PERFORMANCE AND MOTIVATION. *International Journal of Industrial Education and Technology*, 7(1), 17-27. <https://ph02.tci-thaijo.org/index.php/IJiet/article/view/257967>
- Lyu, C., & Li, S. (2025). Feeling incompetent drives me to learn: Unraveling teacher learning mechanisms in EFL materials development. *RELC Journal*, 56(2), 397-411. <https://doi.org/10.1177/00336882241229458>
- Marine, J., Parsons, S. A., Ives, S. T., & Rogers, P. K. (2026). Accelerating writing engagement: a design framework for operationalizing student engagement in writing instruction. *Frontiers in Psychology*, 17, 1461683. <https://doi.org/10.3389/fpsyg.2026.1461683>
- Mariya, S., Chenda, S., Cheu, K., Lida, S., & Sovann, L. (2025). Exploring Determinants of English Paragraph Writing Difficulties among EFL High School Learners: A Study from Cambodia. *Journal of English Teaching and Learning Issues*, 8(1), 43-56. <https://dio.org/10.21043/jetli.v8i1.27679>
- Maslani, M., Fauzi, I., Pamuji, T., & Nugraha, T. A. (2025). The Concept of Hadith Perfect Human Personality (Insan Kamil) Educational Perspective of Religious Moderation. *Jiip-Scientific Journal of Education*, 8(11), 12498-12506. <https://doi.org/10.54371/jiip.v8i11.9698>
- Melton, K. K., Hodge, C. J., Densley, K., & X. Sturdivant, R. (2025). Measuring in-situ engagement during structured experiences: Validation & reliability study using immersion neuroscience software. *Journal of Leisure Research*, 56(3), 470-492. <https://doi.org/10.1080/00222216.2024.2315051>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed.). California: Sage Publications.
- Mochizuki, N. (2025). EFL undergraduate students' thinking and awareness in genre-based writing: Conceptualizing rhetorical moves and

experimenting with linguistic knowledge. *Journal of Second Language Writing*, 70, 101243. <https://doi.org/10.1016/j.jslw.2025.101243>

Mpuangnan, K. N. (2025). Embracing Diversity in Multi-Racial Classrooms through Pedagogical Strategies. *Journal of Intercultural Communication*, 25(2), 202-217. <https://doi.org/10.36923/jicc.v25i2.1075>

Msuya, D., & Abdala, J. (2025). Exploring teaching practices for developing paragraph writing skills in English as a Foreign Language through a competence-based approach in Tanzania's secondary schools. *Discover Education*, 4(1), 84. <https://link.springer.com/article/10.1007/s44217-025-00478-7>

Mukhibat, M., Effendi, M., Setyawan, W. H., & Sutoyo, M. (2024). Development and evaluation of religious moderation education curriculum at higher education in Indonesia. *Cogent Education*, 11(1). <https://doi.org/10.1080/2331186X.2024.2302308>

Murniati, A. (2025). The Construction of Islamic Religious Education Curriculum Based on Desecularistic-Implementative Approach: Study of Holistic-Integrative Approach Curriculum Development in Islamic Higher Institutions in Indonesia. *Progresiva: Jurnal Pemikiran dan Pendidikan Islam*, 14(01), 63-80. <https://doi.org/10.22219/progresiva.v14i01.38200>

Ng, D. T. K., Chan, E. K. C., & Lo, C. K. (2025). Opportunities, challenges and school strategies for integrating generative AI in education. *Computers and Education: Artificial Intelligence*, 100373. <https://doi.org/10.1016/j.caeai.2025.100373>

Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic Analysis: Striving to Meet the Trustworthiness Criteria. *International Journal of Qualitative Methods*, 16(1), 1–13.

Oeun, S., & Heng, K. (2025). Challenges Cambodian Students Face in English Essay Writing: A Literature Review. *Journal of Education Research*, 6(2), 473-484. <https://doi.org/10.37985/jer.v6i2.2476>

Orosoo, M., Raash, N., Treve, M., Lahza, H. F. M., Alshammry, N., Ramesh, J. V. N., & Rengarajan, M. (2025). Transforming English language learning: Advanced speech recognition with MLP-LSTM for

personalized education. *Alexandria Engineering Journal*, 111, 21-32.
<https://doi.org/10.1016/j.aej.2024.10.065>

Paronyan, S., & Ayunts, A. (2025). Collaborative Online International Learning (COIL) for Multicultural Development: Pedagogical Strategies and Outcomes *Traduction et Langues*, 24(1), 60-76.
<https://asjp.cerist.dz/en/article/271718>

Poda, M., & Sawadogo, M. (2025). Learning a Foreign Language in the African Context: Cultural Identity Versus Multiculturalism. *Journal of African Interdisciplinary Studies*, 9(1), 50-61.
<https://kenyasocialscienceforum.wordpress.com/wp-content/uploads/2025/02/4pdf-poda-et-al-learning-a-foreign-language-in-the-african-context.pdf>

Prichard, R., Peet, J., El Haddad, M., Chen, Y., & Lin, F. (2024). Assessment moderation in higher education: Guiding practice with evidence-an integrative review. *Nurse Education Today*, 106512.
<https://doi.org/10.1016/j.nedt.2024.106512>

Prichard, R., Peet, J., El Haddad, M., Chen, Y., & Lin, F. (2024). Assessment moderation in higher education: Guiding practice with evidence-an integrative review. *Nurse Education Today*, 106512.
<https://doi.org/10.1016/j.nedt.2024.106512>

Purba, J. W., & Saragih, M. N. (2025). Strengthening Religious Moderation Through Multicultural Education. *INJOSEDU: International Journal of Social and Education*, 2(1), 63-81.
<https://languar.net/index.php/INJOSEDU/article/view/92>

Qohar, A., Hidayat, E., & Faizal, L. (2025). Formation of a Generation of Moderate Santri through Strengthening the Values of Religious Moderation in Islamic Boarding Schools. *Analisis: Jurnal Studi Keislaman*, 25(2), 385-410. <https://doi.org/10.24042/ajsk.v25i2.24765>

Rahmah, F. N., Nisok, S. R., Ma'rief, M. I., & Taurus, Z. N. H. (2025). REPRESENTATION OF POPULAR ISLAM IN DIGITAL SPACE: RELIGIOUS TOLERANCE IN SUFI EXPRESSIONS ON THE INSTAGRAM ACCOUNT “_zukkk”. *Al-Qalam*, 31(1), 120-135.
<https://doi.org/10.31969/alq.v31i1.1625>

Ramadhan, R. A., Fadhillah, N., & Arqam, R. (2024). *The Concept of Religious Moderation : A Study of Maudhu ' i ' s Interpretation*. 2(3),

399–412. <https://doi.org/10.69526/bir.v2i3.53>

Richardson, G. B., Chiu, Y. C. J., Chen, C. C., mcgee, N., Bates, D., Ross, A. C., & Acquavita, S. P. (2025). Structure and Longitudinal Invariance of the Multicultural Awareness, Knowledge, and Skills Survey–Counselor Edition–Revised. *Measurement and Evaluation in Counseling and Development*, 58(2), 152-171. <https://doi.org/10.1080/07481756.2024.2413532>

Richardson, G. B., Chiu, Y. C. J., Chen, C. C., mcgee, N., Bates, D., Ross, A. C., & Acquavita, S. P. (2025). Structure and Longitudinal Invariance of the Multicultural Awareness, Knowledge, and Skills Survey–Counselor Edition–Revised. *Measurement and Evaluation in Counseling and Development*, 58(2), 152-171. <https://doi.org/10.1080/07481756.2024.2413532>

Ririn, R. S. (2025). Integration of Aswaja Values in the Islamic Education Curriculum in the Era of the Independent Curriculum. *Scientific Journal of El Makrifah PAI*, 1(1), 1-14. [Http://ojs.stitmakrifatulilmi.ac.id/index.php/pai/article/view/61](http://ojs.stitmakrifatulilmi.ac.id/index.php/pai/article/view/61)

Ritonga, A. A. (2025). Analysis of the Representation of Religious Moderation Values in Senior High School Islamic Religious Education Textbooks under the Merdeka Curriculum: A Qualitative Study Using Content Analysis. *Jurnal Pendidikan Islam*, 14(1), 105-117. <https://doi.org/10.14421/jpi.2025.141.105-117>

Robbin, R., & Junia, C. (2025). Multicultural Learning Strategies in Enhancing Intercultural Tolerance in the School Environment. *Didaskalos Journal*, 1(1), 25-32. <https://pub.muzulab.com/index.php/Didaskalos/article/view/63>

Royyan, M., Rohmah, D. N., Iba, M. I., & Berliana, M. A. (2024). *The Paradigm of Religious Moderation : Interpreting the Concept and Characteristics*. 1(1), 37–45.

Sirait, A. A., Salminawati, S., & Dahlan, Z. (2025). Strengthening religious values through the Pancasila student profile and rahmatan lil alamin framework: a case study at State Islamic High School in Asahan regency. *TARBAWY: Indonesian Journal of Islamic Education*, 12(1), 1-12. <https://ejournal.upi.edu/index.php/tarbawy/article/view/83018>

- Sliouat, R., & Benfilali, I. (2025). Prioritizing Cross-cultural Competence in the 21st Century EFL Classroom: High School Teachers' Perspectives and Pedagogical Practices. *International Journal of Linguistics and Translation Studies*, 6(1), 60-76. <https://doi.org/10.36892/ijlts.v6i1.550>
- Sugiyono. (2016). Business research methods of quantitative, qualitative and R&D approaches. Alfabeta
- Sugiyono. (2019). *Quantitative, Qualitative, and R&D Research Methods*. Bandung: Alfabeta.
- Suhud, M. (2025). THE CONCEPT OF RELIGIOUS MODERATION. *CULTURAL AND DIGITAL CULTURE*, 1. <https://repository.iainmadura.ac.id/1265/2/Layout%20Kultur%20Budaya%20dan%20Digital.pdf#page=9>
- Taufiqi, A., Purwanto, B., & Darussalam, P. (2024). *Promoting Religious Moderation through English Language Teaching: Strategies and Challenges in Islamic Educational Settings*. 15(2), 192–202. <https://doi.org/10.26877/eternal.v15i2.443>
- Teng, M. F. (2024). “chatgpt is the companion, not enemies”: EFL learners’ perceptions and experiences in using chatgpt for feedback in writing. *Computers and Education: Artificial Intelligence*, 7, 100270. DOI: 10.1016/j.caeai.2024.100270
- Teng, M. F. (2025). Examining longitudinal development of writing motivation in the genai context: A self-determination theory perspective. *Learning and Motivation*, 91, 102157. <https://doi.org/10.1016/j.lmot.2025.102157>
- Theeuwes, B., Saab, N., Denessen, E., & Admiraal, W. (2025). Unraveling teachers’ intercultural competence when facing a simulated multicultural classroom. *Teaching and Teacher Education*, 162, 105053. <https://doi.org/10.1016/j.tate.2025.105053>
- Tomlinson, B. (2023). *Blended learning materials for language acquisition*. 5(October 2022), 1–16.
- Tomlinson, B. (2025). Developing Materials for Language Teaching. <https://teslcanadajournal.ca/index.php/tesl/article/download/1859/1483/6443>

- Tribble, C. (1996). *Writing*. Oxford: Oxford University Press.
- Umaemah, A. (2023). Integration of Values - Values of Religious Moderation in English Language Learning at Madrasah Aliyah. *TSAQAFATUNA: Journal of Islamic Education*, 4(2), 198–206. <https://doi.org/10.54213/tsaqafatuna.v4i2.233>
- Uralov, O. S. (2025). The role of communicative method and CLIL in developing cross-cultural competence and effective language acquisition. *Educator Insights: Journal of Teaching Theory and Practice*, 1(4), 128-132. <http://brightmindpublishing.com/index.php/EI/article/view/439>
- Van der Laan, H. P., Gawryszuk, A., van der Schaaf, A., & Langendijk, J. A. (2025). Risk reduction of radiation-induced aspiration by sparing specific aspiration-related-organs at risk; an insilico feasibility study. *Radiotherapy and Oncology*, 203, 110698. <https://doi.org/10.1016/j.radonc.2024.110698>
- Van Tubergen, F. (2025). Perceived societal discrimination among immigrants across 17 European countries: extending the integration paradox?. *European Societies*, 27(1), 31-58. https://doi.org/10.1162/euso_a_00004
- Wang, C. (2024). *Exploring students' generative AI-assisted writing processes: Perceptions and experiences from native and nonnative English speakers*. *Technology, Knowledge and Learning*, 1–22. <https://link.springer.com/article/10.1007/s10758-024-09744-3>
- Warsah, I., & Istan, M. (2025). Islamic religious education learning approach based on religious moderation. *Al-Hayat: Journal of Islamic Education*, 9(1), 181-199. <https://doi.org/10.35723/ajie.v9i1.45>
- Wiswayana, W. M., & Yunita, P. (2025). Diversity Class as an Educational Approach to Tolerance for Malang City Youth through the Literacy Agenda. *Journal of Community Service of the Archipelago*, 6(2), 3070-3077. <http://ejournal.sisfokomtek.org/index.php/jpkm/article/view/6112>
- Wu, Q., & Xu, A. (2025). Poe or Gemini for fostering writing skills in Japanese upper- intermediate learners: Uncovering the consequences on positive emotions, boredom to write, academic self- efficacy and

writing development. *British Educational Research Journal*. <https://doi.org/10.1002/berj.4119>

- Yang, M., Meng, X., & Deris, F. D. (2025). Writing with motivation: To delve into the impacts of modifications in academic materials on learners' motivation, creativity, and writing progress in online instruction. *Learning and Motivation*, 89, 102086. <https://doi.org/10.1016/j.lmot.2024.102086>
- Yingbao, L., Ismail, H. H. B., & Yunus, M. M. (2025). Needs Analysis for Enhancing Academic English Writing Instruction among Chinese EFL University Instructors. *International Journal of Learning, Teaching and Educational Research*, 24(7), 278-300. https://www.researchgate.net/profile/Liangyingbao-Liang/publication/394107561_Needs_Analysis_for_Enhancing_Academic_English_Writing_Instruction_among_Chinese_EFL_University_Instructors/links/688a2f44ab735f1b4c20278f/Needs-Analysis-for-Enhancing-Academic-English-Writing-Instruction-among-Chinese-EFL-University-Instructors.pdf
- Yu, B., & Wang, W. (2025). Using digital storytelling to promote language learning, digital skills and digital collaboration among English pre-service teachers. *System*, 129, 103577. <https://doi.org/10.1016/j.system.2024.103577>
- Zaluchu, S. E., Widodo, P., & Kriswanto, A. (2025). Conceptual reconstruction of religious moderation in the Indonesian context based on previous research: Bibliometric analysis. *Social Sciences & Humanities Open*, 11, 101552. <https://doi.org/10.1016/j.ssaho.2025.101552>
- Zhang, B., Bu, C., & Dhillon, P. S. (2026). Who Owns the Text? Design Patterns for Preserving Authorship in AI-Assisted Writing. *Arxiv preprint arxiv:2601.10236*. <https://doi.org/10.48550/arxiv.2601.10236>
- Zhang, F., Li, D., Zhao, Y. E., & Zhao, Y. (2025). A longitudinal exploration of EFL learners' peer feedback literacy development. *Studies in Educational Evaluation*, 87, 101522. <https://doi.org/10.1016/j.stueduc.2025.101522>
- Zhang, H., Du, L., Luo, S., Xun, H., Yang, A., & Tang, Y. (2025). Unlocking EFL achievement through informal digital learning: the mediating roles of anxiety and enjoyment among school-age students

in the Chinese mainland. *Asian-Pacific Journal of Second and Foreign Language Education*, 10(1), 45.
<https://link.springer.com/article/10.1186/s40862-025-00352-x>

Zhang, H., Zhao, T., Gu, J., Tang, F., & Zhu, L. (2025). Gut microbiota and inflammasome-mediated pyroptosis: a bibli. <https://www.frontiersin.org/journals/microbiology/articles/10.3389/fmicb.2024.1413490/full>

Zhao, X., Cox, A., & Cai, L. (2024). Chat gpt and the digitisation of writing. *Humanities and Social Sciences Communications*, 11(1), 1–9. DOI: 10.1057/s41599-024-02904-x

Zorba, M. G., & Nickolson, C. (2023). *Social and global values in English language coursebooks*. *Journal of Language and Education Studies*, 12(3), 219–229.
<https://www.academia.edu/download/106389827/Chapter.pdf> of Form

ΠΟΥΛΗ, Β. (2025). Greek Teachers' Multicultural Attitudes: Factors Affecting Multicultural Awareness and Intercultural Sensitivity. <https://apothesis.eap.gr/archive/item/219347>