

Reconstructing Religious Moderation In Contemporary Islamic Education

Editorial Introduction to the First Issue of Jurnal Pendidikan Islam Azzahro

Please cite this article as:

Partahian. (2026). Reconstructing religious moderation in contemporary Islamic education: Editorial introduction to the first issue of Jurnal Pendidikan Islam Azzahro. Jurnal Pendidikan Islam Azzahro, 1(1), i–iii.

Keywords: Islamic education; religious moderation; pesantren; curriculum development; plural society

The discourse on religious moderation has become increasingly prominent in contemporary Islamic education, particularly within societies characterized by cultural diversity, religious plurality, and rapid social transformation. In recent decades, the interaction between globalization, technological development, and socio-political change has created new challenges for religious education institutions. These challenges include the spread of ideological extremism, religious polarization, and increasing tensions related to identity and diversity. Within this context, Islamic education is expected to play a constructive role in cultivating balanced religious understanding that promotes tolerance, social responsibility, and peaceful coexistence.

Educational institutions, particularly those rooted in Islamic traditions, occupy a strategic position in shaping how religious values are interpreted and practiced in society. Islamic education does not merely transmit doctrinal knowledge but also contributes to the formation of ethical awareness, social attitudes, and civic responsibility among students. Through structured educational processes, learners develop perspectives that influence their understanding of diversity, social interaction, and the role of religion in public life. Consequently, Islamic education holds significant potential as a transformative force capable of strengthening social cohesion in plural societies.

In Indonesia, discussions on religious moderation have received growing attention from scholars, educators, and policymakers. As the world's largest Muslim-majority country with extensive cultural diversity, Indonesia provides an important context for exploring how Islamic educational institutions contribute to the development of moderate religious perspectives. Institutions such as pesantren, madrasas, and Islamic schools have historically played a central role in shaping the intellectual and moral character of Muslim communities. These institutions serve as spaces where religious learning, ethical values, and social engagement are integrated within educational practices.

The emergence of religious moderation as a central theme in Islamic education reflects broader efforts to strengthen peaceful coexistence in multicultural societies. Moderation in religion is often understood as a balanced approach to religious understanding that avoids both exclusivism and extremism while emphasizing justice, compassion, dialogue, and respect for diversity. In educational contexts, moderation is closely related to the cultivation of critical thinking, ethical awareness, and openness toward social differences. Such perspectives are essential for developing responsible citizens who are able to engage constructively with diverse communities.

Recognizing the growing importance of these issues, the first issue of *Jurnal Pendidikan Islam Azzahro (JPiA)* is devoted to exploring various dimensions of religious moderation within Islamic education. This inaugural issue presents a collection of scholarly articles that examine how moderation values are conceptualized, implemented, and developed within Islamic educational environments. The selected articles represent different perspectives on the relationship between Islamic education and moderation, ranging from theoretical analysis to empirical studies conducted within pesantren communities.

Collectively, the five articles included in this issue form a coherent academic exploration of religious moderation as an educational paradigm. Rather than addressing moderation as an abstract concept, the contributions in this issue examine how moderation values emerge through educational practices, institutional cultures, curriculum development, and social interaction within Islamic educational institutions. Through these perspectives, the issue aims to provide a comprehensive understanding of how Islamic education contributes to the formation of balanced religious attitudes in contemporary society.

The first article examines the internalization of religious moderation within pesantren education through the integration of Sufism learning and civic education. This study highlights how spiritual education and civic awareness function as complementary components in shaping moderate religious perspectives among students. By combining spiritual formation with civic responsibility, pesantren education can cultivate ethical awareness while simultaneously encouraging students to participate constructively in plural social environments.

The second article focuses on the role of dormitory life in shaping moderation values within pesantren communities. Unlike conventional educational institutions, pesantren provide a unique social environment where students live together while participating in religious and educational activities. Communal living within dormitories creates opportunities for daily interaction, cooperation, and conflict resolution among students from diverse backgrounds. Through these social experiences, moderation values such as tolerance, empathy, and mutual respect are gradually internalized within the educational environment.

The third article explores the conceptual foundations of religious moderation within Islamic education. By analyzing theoretical discussions on moderation, multicultural education, and Islamic educational philosophy, the study provides a framework for understanding how moderation values can be integrated into Islamic educational thought. This conceptual exploration contributes to the development of scholarly discourse on moderation by clarifying the ethical principles and educational objectives that support balanced religious understanding.

Building upon this conceptual foundation, the fourth article examines the role of curriculum development in strengthening moderation values within Islamic education. The study emphasizes that curriculum design plays a crucial role in shaping students' perspectives toward religion and diversity. Through the integration of moderation values into curriculum objectives, learning materials, and teaching strategies, educational institutions can create learning environments that encourage dialogue, critical reflection, and inclusive religious understanding.

The fifth article expands the discussion by examining the broader relationship between Islamic education and social harmony in plural societies. This study highlights how Islamic education contributes to the development of social cohesion through educational strategies that promote tolerance, intercultural dialogue, and community engagement. By situating Islamic

education within the context of multicultural societies, the article emphasizes the importance of education as a social instrument for strengthening peaceful coexistence.

Taken together, the five articles in this issue illustrate the multidimensional nature of religious moderation within Islamic education. Moderation is not limited to theoretical discourse but is expressed through diverse educational processes, including spiritual formation, character education, curriculum development, institutional culture, and social interaction. These educational dimensions collectively contribute to the development of balanced religious perspectives that support harmonious social relations.

The editorial board of *Jurnal Pendidikan Islam Azzahro* believes that the exploration of religious moderation within Islamic education remains an important academic endeavor. As societies continue to experience rapid social and technological transformation, educational institutions must adapt to new challenges while maintaining their ethical foundations. Islamic education must therefore continue to develop innovative approaches that strengthen students' ability to navigate diversity, engage in dialogue, and contribute positively to society.

This inaugural issue also reflects the commitment of *Jurnal Pendidikan Islam Azzahro* to contribute to scholarly discussions on Islamic education and contemporary social issues. By publishing research that addresses relevant educational challenges, the journal aims to serve as a platform for academic dialogue among researchers, educators, and policymakers. The journal welcomes interdisciplinary perspectives that examine Islamic education in relation to social change, cultural diversity, and global intellectual developments.

The editorial board hopes that the studies presented in this issue will stimulate further research on religious moderation within Islamic education. Future studies may explore additional dimensions of moderation, including digital education, interreligious dialogue, educational policy, and global perspectives on Islamic education. Through continued scholarly engagement, Islamic education can further strengthen its role as a constructive force in promoting social harmony and intellectual development.

Finally, the editorial team expresses its appreciation to the authors, reviewers, and academic contributors who have supported the publication of this inaugural issue. Their scholarly contributions demonstrate the growing interest in examining the role of Islamic education in shaping moderate religious perspectives within contemporary societies. It is our hope that *Jurnal Pendidikan Islam Azzahro* will continue to develop as a significant academic platform for advancing research on Islamic education and its contribution to peaceful and inclusive societies.

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