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Editorial Introduction to the First Issue of Jurnal Pendidikan Islam Azzahro**

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Reconstructing Religious Moderation In Contemporary Islamic Education

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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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INTERNALIZING RELIGIOUS MODERATION IN PESANTREN EDUCATION: INTEGRATING SUFISM AND CIVIC LEARNING

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Abstract: This study examines the internalization of religious moderation within the educational practices of pesantren by focusing on the integration of Sufism learning and civic education. Religious moderation has become a central discourse in contemporary Islamic education, particularly in plural societies such as Indonesia where harmonious social relations are essential. Pesantren, as traditional Islamic educational institutions, play a strategic role in shaping moderate religious attitudes among Muslim students through both formal learning and character formation. This research employs a qualitative case study approach conducted at Pondok Pesantren Al-Ansor Manunggang Julu, Padangsidempuan. Data were collected through in-depth interviews, participant observation, and document analysis involving pesantren leaders, teachers, dormitory supervisors, and students. Data analysis was carried out through data reduction, data display, and verification. The findings reveal that the internalization of religious moderation occurs through three interconnected educational processes: classroom learning, dormitory-based character formation, and the cultivation of pesantren culture. Sufism learning strengthens spiritual awareness, moral discipline, and self-control, while civic education fosters national consciousness, social responsibility, and tolerance toward diversity. The integration of these educational components forms a holistic model of religious moderation education within pesantren, contributing to the development of moderate Muslim character in plural societies.

Keywords: religious moderation; pesantren education; sufism learning; civic education; islamic education

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INTRODUCTION

Religious diversity has become one of the defining characteristics of contemporary societies. In multicultural countries such as Indonesia, the coexistence of different religious traditions, ethnic identities, and cultural backgrounds requires the development of social attitudes that promote harmony and peaceful interaction. In this context, religious moderation has emerged as an important concept for maintaining social cohesion and preventing the development of extreme religious attitudes. Religious moderation emphasizes balanced religious understanding, tolerance toward differences, and the ability to live harmoniously within diverse societies. Such attitudes are particularly important in plural social environments where individuals from different religious and cultural backgrounds interact within shared social spaces (Azra, 2019; Hasan, 2021).

In recent years, the discourse on religious moderation has received significant attention in Indonesia, particularly within the field of education. Educational institutions are widely recognized as strategic spaces for shaping students' perspectives on religion and society. Through systematic learning processes, education can cultivate inclusive religious understanding while simultaneously encouraging social responsibility and respect for diversity. Islamic educational institutions, in particular, play an important role in promoting moderate religious attitudes among Muslim youth because they serve as environments where religious knowledge, ethical values, and social awareness are transmitted simultaneously (Zuhdi, 2018; Hefner, 2016).

Among various Islamic educational institutions in Indonesia, pesantren occupy a distinctive and influential position in shaping religious understanding and moral character. Pesantren have long functioned as centers of Islamic learning that integrate religious instruction with character formation and communal life. Unlike conventional educational institutions, pesantren provide a holistic educational environment in which students not only participate in formal classroom learning but also live together in a structured community that emphasizes discipline, ethical conduct, and spiritual development. This integrated educational environment allows pesantren to play a significant role in transmitting Islamic knowledge while simultaneously shaping students' moral character and social attitudes (Dhofier, 2011; van Bruinessen, 2015).

One important characteristic of pesantren education is the integration of spiritual learning and social character formation. In this regard, Sufism (tasawuf) has historically played a central role in Islamic educational traditions. Sufism emphasizes the purification of the heart, moral discipline, humility, and self-control as essential components of spiritual development. Through the study of classical Sufi texts and ethical teachings, students are encouraged to develop inner awareness and moral sensitivity in their interactions with others. Such spiritual education contributes significantly to the development of balanced religious perspectives that emphasize compassion, humility, and tolerance in social life (Nasr, 2007).

In addition to spiritual education, pesantren in Indonesia have increasingly integrated general subjects into their educational systems, including civic education. Civic education plays an important role in strengthening students' awareness of national identity, democratic values, and social responsibility. Through civic education, students learn the importance of respecting diversity and participating constructively in social and national life. The integration of civic education within pesantren education provides an important bridge between religious commitment and civic responsibility, enabling students to develop balanced perspectives that combine religious values with social awareness (Tilaar, 2016; Banks, 2016).

Previous studies have examined the role of Islamic educational institutions in promoting moderate religious understanding. Research has shown that pesantren contribute significantly to the development of moderate Islamic thought and social harmony within Indonesian Muslim communities (Hefner, 2016; Mukhibat, 2020; Sah, 2024). Other studies highlight that the integration of religious moderation within Islamic educational institutions plays an important role in shaping tolerant and inclusive religious perspectives among students (Nasir & Rijal, 2021). Other studies have highlighted the importance of religious moderation as an educational approach that encourages tolerance and respect for diversity within Islamic learning environments (Fahham, 2020; Hasan, 2021; Sugianto, 2023). These studies demonstrate that Islamic education has considerable potential in shaping moderate religious attitudes among students.

However, despite the growing body of literature on religious moderation in Islamic education, many existing studies focus primarily on institutional roles or policy perspectives rather than examining the internal educational processes through which moderation values are developed. Empirical research that explores how specific educational practices contribute to the internalization of moderation values within pesantren environments remains relatively limited. In particular, the interaction between spiritual education, such as Sufism learning, and civic education as complementary components in shaping moderation attitudes has not been widely examined in previous studies.

Understanding how these two educational domains interact within pesantren education is important for developing more comprehensive models of moderation-based Islamic education. Spiritual education strengthens ethical awareness and moral discipline, while civic education promotes social responsibility and respect for diversity. When integrated within educational practice, these two domains may contribute significantly to the formation of balanced religious perspectives among students.

Based on this background, this study aims to analyze the process of internalizing religious moderation within pesantren education through the integration of Sufism learning and civic education. The research was conducted at Pondok Pesantren Al-Ansor Manunggang Julu in Padangsidempuan, an Islamic boarding school that integrates religious and general education within its curriculum. By examining classroom learning, dormitory life, and institutional

culture, this study seeks to identify how educational practices contribute to the development of moderate religious attitudes among students.

This study is expected to contribute to the development of Islamic education studies by providing empirical insights into how religious moderation values can be effectively integrated within pesantren education. Furthermore, the findings of this research may offer important implications for the development of educational models that combine spiritual formation, civic awareness, and social responsibility as key components of moderation-based Islamic education in plural societies.

In line with recent academic discussions on Islamic education, the development of religious moderation has increasingly become an important theme within contemporary educational research. The inaugural issue of *Jurnal Pendidikan Islam Azzahro* highlights various educational perspectives on religious moderation, including spiritual education, curriculum development, and social interaction within pesantren institutions (Partahian, 2025).

RESEARCH METHOD

This study employed a qualitative research approach to examine the process of internalizing religious moderation within pesantren education. Qualitative research is appropriate for exploring social and educational phenomena in their natural settings and for understanding the perspectives and experiences of research participants (Creswell, 2014).

The research adopted a case study design conducted at Pondok Pesantren Al-Ansor Manunggang Julu in Padangsidempuan. The pesantren was selected as the research site because it integrates religious education with general education and promotes values related to religious moderation in its educational activities. The participants involved in this research included pesantren leaders, teachers, dormitory supervisors, and students who were directly engaged in the educational processes within the pesantren.

Data were collected through in-depth interviews, participant observation, and documentation. Interviews were conducted to explore participants' perspectives on the implementation of religious moderation values within pesantren education. Observations were carried out to examine learning activities, religious practices, and social interactions among students in their daily life within the pesantren environment. Relevant institutional documents were also analyzed to support the research findings.

The data were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña (2014), which consists of data reduction, data display, and conclusion drawing. To ensure the credibility of the findings, data triangulation was conducted by comparing information obtained from different participants and data collection techniques.

RESULTS

This section presents the research findings related to the internalization of religious moderation within pesantren education. The findings are derived from

interviews, observations, and document analysis conducted at Pondok Pesantren Al-Ansor Manunggang Julu in Padangsidempuan. The results show that the development of religious moderation values occurs through several interconnected educational processes within the pesantren environment, including spiritual education, civic education, institutional culture, and social interaction among students.

Educational Context of Pesantren Al-Ansor

The findings indicate that Pondok Pesantren Al-Ansor Manunggang Julu functions as an Islamic educational institution that integrates religious learning with character formation and communal life. The educational system within the pesantren combines formal classroom instruction with religious activities and social interaction among students. This integrated environment provides opportunities for students to experience religious teachings not only as theoretical knowledge but also as practical guidance in everyday life.

Students live in dormitories within the pesantren complex, where daily interaction becomes an important part of their educational experience. The leadership of the kiai, the role of teachers, and the institutional culture emphasizing discipline and respect influence students' attitudes toward religious practice and social relationships. These elements collectively create an educational environment that supports the development of balanced religious perspectives among students.

Table 1 summarizes the main educational components that support the development of religious moderation within the pesantren environment.

Table 1. Educational Structure Supporting Religious Moderation

Educational Component	Description	Role in Moderation Education
Classroom learning	Religious and general subjects taught in formal classes	Provides conceptual understanding of Islamic teachings and social values
Sufism learning	Study of tasawuf texts and moral guidance	Develops spiritual awareness and ethical behavior
Civic education	Learning about citizenship and democratic values	Strengthens social responsibility and tolerance
Dormitory life	Students live together in pesantren dormitories	Builds cooperation, empathy, and social interaction
Pesantren culture	Religious practices and communal activities	Reinforces discipline, respect, and moral values

Internalization of Moderation through Sufism Learning

One of the important findings of this research is the role of Sufism (tasawuf) learning in shaping students' spiritual awareness and ethical attitudes. In the pesantren curriculum, Sufism learning emphasizes moral values such as humility, patience, sincerity, and self-discipline. These values are taught through classical

Islamic texts as well as through guidance provided by teachers during religious instruction and daily activities.

The learning process of Sufism encourages students to develop inner awareness and emotional control in their interactions with others. Teachers emphasize that religious devotion must be accompanied by ethical behavior and compassion toward fellow human beings. As a result, students develop a balanced understanding of religion that emphasizes moral responsibility and respect for others.

Interviews with students indicate that Sufism learning contributes significantly to the development of moderate religious attitudes. Students explain that the lessons they receive in tasawuf help them understand the importance of humility and tolerance in social interaction.

Civic Education and Social Responsibility

In addition to religious instruction, civic education also plays an important role in the development of religious moderation among students. Civic education provides students with knowledge about national identity, democratic values, and social responsibility within Indonesian society.

Through this subject, students learn about the importance of respecting diversity and maintaining social harmony within a plural society. Teachers emphasize that religious commitment should encourage peaceful coexistence and constructive participation in society. This educational approach enables students to connect their religious beliefs with civic responsibilities as members of a diverse community.

The integration of civic education within pesantren learning contributes to the development of social awareness and tolerance among students. As a result, students demonstrate a broader understanding of the relationship between religious teachings and social responsibility.

Dormitory Life as a Social Learning Environment

Another important finding of this research concerns the role of dormitory life in shaping students' social attitudes. Students at Pondok Pesantren Al-Ansor live together in dormitories where daily interaction becomes an essential part of their educational experience.

Dormitory life encourages students to cooperate, respect differences, and resolve conflicts through dialogue and mutual understanding. Students participate in communal prayers, group study activities, and shared responsibilities that strengthen their sense of community.

These social interactions provide opportunities for students to practice values such as tolerance, empathy, and cooperation in their daily lives. The dormitory environment therefore functions as a social learning space where moderation values are implemented in everyday behavior.

Model of Religious Moderation Internalization

Based on the research findings, the internalization of religious moderation in Pondok Pesantren Al-Ansor can be understood as a process that involves several interconnected educational components. These components include spiritual education through Sufism learning, civic education that promotes social

responsibility, institutional culture emphasizing discipline and moral behavior, and social interaction within the dormitory environment.

The interaction of these elements creates a holistic educational model that supports the development of moderate religious attitudes among students. Through the integration of spiritual formation, civic awareness, and communal interaction, students develop balanced perspectives on religion that emphasize tolerance, cooperation, and respect for diversity.

The components involved in this process are summarized in Table 2.

Table 2. Components of Religious Moderation Internalization

Educational Component	Main Values	Educational Process
Sufism learning	humility, sincerity, patience	study of classical texts and spiritual guidance
Civic education	tolerance, citizenship, social responsibility	classroom learning and discussion
Dormitory interaction	cooperation, empathy	communal living and shared responsibilities
Pesantren culture	discipline, respect	religious activities and institutional norms

DISCUSSION

The findings of this study demonstrate that the internalization of religious moderation within pesantren education occurs through a holistic educational process that integrates spiritual learning, civic education, and social interaction within the institutional environment. The results indicate that moderation values are not merely conveyed through theoretical instruction but are developed through daily educational practices that shape students' moral awareness and social attitudes.

One of the important findings of this research is the role of Sufism learning in shaping students' ethical and spiritual orientation. The emphasis on moral discipline, humility, sincerity, and self-control within tasawuf learning contributes to the formation of balanced religious attitudes among students. These findings support the argument that spiritual education plays a significant role in developing ethical consciousness and moral behavior within Islamic education. Nasr (2007) explains that Sufism focuses on the purification of the heart and the cultivation of virtues such as compassion, humility, and tolerance. Through this spiritual orientation, religious teachings are understood not only as doctrinal principles but also as ethical guidance for social life. In this context, Sufism learning in pesantren becomes an important foundation for the development of moderate religious perspectives.

In addition to spiritual education, the findings also highlight the role of civic education in strengthening students' understanding of social responsibility within a plural society. Civic education introduces students to democratic values, national identity, and the importance of respecting diversity in social life. This educational component enables students to connect religious commitment with

civic responsibility. The integration of civic education within Islamic educational institutions supports the development of tolerance and social awareness among students. These findings are consistent with the perspective of multicultural education, which emphasizes the importance of educational processes that promote respect for diversity and democratic participation within society (Banks, 2016). Civic education therefore becomes an important instrument for developing moderation values within Islamic education.

The findings of this research also reinforce previous studies that emphasize the important role of pesantren in promoting moderate Islamic thought in Indonesian society. Previous research indicates that Islamic boarding schools function as important institutions for cultivating moderation values and developing tolerant religious perspectives among students (Mukhibat, 2020; Sah, 2024). argues that pesantren have historically contributed to the development of inclusive Islamic traditions characterized by tolerance and social harmony. Similarly, Mukhibat (2020) notes that Islamic boarding schools play a strategic role in cultivating moderation values through religious education and character formation. The results of this study confirm these arguments by showing that pesantren educational practices contribute significantly to the formation of moderate religious attitudes among students.

Another important aspect revealed in this research is the role of dormitory life as a social learning environment. Living together within the pesantren community provides opportunities for students to develop cooperation, empathy, and conflict resolution skills through everyday interaction. These social experiences contribute to the development of tolerance and mutual respect among students. This finding supports the perspective of character education, which emphasizes that moral values are often developed through social interaction and communal experiences rather than through formal instruction alone (Lickona, 2015). The dormitory environment therefore functions as a practical space where moderation values are implemented in daily behavior.

From a theoretical perspective, the findings of this research highlight the importance of integrating multiple educational dimensions in promoting religious moderation within Islamic education. Spiritual education strengthens ethical awareness, civic education promotes social responsibility, and social interaction within dormitory life provides opportunities for practicing tolerance and cooperation. The integration of these educational components creates a comprehensive learning environment that supports the development of balanced religious perspectives among students.

The results of this study also contribute to the broader discourse on religious moderation in Islamic education. While many previous studies have focused on conceptual discussions of moderation or institutional roles of Islamic educational institutions, this research provides empirical evidence showing how moderation values are internalized through concrete educational practices within pesantren environments. By identifying the interaction between spiritual learning, civic education, and communal living, this study offers a more comprehensive

understanding of how moderation-based Islamic education can be implemented in practice.

Therefore, the findings of this research suggest that pesantren education has significant potential to serve as an effective model for promoting religious moderation in Muslim societies. By integrating spiritual formation, civic awareness, and communal interaction, Islamic educational institutions can develop educational frameworks that encourage tolerance, balance, and social harmony in plural societies.

The findings of this study are also consistent with broader theoretical discussions on religious moderation within Islamic education. Conceptual analyses of moderation emphasize that balanced religious understanding can be cultivated through the integration of ethical values, social awareness, and educational practices within Islamic learning environments (Ritonga et al., 2025). In addition, curriculum-based approaches to moderation education highlight the importance of integrating tolerance and dialogue within educational frameworks to strengthen moderate religious perspectives among students (Nasution et al., 2025)..

CONCLUSION

This study demonstrates that the internalization of religious moderation within pesantren education occurs through an integrated educational process that combines spiritual learning, civic education, and social interaction within the institutional environment. The findings indicate that moderation values are developed not only through formal classroom instruction but also through daily educational practices that shape students' moral awareness and social responsibility.

Sufism learning plays an important role in strengthening students' spiritual awareness and ethical character, while civic education contributes to the development of social responsibility and understanding of diversity in a plural society. In addition, dormitory life provides opportunities for students to practice values such as tolerance, cooperation, and mutual respect through everyday interaction.

The integration of these educational components creates a holistic model of moderation-based Islamic education that supports the development of balanced religious perspectives among students. Therefore, pesantren education has significant potential to contribute to the promotion of religious moderation within Muslim communities by integrating spiritual formation, civic awareness, and communal learning experiences. Future studies may explore comparative analyses of moderation education in different Islamic educational institutions.

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DORMITORY LIFE AND THE INTERNALIZATION OF RELIGIOUS MODERATION IN PESANTREN EDUCATION

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Abstract: This study examines the role of dormitory life in the internalization of religious moderation within pesantren education. In Islamic boarding schools, dormitory life represents a unique educational environment where students not only receive formal classroom instruction but also experience communal living that shapes their moral character and social attitudes. This environment provides an important space for the development of moderation values such as tolerance, cooperation, and respect for diversity. This research employed a qualitative case study approach conducted at Pondok Pesantren Al-Ansor Manunggang Julu in Padangsidempuan. Data were collected through in-depth interviews, participant observation, and documentation involving pesantren leaders, teachers, dormitory supervisors, and students. Data analysis was conducted through data reduction, data display, and conclusion drawing. The findings reveal that dormitory life plays a significant role in developing moderation values among students through daily interaction, shared responsibilities, and communal religious activities. Students learn to cooperate, respect differences, and resolve conflicts through dialogue and mutual understanding. These social experiences contribute to the formation of moderate religious attitudes characterized by tolerance, empathy, and balanced religious perspectives. This study demonstrates that dormitory life functions as an important social learning environment within pesantren education that supports the development of religious moderation among Muslim students.

Keywords: religious moderation; pesantren education; dormitory life; character education; islamic education

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INTRODUCTION

Religious diversity and social plurality have become defining characteristics of contemporary societies. In multicultural countries such as Indonesia, maintaining social harmony requires educational approaches that promote tolerance, mutual respect, and balanced religious understanding. In recent years, the concept of religious moderation has gained increasing attention in educational discourse as a strategy for preventing religious extremism and strengthening social cohesion in plural societies. Religious education therefore plays an important role in shaping students' perspectives toward diversity and in developing attitudes that support peaceful coexistence among different religious and cultural communities (Hidayat, 2020; Pajariantanto et al., 2022).

Islamic educational institutions in Indonesia, particularly pesantren, have historically served as important centers for transmitting religious knowledge and cultivating moral values among Muslim youth. Pesantren education combines religious learning with character formation, social discipline, and communal life, creating a holistic educational environment that influences students' intellectual, moral, and social development (Arifin, 2021; Kusuma & Prasetyo, 2022). Through structured religious instruction and daily social interaction, pesantren provide opportunities for students to internalize ethical values and develop responsible attitudes within their communities.

Character education has long been recognized as an essential component of educational systems that aim to develop ethical and responsible individuals. Research on character education emphasizes that moral development is not only achieved through formal instruction but also through social experiences and institutional culture within educational environments (Berkowitz & Bier, 2018). In the context of Islamic boarding schools, character education is often integrated with religious learning, enabling students to develop moral discipline, empathy, and respect for others (Aziz & Taja, 2020). Such educational practices contribute to the development of balanced religious perspectives that support moderation and tolerance.

Pesantren environments provide a unique social setting in which students experience communal living while participating in various religious and educational activities. Within this environment, students from diverse regional and social backgrounds interact intensively in dormitories and communal spaces. These daily interactions create opportunities for students to develop cooperation, empathy, and social responsibility. Studies on pesantren communities show that everyday social experiences within Islamic boarding schools significantly influence students' religious attitudes and social behavior (Nilan, 2019; Rahman, 2022).

Recent research also highlights the increasing importance of integrating religious moderation into Islamic education as part of broader efforts to address radicalism and promote social harmony. Educational initiatives aimed at strengthening moderation values emphasize dialogue, tolerance, and inclusive religious understanding within educational institutions (Wildan & Muttaqin, 2022; Sadiyah, 2022). Government policies and institutional programs have also

encouraged Islamic educational institutions to incorporate moderation values into their curriculum and educational practices (Muhlisin et al., 2023).

In addition, contemporary studies have emphasized the need for Islamic educational institutions to adapt to changing social contexts, including digital transformation, multicultural interaction, and global communication. The integration of religious moderation within educational systems is increasingly viewed as an essential strategy for developing students' critical thinking, social awareness, and ethical responsibility in modern societies (Hanif, 2025; Subair et al., 2024). Multicultural approaches within Islamic education also contribute to fostering interreligious dialogue and strengthening peaceful interaction among diverse communities (Sholihuddin & Shobirin, 2024).

Despite the growing body of research on religious moderation and Islamic education, many studies focus primarily on curriculum development, institutional policy, or ideological frameworks. Empirical research examining how moderation values are internalized through everyday social experiences within pesantren environments remains relatively limited. In particular, the role of communal living and dormitory interaction in shaping students' religious attitudes has not been extensively explored in previous studies. Yet, the social dynamics within pesantren communities play a crucial role in shaping students' perspectives and behaviors.

Understanding the role of social interaction within pesantren environments is therefore important for explaining how moderation values are formed in Islamic educational institutions. Previous studies have shown that pesantren communities provide a social space where students learn discipline, cooperation, and moral responsibility through everyday interaction (Damopolii et al., 2023; Sabarudin et al., 2024). These interactions contribute to the development of ethical awareness and balanced religious perspectives among students.

Recent discussions on religious moderation within Islamic education emphasize that moderation values are not only developed through formal classroom instruction but also through social interaction and institutional culture within educational environments. Studies on pesantren education indicate that moderation values can be internalized through integrated educational processes that combine religious learning, character education, and communal interaction among students (Partahian et al., 2025).

Based on this background, this study aims to examine the role of social interaction and communal life in supporting the internalization of religious moderation within pesantren education. By analyzing educational practices and social dynamics within Islamic boarding school environments, this research seeks to provide empirical insights into how moderation values are cultivated through everyday experiences among students. The findings are expected to contribute to the development of Islamic education studies and offer practical implications for strengthening moderation-based educational models in pesantren institutions (Zamroni et al., 2025).

Recent scholarly discussions emphasize that religious moderation within Islamic education should be examined through diverse educational dimensions,

including institutional culture, communal interaction, and character education. The first issue of *Jurnal Pendidikan Islam Azzahro* presents several studies that explore these educational dynamics within pesantren environments (Partahian, 2025).

RESEARCH METHOD

This study employed a qualitative research approach to examine how communal living within pesantren environments contributes to the internalization of religious moderation values among students. Qualitative research is appropriate for exploring social interactions, educational practices, and cultural experiences within natural settings, allowing researchers to understand how values are constructed and practiced in everyday life (Berkowitz & Bier, 2018; Nilan, 2019).

The research was conducted at Pondok Pesantren Al-Ansor Manunggang Julu in Padangsidempuan, an Islamic boarding school where students live in dormitories while participating in both religious and general educational activities. The pesantren environment was selected because it provides a structured setting in which religious instruction, character formation, and communal interaction are integrated into the daily lives of students (Arifin, 2021; Kusuma & Prasetyo, 2022).

Participants in this study consisted of pesantren leaders, teachers, dormitory supervisors, and students who were actively involved in the educational and social activities within the pesantren environment. These participants were selected because they possess direct experiences related to the implementation of educational programs and daily interactions that influence students' moral and social development.

Data were collected through several techniques, including in-depth interviews, participant observation, and documentation analysis. Interviews were conducted to explore participants' perspectives regarding the role of dormitory life in shaping students' religious attitudes. Observations were carried out to examine daily activities, social interaction among students, and educational practices within the dormitory environment. Relevant institutional documents were also analyzed to support the interpretation of research findings (Damopolii et al., 2023). Data validity was ensured through triangulation of interviews, observations, and document analysis.

The collected data were analyzed using qualitative data analysis procedures that involve data reduction, data organization, and interpretation of emerging themes. Through this analytical process, patterns of interaction and educational practices related to the development of moderation values among students were identified and interpreted within the context of pesantren education.

RESULTS

This section presents the findings of the research concerning the role of dormitory life in supporting the internalization of religious moderation values within pesantren education. The findings were obtained through interviews,

observations, and document analysis conducted at Pondok Pesantren Al-Ansor Manunggang Julu in Padangsidimpuan. The results indicate that communal living within pesantren dormitories creates a social environment that facilitates the development of tolerance, cooperation, and balanced religious understanding among students.

Dormitory Interaction among Students

One of the central findings of this research is the significant role of daily interaction among students in shaping their social attitudes and religious perspectives. Within pesantren dormitories, students from diverse social, cultural, and regional backgrounds live together in shared spaces where they interact continuously throughout their daily activities. These interactions require students to develop communication skills, mutual respect, and the ability to manage differences in opinions and behavior.

The dormitory environment encourages students to cooperate in various activities such as group learning, communal cleaning duties, and collective religious practices. Through these shared responsibilities, students gradually develop attitudes of empathy, discipline, and social responsibility. Previous research indicates that social interaction within pesantren communities contributes significantly to students' character development and moral awareness (Nilan, 2019; Kusuma & Prasetyo, 2022).

Observation results also show that students learn to resolve conflicts through dialogue and mutual understanding. When disagreements occur, senior students and dormitory supervisors often facilitate discussions that encourage peaceful problem-solving. These experiences contribute to the development of moderation values such as tolerance and respect for diversity within the pesantren community.

Communal Religious Practices in Dormitory Life

Another important finding concerns the role of communal religious practices in strengthening students' spiritual awareness and collective identity. Daily activities in the pesantren dormitory include congregational prayers, Qur'anic recitation sessions, religious discussions, and collective study of Islamic texts. These activities provide opportunities for students to deepen their religious understanding while simultaneously strengthening social bonds within the community.

Communal religious activities also function as an important medium for transmitting moral values and ethical conduct. Teachers and dormitory supervisors often provide religious guidance and moral advice during these activities, emphasizing the importance of humility, patience, and compassion toward others. Such practices contribute to the development of religious attitudes that emphasize balance and moderation in understanding Islamic teachings.

Research on Islamic education highlights that communal religious practices within pesantren environments play an important role in strengthening students' spiritual awareness and ethical behavior (Arifin, 2021; Aziz & Taja, 2020). Through these collective activities, students internalize religious teachings not only as theoretical knowledge but also as practical guidance for everyday life.

The main communal religious activities observed in the dormitory environment are summarized in Table 1.

Table 1. Communal Religious Activities in Pesantren Dormitories

Activity	Description	Educational Value
Congregational prayer	Students perform daily prayers together in the mosque	Strengthens discipline and collective religious commitment
Qur'anic recitation	Regular recitation and memorization sessions	Develops spiritual awareness and religious literacy
Religious discussion	Informal discussions on Islamic teachings	Encourages critical thinking and balanced understanding
Collective study	Study of classical Islamic texts with guidance from teachers	Strengthens moral values and ethical conduct

Character Formation through Dormitory Life

Dormitory life also plays an important role in shaping students' character and moral behavior. The structured environment within pesantren dormitories requires students to follow rules related to discipline, responsibility, and mutual respect. Students are assigned various responsibilities such as maintaining dormitory cleanliness, organizing study schedules, and participating in communal activities.

These responsibilities help students develop self-discipline and accountability while simultaneously strengthening their sense of belonging to the pesantren community. Character education scholars emphasize that moral development often occurs through practical experiences and social interaction within educational environments rather than through theoretical instruction alone (Berkowitz & Bier, 2018).

In addition, dormitory supervisors play a crucial role in guiding students' behavior and providing moral support. Through daily supervision and personal interaction, supervisors help students develop positive attitudes such as honesty, responsibility, and respect for others. These educational practices contribute to the development of moderate religious attitudes characterized by empathy, tolerance, and balanced perspectives.

Previous studies also indicate that character formation within pesantren environments is strongly influenced by institutional culture and communal learning experiences (Mujahid, 2021; Sadiyah, 2022). Through continuous interaction and moral guidance, students gradually internalize ethical values that shape their attitudes toward religion and society.

Model of Moderation Development through Dormitory Culture

Based on the findings of this research, the development of religious moderation within pesantren dormitories can be understood as a multidimensional

educational process that integrates social interaction, communal religious practices, and character formation. These elements interact to create a holistic educational environment in which moderation values are cultivated through everyday experiences.

The dormitory culture within pesantren encourages students to practice tolerance, cooperation, and mutual respect through daily interaction with peers. This social environment provides opportunities for students to experience diversity and develop the ability to manage differences constructively. Such experiences are essential for developing moderation-based religious attitudes that emphasize balance and respect for diversity.

Furthermore, institutional policies and educational programs within pesantren also contribute to strengthening moderation values among students. Educational initiatives aimed at promoting tolerance and preventing radical interpretations of religion have become increasingly important in contemporary Islamic education (Wildan & Muttaqin, 2022; Muhlisin et al., 2023).

The interaction between social, spiritual, and institutional factors that support the development of moderation values within pesantren dormitories is summarized in Table 2.

Table 2. Model of Religious Moderation Development in Dormitory Culture

Educational Component	Main Activities	Moderation Values Developed
Social interaction	Daily communication and cooperation among students	Tolerance, empathy, respect
Communal worship	Congregational prayers and Qur'anic recitation	Spiritual awareness and humility
Character education	Dormitory rules and responsibilities	Discipline and accountability
Institutional guidance	Religious instruction and moral advice	Balanced religious understanding

The findings demonstrate that dormitory culture within pesantren education functions as an important social learning environment where moderation values are developed through continuous interaction and communal experience. Through the integration of social, spiritual, and educational activities, students gradually develop balanced religious perspectives that support peaceful coexistence in plural societies.

DISCUSSION

The findings of this study indicate that dormitory life within pesantren environments plays a significant role in shaping students' religious attitudes and social behavior. The results demonstrate that communal living among students provides opportunities for the development of tolerance, cooperation, and empathy through everyday interaction. These findings support the argument that educational environments characterized by continuous social interaction

contribute significantly to character formation and moral development among students.

From a theoretical perspective, character education emphasizes that moral values are not only transmitted through formal instruction but are also developed through social experiences within educational communities. Berkowitz and Bier (2018) argue that effective character education involves the integration of institutional culture, social interaction, and ethical guidance within the learning environment. In the context of pesantren education, dormitory life functions as a social space where students continuously practice values such as discipline, responsibility, and mutual respect.

The findings also reinforce previous research highlighting the role of pesantren as institutions that combine religious instruction with character development. Studies show that pesantren education creates a unique learning environment where students develop moral awareness and social responsibility through both formal learning and communal interaction (Arifin, 2021; Kusuma & Prasetyo, 2022). Through daily interaction within dormitories, students learn to respect differences, cooperate with peers, and develop balanced perspectives toward social and religious issues.

Another important finding of this research concerns the role of communal religious practices in strengthening students' spiritual awareness and collective identity. Activities such as congregational prayer, Qur'anic recitation, and religious discussion not only reinforce religious knowledge but also create a shared spiritual experience among students. Previous studies emphasize that religious activities within pesantren environments contribute to the formation of ethical values and balanced religious perspectives (Aziz & Taja, 2020; Mujahid, 2021). These practices encourage students to understand religious teachings in ways that emphasize compassion, humility, and social responsibility.

Furthermore, the results of this study highlight the importance of institutional culture in promoting moderation values within Islamic educational institutions. Pesantren culture emphasizes discipline, communal responsibility, and moral guidance provided by teachers and dormitory supervisors. These elements collectively shape students' understanding of religion as a source of ethical guidance for social life. Similar findings have been reported in previous studies indicating that pesantren institutions play a strategic role in preventing radical interpretations of religion and promoting moderate religious attitudes among students (Wildan & Muttaqin, 2022; Sadiyah, 2022).

The role of social interaction within pesantren dormitories also supports broader discussions on the relationship between education and social harmony in plural societies. Educational practices that encourage dialogue, cooperation, and respect for diversity contribute to the development of tolerant social attitudes. Studies on religious moderation in Islamic education emphasize that the promotion of inclusive religious understanding within educational institutions is essential for strengthening peaceful coexistence in multicultural societies (Hidayat, 2020; Pajariantanto et al., 2022).

In addition, recent educational policies in Indonesia have increasingly emphasized the integration of religious moderation within Islamic educational institutions. Government initiatives and institutional programs aim to encourage educational environments that promote tolerance, critical thinking, and balanced religious understanding among students. Previous research indicates that such initiatives contribute to strengthening moderation values within Islamic education and preventing the spread of extremist ideologies (Muhlisin et al., 2023; Hanif, 2025).

From an academic perspective, this study contributes to the literature on Islamic education by providing empirical evidence on how moderation values are internalized through everyday social experiences within pesantren environments. While previous studies often focus on curriculum development or institutional policy, this research highlights the importance of communal living and dormitory interaction as practical mechanisms for cultivating moderation values among students.

The findings therefore suggest that dormitory culture within pesantren education functions as an important social learning environment that supports the development of moderate religious attitudes. Through continuous interaction, shared responsibilities, and communal religious practices, students gradually develop balanced perspectives that emphasize tolerance, empathy, and respect for diversity.

Overall, the study demonstrates that moderation values in Islamic education are not solely produced through formal teaching but are also shaped through the social dynamics of educational communities. The integration of communal living, character education, and spiritual practice within pesantren environments provides an effective model for promoting religious moderation in contemporary Muslim societies.

These findings suggest that pesantren dormitory culture can serve as an effective model for developing moderation-based Islamic education in plural societies.

CONCLUSION

This study demonstrates that dormitory life within pesantren education plays a significant role in supporting the internalization of religious moderation values among students. The findings reveal that communal living in pesantren dormitories creates a social environment in which students continuously interact, cooperate, and share responsibilities in their daily activities. Through these interactions, students develop attitudes of tolerance, empathy, and mutual respect that contribute to the formation of balanced religious perspectives.

Communal religious practices, social interaction among students, and character education within dormitory environments collectively strengthen students' moral awareness and social responsibility. These educational experiences allow students to understand religious teachings not only as theoretical knowledge but also as practical guidance for building harmonious relationships within diverse communities.

The study also shows that the integration of communal living, character formation, and spiritual activities within pesantren environments provides an effective educational model for cultivating moderation values in Islamic education. Therefore, pesantren dormitory culture can serve as an important social learning environment for developing moderate religious attitudes among Muslim youth.

Future studies may explore comparative analyses of dormitory-based educational practices in different Islamic educational institutions to further understand their contribution to the development of religious moderation.

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RELIGIOUS MODERATION IN ISLAMIC EDUCATION: CONCEPT, PRINCIPLES, AND EDUCATIONAL IMPLEMENTATION

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Abstract: Religious moderation has become an important discourse in contemporary Islamic education, particularly in plural societies where social harmony and peaceful coexistence are essential. Educational institutions play a strategic role in shaping students' perspectives toward religion, diversity, and social responsibility. Within this context, Islamic education is expected to promote balanced religious understanding that encourages tolerance, dialogue, and respect for diversity. This study aims to analyze the concept and educational implementation of religious moderation within Islamic education, particularly in the context of pesantren institutions. The research employed a qualitative library research approach by examining scholarly literature related to religious moderation, Islamic education, and multicultural learning. Data were collected through the analysis of academic books, journal articles, and relevant policy documents discussing the development of moderation values in Islamic education. The findings indicate that religious moderation in Islamic education is developed through the integration of ethical values, multicultural awareness, and balanced religious understanding within educational practices. Islamic educational institutions such as pesantren play an important role in cultivating moderation values through religious learning, character education, and communal interaction among students. These educational processes contribute to the formation of moderate Muslim identities characterized by tolerance, empathy, and social responsibility. This study highlights that the integration of moderation values within Islamic education provides an important framework for strengthening peaceful coexistence in plural societies.

Keywords: religious moderation; Islamic education; pesantren,; multicultural education; religious tolerance

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INTRODUCTION

Religious diversity has become an inherent characteristic of modern societies. In multicultural countries such as Indonesia, individuals from different religious traditions, ethnic groups, and cultural backgrounds interact within shared social spaces. These conditions require the development of social attitudes that emphasize tolerance, mutual respect, and peaceful coexistence. In this context, the concept of religious moderation has emerged as an important framework for maintaining social harmony and preventing the spread of extreme religious attitudes. Religious moderation encourages balanced religious understanding, openness to dialogue, and respect for diversity in social life (Azra, 2019; Hasan, 2021).

In contemporary Islamic education research, religious moderation has increasingly become a central theme for understanding how educational institutions contribute to social harmony and balanced religious perspectives. Recent scholarly discussions emphasize the importance of examining moderation through various educational frameworks within Islamic education (Partahian, 2025).

The growing discourse on religious moderation has received significant attention within the field of Islamic education. Educational institutions are widely considered strategic environments for shaping students' perspectives on religion, social diversity, and civic responsibility. Through educational processes, students are expected to develop religious understanding that promotes ethical awareness and social harmony. Islamic education, therefore, plays an important role in cultivating moderate religious attitudes among Muslim youth by integrating religious teachings with moral development and social awareness (Zuhdi, 2018; Nasir & Rijal, 2021).

Among Islamic educational institutions in Indonesia, pesantren have long played a central role in transmitting religious knowledge and shaping students' character. Pesantren education integrates religious instruction with character formation, discipline, and communal living. Students not only study Islamic sciences but also experience daily interaction within a structured community guided by religious values. This holistic educational environment allows pesantren to influence students' intellectual, moral, and social development simultaneously (Hefner, 2016; Mukhibat, 2020).

The concept of moderation within Islamic education is closely related to the development of balanced religious perspectives that avoid both exclusivism and radicalism. Moderation encourages Muslims to understand religious teachings in ways that emphasize justice, compassion, and respect for others. In plural societies, such perspectives are essential for strengthening social cohesion and maintaining peaceful relations among different communities. Educational environments that promote moderation values therefore contribute significantly to the development of tolerant and responsible citizens (Azra, 2019; Hasan, 2021).

Previous studies have shown that Islamic educational institutions contribute significantly to the development of moderate religious perspectives in society. Pesantren, in particular, have historically been recognized as institutions that

promote inclusive Islamic traditions and encourage tolerance among Muslim communities. Through religious instruction, character education, and communal interaction, pesantren create learning environments that shape students' attitudes toward diversity and social responsibility (Mukhibat, 2020; Zuhdi, 2018). Educational practices within pesantren communities often emphasize ethical behavior, discipline, and respect for others as essential components of religious life.

In recent years, scholars have increasingly emphasized the importance of integrating religious moderation into Islamic education as a response to contemporary social challenges. Radicalism, social polarization, and the spread of extreme religious narratives have raised concerns about the role of education in shaping balanced religious perspectives. As a result, educational initiatives that promote dialogue, critical thinking, and inclusive religious understanding have become central strategies for strengthening moderation values within Islamic educational institutions (Nasir & Rijal, 2021; Fahham, 2020).

Educational approaches that emphasize moderation values aim to develop students' awareness of diversity and encourage responsible participation in society. Such approaches integrate religious teachings with ethical reflection and social responsibility, enabling students to understand religion not only as doctrinal knowledge but also as guidance for living harmoniously with others. These educational practices contribute to the development of empathy, tolerance, and constructive social interaction among students (Sugianto, 2023; Prasetyo, 2024).

Recent research also highlights the importance of adapting Islamic education to contemporary social transformations, including digital communication, multicultural interaction, and global cultural exchange. In modern societies, students are increasingly exposed to diverse perspectives through digital media and global networks. Consequently, Islamic education must develop educational strategies that strengthen students' ability to engage critically with diverse ideas while maintaining balanced religious perspectives (Hanif, 2025; Santoso, 2025).

In addition, multicultural educational perspectives emphasize the importance of educational systems that encourage dialogue and mutual understanding among individuals from diverse backgrounds. Multicultural approaches within Islamic education can strengthen students' awareness of diversity and promote social attitudes that support peaceful coexistence. Such perspectives emphasize that religious commitment should be accompanied by respect for differences and constructive engagement with society (Zalnur, 2023; Shah, 2024).

Despite the growing body of research on religious moderation in Islamic education, many existing studies primarily focus on institutional roles, policy frameworks, or specific educational practices. Discussions that examine the conceptual foundations of religious moderation within Islamic educational thought remain relatively limited. Understanding the conceptual framework of moderation is important for developing educational models that effectively integrate ethical values, social awareness, and balanced religious understanding within Islamic education.

Therefore, this study aims to analyze the conceptual foundations and educational implementation of religious moderation within Islamic education. By examining theoretical perspectives and educational practices related to moderation values, this research seeks to provide a deeper understanding of how Islamic educational institutions can contribute to the development of balanced religious perspectives in plural societies. The findings of this study are expected to contribute to the development of Islamic education scholarship and provide insights for strengthening moderation-based educational approaches in contemporary Islamic educational institutions (Zamroni et al., 2025; Hosaini, 2024).

RESEARCH METHOD

This study employed a qualitative library research approach to analyze the concept and educational implementation of religious moderation within Islamic education. Library research focuses on examining theoretical perspectives and scholarly discussions derived from academic literature, allowing researchers to explore conceptual frameworks and interpret existing knowledge on specific topics. This approach is widely used in educational research to analyze ideas, concepts, and theoretical developments related to social and educational phenomena (Creswell, 2014).

The data used in this research were obtained from various academic sources, including scholarly books, peer-reviewed journal articles, and relevant policy documents discussing religious moderation and Islamic education. These sources were selected based on their relevance to the themes of religious moderation, Islamic educational philosophy, and the development of moderation values in educational institutions.

Data collection was conducted through systematic literature review by identifying, selecting, and examining academic publications related to the study topic. The selected literature was then analyzed to identify key themes, conceptual arguments, and theoretical perspectives concerning the integration of moderation values within Islamic education (Bowen, 2009).

The collected data were analyzed using qualitative content analysis. This analytical process involved organizing the literature, interpreting conceptual patterns, and synthesizing the main ideas found in the selected sources. Through this process, the study identifies the conceptual foundations of religious moderation and explains how these concepts can be integrated into Islamic educational practices.

RESULTS

This section presents the conceptual findings of the study concerning the development of religious moderation within Islamic education. Based on the analysis of relevant literature, the results highlight several conceptual dimensions that explain how moderation values can be understood and implemented within Islamic educational environments. The findings are organized into four major themes: the concept of religious moderation in Islamic education, the core values

of moderation, educational strategies for promoting moderation, and the role of pesantren as institutions of moderation-based education.

Concept of Religious Moderation in Islamic Education

Religious moderation in Islamic education refers to a balanced approach to religious understanding that avoids both extremism and exclusivism while encouraging tolerance, dialogue, and respect for diversity. Within Islamic educational discourse, moderation emphasizes the importance of interpreting religious teachings in ways that promote social harmony and peaceful coexistence in plural societies. Scholars argue that moderation reflects the fundamental Islamic principle of *wasatiyyah*, which encourages Muslims to adopt balanced perspectives in religious belief and social interaction (Azra, 2019; Hasan, 2021).

In educational contexts, religious moderation functions as a framework for guiding students to understand religion not merely as a set of doctrinal rules but as a source of ethical guidance for social life. Islamic education therefore plays an essential role in shaping students' perspectives on diversity and promoting attitudes that support peaceful coexistence within multicultural societies (Zuhdi, 2018). Educational institutions that emphasize moderation values encourage students to develop critical thinking, openness toward differences, and constructive engagement with society (Nasir & Rijal, 2021).

The concept of moderation within Islamic education also highlights the importance of integrating religious knowledge with social awareness and ethical responsibility. Such integration enables students to develop balanced religious perspectives that recognize the complexity of contemporary social realities. As a result, Islamic educational institutions can contribute significantly to strengthening social cohesion and preventing the development of radical religious attitudes (Mukhibat, 2020).

Core Values of Religious Moderation

The development of religious moderation within Islamic education is closely connected to several core ethical values that guide students' attitudes and behavior. These values reflect the ethical principles emphasized within Islamic teachings as well as the social values required for maintaining harmonious relationships in plural societies.

One of the central values of moderation is tolerance. Tolerance encourages individuals to respect religious and cultural differences while maintaining their own religious commitments. Within educational environments, tolerance is developed through dialogue, mutual understanding, and respectful interaction among students from diverse backgrounds (Fahham, 2020).

Another important value is balance in religious understanding. Balanced perspectives enable students to avoid rigid interpretations of religious teachings while recognizing the importance of contextual understanding in interpreting Islamic principles. This balanced approach encourages students to develop moderate religious attitudes characterized by openness and empathy toward others (Sugianto, 2023).

In addition to tolerance and balance, moderation values also include social responsibility and ethical awareness. Educational practices that emphasize

responsibility encourage students to understand that religious commitment should contribute to the well-being of society. These values strengthen students' awareness of their roles as members of diverse communities and encourage them to participate constructively in social life (Prasetyo, 2024).

Table 1. Core Values of Religious Moderation in Islamic Education

Moderation Value	Description	Educational Implication
Tolerance	Respecting religious and cultural differences while maintaining one's own religious commitment	Encouraging respectful dialogue and interaction among students from diverse backgrounds
Balance (Wasatiyyah)	Avoiding extreme interpretations of religious teachings and promoting balanced understanding	Developing contextual and critical understanding of Islamic teachings
Social Responsibility	Understanding religion as a foundation for contributing to social harmony	Encouraging participation in community engagement and cooperative social activities
Ethical Awareness	Emphasizing moral conduct and empathy in social interaction	Strengthening character education and ethical development among students

The development of these moderation values within Islamic education therefore contributes to the formation of ethical and socially responsible individuals. By cultivating tolerance, balance, responsibility, and ethical awareness, educational institutions can help students develop attitudes that support peaceful coexistence within multicultural societies.

Educational Strategies for Moderation Development

Educational strategies play an important role in promoting moderation values within Islamic education. These strategies involve the integration of moderation principles into curriculum design, teaching methods, and institutional culture. Through such strategies, educational institutions can create learning environments that encourage dialogue, critical thinking, and social awareness among students.

One important strategy is the integration of moderation values within the curriculum. Islamic educational curricula that incorporate discussions on tolerance, pluralism, and social responsibility enable students to develop broader perspectives on religious teachings. Such curricular integration helps students understand the relevance of Islamic values in addressing contemporary social challenges (Asrohah, 2024).

Another strategy involves the use of dialogical learning approaches. Educational practices that encourage discussion and reflection allow students to explore diverse perspectives and develop critical thinking skills. Dialogical learning environments also provide opportunities for students to engage with different viewpoints in respectful and constructive ways (Nasir & Rijal, 2021).

In addition, the development of moderation values can also be strengthened through character education and social engagement activities. Programs that emphasize community service, collaborative learning, and intercultural dialogue contribute to the development of empathy and social awareness among students. Such educational practices encourage students to understand religion as a source of ethical guidance for social life (Hanif, 2025).

These educational strategies demonstrate that moderation values can be effectively integrated within Islamic educational environments when supported by curriculum development, participatory learning methods, and institutional commitment to inclusive educational practices.

Pesantren as Institutions of Moderation Education

Pesantren institutions play a significant role in promoting moderation values within Islamic education. As traditional Islamic educational institutions in Indonesia, pesantren provide a holistic learning environment that integrates religious instruction with character formation and communal living. This educational model allows students to experience religious teachings not only through formal instruction but also through everyday interaction within the pesantren community (Hefner, 2016; Mukhibat, 2020).

Within pesantren environments, moderation values are cultivated through various educational activities such as religious learning, ethical guidance, and communal practices. Students are encouraged to develop discipline, empathy, and mutual respect through daily interaction with teachers and fellow students. These educational experiences contribute to the formation of balanced religious perspectives that emphasize tolerance and social responsibility.

Pesantren culture also emphasizes the importance of moral leadership and ethical conduct. Teachers and religious leaders play a crucial role in guiding students' understanding of Islamic teachings and demonstrating moderation values in everyday life. Through this educational process, students gradually internalize ethical principles that shape their attitudes toward religion and society (Zalnur, 2023).

In contemporary contexts, pesantren institutions have increasingly adopted educational programs that promote moderation values as part of broader efforts to strengthen social harmony. Educational initiatives that integrate moderation principles into Islamic education contribute to the development of students' ability to engage constructively with diverse communities and respond to social challenges in plural societies (Shah, 2024; Zamroni et al., 2025).

Overall, the findings highlight that pesantren education provides a supportive environment for cultivating moderation values within Islamic education. Through the integration of religious learning, character education, and communal

interaction, pesantren institutions contribute significantly to the development of moderate religious perspectives among Muslim students.

DISCUSSION

The findings of this study demonstrate that religious moderation within Islamic education is closely related to the development of balanced religious understanding, ethical awareness, and social responsibility among students. The conceptual analysis indicates that moderation values are cultivated through educational processes that integrate religious knowledge with social interaction and ethical reflection. These findings reinforce the theoretical perspective that Islamic education plays a strategic role in shaping moderate religious attitudes within plural societies.

From a theoretical perspective, the concept of religious moderation in Islamic education is rooted in the Islamic principle of *wasatiyyah*, which emphasizes balance, justice, and avoidance of extreme positions in religious interpretation. Scholars argue that moderation represents a central ethical orientation within Islamic teachings, encouraging Muslims to adopt balanced perspectives that promote compassion, tolerance, and social harmony (Azra, 2019; Hasan, 2021). Within educational contexts, this principle provides an important framework for guiding students to understand religion not only as doctrinal knowledge but also as ethical guidance for interacting with diverse communities.

The results of this study also support previous research emphasizing the role of Islamic educational institutions in promoting moderation values. Earlier studies indicate that pesantren institutions contribute significantly to the development of inclusive Islamic traditions that encourage tolerance and social harmony. Islamic boarding schools provide educational environments in which students learn religious teachings while simultaneously developing ethical awareness and social responsibility through communal learning experiences (Mukhibat, 2020; Zuhdi, 2018). These findings confirm that Islamic education functions not only as a system for transmitting religious knowledge but also as a social institution that shapes students' moral and social attitudes.

In addition, the findings highlight the importance of integrating moderation values into educational strategies within Islamic learning environments. Educational practices that incorporate discussions on tolerance, pluralism, and civic responsibility enable students to develop broader perspectives on religious teachings. Such approaches encourage students to engage critically with religious knowledge while maintaining respect for diversity and social harmony (Nasir & Rijal, 2021; Fahham, 2020). These perspectives align with contemporary educational theories that emphasize the importance of dialogical learning and critical reflection in developing inclusive educational environments.

The development of moderation values within Islamic education is also closely related to character education and ethical formation. Educational programs that emphasize moral values, empathy, and social responsibility contribute to the formation of students' ethical awareness and civic engagement. Such approaches encourage students to view religious commitment as a foundation for

contributing positively to society rather than as a basis for exclusivist attitudes (Sugianto, 2023; Prasetyo, 2024). Through character education and ethical reflection, Islamic educational institutions can cultivate students who demonstrate tolerance, cooperation, and respect for diversity.

Furthermore, the findings indicate that pesantren institutions provide a supportive educational environment for the development of moderation values. Pesantren education integrates religious instruction with communal living and character formation, allowing students to experience religious teachings through everyday social interaction. This educational model encourages the development of empathy, cooperation, and mutual respect among students, which are essential components of moderation-based religious attitudes (Hefner, 2016; Mukhibat, 2020). The communal nature of pesantren education therefore provides a practical environment for cultivating moderation values through lived educational experiences.

Recent studies also highlight the need for Islamic education to respond to contemporary social transformations, including globalization, digital communication, and multicultural interaction. Educational institutions are increasingly expected to develop strategies that enable students to engage constructively with diverse perspectives while maintaining balanced religious understanding. The integration of moderation values within Islamic education therefore becomes an important strategy for strengthening students' ability to navigate complex social realities in modern societies (Hanif, 2025; Santoso, 2025).

From an academic perspective, this study contributes to the broader discourse on religious moderation in Islamic education by emphasizing the importance of conceptual understanding in developing moderation-based educational models. While many previous studies focus on institutional practices or policy initiatives, this research highlights the conceptual foundations that support the development of moderation values within Islamic educational thought. By examining the relationship between moderation concepts, educational values, and institutional practices, this study provides a more comprehensive understanding of how Islamic education can contribute to the development of balanced religious perspectives.

In addition, the findings demonstrate that moderation values in Islamic education are closely connected to multicultural educational perspectives that promote dialogue and mutual understanding among diverse communities. Educational frameworks that emphasize respect for diversity and constructive social interaction can strengthen students' awareness of pluralism and encourage responsible participation in society (Zalnur, 2023; Shah, 2024). These perspectives highlight the importance of integrating moderation values within educational systems as part of broader efforts to strengthen social harmony in plural societies.

Overall, the discussion suggests that religious moderation within Islamic education requires the integration of conceptual understanding, ethical formation, and inclusive educational practices. Islamic educational institutions such as pesantren can play an important role in developing moderation-based educational models by integrating religious knowledge, character education, and communal

interaction within their educational systems. Such integration enables Islamic education to contribute significantly to the development of moderate Muslim identities that emphasize tolerance, empathy, and social responsibility in contemporary societies.

The conceptual framework of religious moderation in Islamic education also has practical implications for curriculum development and educational practice. Studies on moderation-based curriculum models indicate that educational institutions can integrate moderation values through learning strategies, character education programs, and dialogical teaching approaches that encourage tolerance and social responsibility (Nasution et al., 2025).

CONCLUSION

This study highlights that religious moderation within Islamic education represents an important framework for developing balanced religious perspectives in plural societies. The findings indicate that moderation values are closely connected to ethical awareness, social responsibility, and inclusive religious understanding. Islamic education therefore plays a strategic role in shaping students' attitudes toward diversity while simultaneously strengthening their commitment to religious principles.

The study also demonstrates that moderation values can be effectively developed through educational processes that integrate religious learning, character education, and social interaction within educational institutions. Through these educational practices, students are encouraged to develop tolerance, empathy, and respect for diversity as essential components of their religious and social identity.

Furthermore, Islamic educational institutions such as pesantren provide an important environment for cultivating moderation values through communal learning experiences and moral guidance. The integration of conceptual understanding, ethical formation, and inclusive educational practices within Islamic education contributes significantly to the development of moderate Muslim identities. Future research may further explore how moderation-based educational models can be implemented across diverse Islamic educational contexts.

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STRENGTHENING RELIGIOUS MODERATION THROUGH ISLAMIC EDUCATION CURRICULUM: EDUCATIONAL STRATEGIES FOR DEVELOPING MODERATE MUSLIM STUDENTS

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Abstract: Religious moderation has become a central discourse in contemporary Islamic education, particularly in multicultural societies where educational institutions play a strategic role in fostering tolerance and social harmony. In the Indonesian context, Islamic education is expected to contribute to the development of moderate religious attitudes through curriculum design and learning practices that emphasize balance, dialogue, and respect for diversity. This study aims to analyze the integration of religious moderation values within the Islamic education curriculum and explore educational strategies for strengthening moderation among students. The research employed a qualitative library research approach by examining academic literature related to curriculum development, Islamic education, and religious moderation. Data were collected from scholarly books, peer-reviewed journal articles, and policy documents discussing the implementation of moderation values in educational systems. The findings indicate that the integration of religious moderation within the Islamic education curriculum can be achieved through curriculum design, dialogical learning approaches, and character education programs that emphasize tolerance, empathy, and social responsibility. Islamic educational institutions, including schools and pesantren, play an important role in implementing moderation-based curriculum models that encourage inclusive religious understanding. This study highlights that curriculum-based religious moderation provides an effective educational framework for developing moderate Muslim students capable of engaging constructively within plural societies.

Keywords: religious moderation; Islamic education curriculum; character education; religious tolerance; Islamic learning strategies

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INTRODUCTION

Religious diversity has become one of the defining characteristics of contemporary societies. In multicultural countries such as Indonesia, individuals from various religious traditions, cultural backgrounds, and social groups interact within shared social spaces. These interactions require the development of social attitudes that emphasize tolerance, mutual respect, and peaceful coexistence. Within this context, the concept of religious moderation has emerged as an important framework for maintaining social harmony and preventing the development of extreme religious attitudes. Religious moderation encourages balanced religious understanding and constructive engagement with diversity, making it an essential element in contemporary educational discourse.

Educational institutions play a crucial role in shaping students' perspectives on religion and diversity. Schools and Islamic educational institutions are not only responsible for transmitting religious knowledge but also for developing students' moral awareness and social responsibility. Islamic education, therefore, is expected to contribute to the cultivation of moderate religious attitudes by integrating values of tolerance, dialogue, and social harmony into learning processes (Pajarianto et al., 2022). Through educational practices that emphasize inclusive religious understanding, students can develop the ability to interact constructively with individuals from diverse religious and cultural backgrounds.

Recent discussions on Islamic education also emphasize the importance of examining religious moderation through curriculum development and educational strategies. Studies presented in the inaugural issue of *Jurnal Pendidikan Islam Azzahro* explore how moderation values can be integrated into Islamic education through institutional culture, curriculum frameworks, and educational practices (Partahian, 2025).

In Indonesia, Islamic education occupies a significant position in the national education system. Islamic educational institutions, including schools, madrasas, and pesantren, function as important environments for shaping religious perspectives among Muslim youth. These institutions play a strategic role in developing religious understanding that supports social harmony and peaceful coexistence. The integration of moderation values within Islamic education has therefore become an important educational priority in responding to contemporary social challenges such as radicalism, intolerance, and religious polarization (Wildan & Muttaqin, 2022).

One of the most important aspects of strengthening religious moderation in education is curriculum development. The curriculum functions as a central component of the educational process because it determines learning objectives, content, and teaching strategies used in classrooms. Educational scholars argue that curriculum design significantly influences the development of students' attitudes, values, and social perspectives. Therefore, integrating moderation values within the Islamic education curriculum becomes a crucial step for fostering balanced religious understanding among students (Banks, 2016).

Previous studies have emphasized the importance of integrating religious moderation within Islamic educational systems. Research indicates that

moderation-based educational approaches can strengthen students' tolerance, empathy, and social awareness. Educational programs that incorporate moderation values into teaching practices encourage students to understand religious teachings in ways that promote peace and social responsibility (Muhaemin et al., 2023). Similarly, curriculum-based approaches to moderation education enable teachers to integrate ethical reflection and multicultural awareness into learning activities.

Furthermore, character education plays an important role in supporting the integration of moderation values within educational environments. Character education emphasizes the development of moral virtues such as respect, responsibility, and empathy, which are essential for maintaining harmonious social relations. Educational theorists highlight that character-based learning environments can strengthen students' ethical awareness and encourage responsible participation in society (Lickona, 2018). In Islamic education, character education is closely related to the cultivation of ethical values derived from Islamic teachings.

Recent studies have also highlighted the importance of developing innovative learning strategies that support moderation-based education. Educational approaches that encourage discussion, reflection, and collaborative learning can help students develop critical thinking skills and broader perspectives on religious issues. Dialogical learning environments allow students to explore diverse viewpoints and develop respectful attitudes toward differences (Prasetyo, 2024). Such educational strategies contribute to the development of balanced religious perspectives among students.

In addition, the integration of moderation values within the Islamic education curriculum requires institutional commitment and supportive educational policies. Curriculum frameworks that incorporate discussions on tolerance, pluralism, and social responsibility enable teachers to introduce moderation values systematically within classroom learning. Such curriculum models can strengthen students' understanding of religion as a source of ethical guidance for living in diverse societies (Suparta, 2024).

Recent research also indicates that Islamic educational institutions increasingly adopt moderation-based curriculum models to address contemporary challenges. Educational programs designed to strengthen moderation values contribute to the development of inclusive religious perspectives and promote peaceful social interaction among students. These initiatives demonstrate that curriculum-based moderation education can function as an effective strategy for preventing intolerance and strengthening social cohesion (Mukhibat, 2024).

Despite the growing body of research on religious moderation in Islamic education, many studies primarily focus on institutional practices or theoretical discussions of moderation. Research that specifically examines how moderation values are integrated into Islamic education curricula remains relatively limited. Understanding the role of curriculum in promoting moderation values is therefore important for developing more effective educational strategies that support balanced religious understanding.

Based on this background, this study aims to analyze the integration of religious moderation values within the Islamic education curriculum and explore educational strategies that support the development of moderate religious attitudes among students. By examining theoretical perspectives and educational practices related to moderation-based curriculum development, this research seeks to provide insights into how Islamic education can contribute to strengthening social harmony and promoting inclusive religious understanding in plural societies.

RESEARCH METHOD

This study employed a qualitative conceptual research design focusing on curriculum analysis within Islamic education. The research aimed to examine how religious moderation values can be integrated into the Islamic education curriculum and to identify educational strategies that support the development of moderate religious attitudes among students. Conceptual research is commonly used in educational studies to explore theoretical frameworks, analyze educational models, and interpret scholarly discussions related to specific educational issues (Creswell & Creswell, 2018).

The data for this research were obtained from a variety of academic sources, including scholarly books, peer-reviewed journal articles, and policy documents related to Islamic education, curriculum development, and religious moderation. These sources were selected based on their relevance to the themes of moderation education, curriculum integration, and character formation within Islamic educational institutions.

Data collection was conducted through an analytical review of academic literature by identifying key publications that discuss the relationship between religious moderation and Islamic education curriculum. The selected literature was then examined to identify major themes related to curriculum design, teaching strategies, and educational objectives that promote moderation values.

The data analysis process used qualitative thematic analysis. This approach involved categorizing the literature, interpreting conceptual patterns, and synthesizing the main arguments found in the selected sources. Through this process, the study identifies curriculum-based approaches that support the development of moderation values in Islamic education.

RESULTS

This section presents the conceptual findings of the study concerning the integration of religious moderation within the Islamic education curriculum. Based on the analysis of relevant literature, the results identify several key dimensions that explain how moderation values can be incorporated into curriculum design and educational practices. The findings are organized into four main themes: the concept of curriculum-based religious moderation, the integration of moderation values within Islamic education curriculum, teaching strategies that support moderation-based learning, and the educational outcomes of moderation-oriented curriculum implementation.

Concept of Curriculum-Based Religious Moderation

Curriculum-based religious moderation refers to the systematic integration of moderation values within the structure and objectives of Islamic education curriculum. In educational contexts, the curriculum functions as a central framework that determines learning objectives, teaching materials, and pedagogical strategies used in the classroom. Therefore, incorporating moderation values into the curriculum enables educational institutions to promote balanced religious understanding among students.

Educational scholars emphasize that curriculum design significantly influences the development of students' perspectives and social attitudes. A curriculum that integrates moderation values encourages students to understand religious teachings in ways that emphasize tolerance, dialogue, and peaceful coexistence within plural societies (Banks, 2016). Such an approach enables Islamic education to function not only as a means of transmitting religious knowledge but also as an educational process that fosters ethical awareness and social responsibility.

In Islamic educational contexts, curriculum-based moderation also reflects the broader objective of developing students who possess balanced religious perspectives. Moderation-oriented curriculum frameworks encourage learners to approach religious teachings through contextual interpretation and critical reflection. These perspectives help students develop inclusive attitudes and avoid rigid interpretations of religious teachings that may lead to intolerance (Muhaemin et al., 2023).

Integration of Moderation Values in Islamic Education Curriculum

The integration of moderation values into Islamic education curriculum involves several educational components, including curriculum objectives, learning materials, and educational activities. Curriculum objectives that emphasize tolerance and social harmony encourage students to develop balanced perspectives toward religious diversity and cultural differences.

One important dimension of moderation-based curriculum integration is the inclusion of ethical and multicultural values within Islamic education subjects. Educational content that discusses themes such as tolerance, social justice, and interreligious dialogue helps students understand the relevance of Islamic teachings in plural societies (Pajarianto et al., 2022). By integrating these themes into curriculum materials, educators can promote inclusive religious understanding among students.

Another important component is the incorporation of moderation values within character education programs. Character education plays a significant role in developing students' moral awareness and ethical behavior. Learning activities that emphasize empathy, respect, and cooperation contribute to the development of moderation values within educational environments (Lickona, 2018).

Table 1. Integration of Religious Moderation Values in Islamic Education Curriculum

Curriculum Component	Moderation Value	Educational Implementation
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Curriculum objectives	Tolerance and inclusivity	Learning goals emphasize respect for diversity
Learning materials	Balanced religious understanding	Teaching materials discuss pluralism and social harmony
Character education	Ethical awareness and empathy	Activities that strengthen moral responsibility
School culture	Social cooperation	Collaborative learning and dialogue among students

The integration of moderation values across these curriculum components allows educational institutions to promote moderation-based education systematically. Through curriculum design that emphasizes ethical awareness and social harmony, Islamic education can contribute to strengthening students' ability to engage constructively with diverse communities.

Teaching Strategies for Moderation-Based Learning

The implementation of moderation-based curriculum requires appropriate teaching strategies that support inclusive learning environments. Educational approaches that encourage dialogue, reflection, and critical thinking can help students develop broader perspectives on religious issues.

Dialogical learning approaches are widely considered effective strategies for promoting moderation values. Classroom discussions that encourage students to explore diverse viewpoints allow them to develop critical thinking skills and respectful attitudes toward differences. Such learning environments help students understand that religious diversity can be approached through dialogue and mutual understanding rather than conflict (Prasetyo, 2024).

Collaborative learning is another important strategy in moderation-based education. Group discussions, cooperative projects, and community engagement activities encourage students to interact with peers and learn from diverse perspectives. These learning practices contribute to the development of empathy and social awareness among students (Wildan & Muttaqin, 2022).

In addition, reflective learning strategies can help students develop deeper understanding of ethical values within Islamic teachings. Reflection-based activities encourage students to analyze social issues, evaluate different perspectives, and consider the moral implications of their actions. Through reflective learning, students can internalize moderation values and apply them in everyday social interactions.

These teaching strategies demonstrate that moderation-based learning requires participatory educational approaches that encourage active student engagement. Educational practices that emphasize dialogue, collaboration, and reflection create learning environments that support the development of balanced religious perspectives.

Educational Outcomes of Moderation Curriculum

The implementation of moderation-oriented curriculum contributes to several important educational outcomes within Islamic education. One of the primary outcomes is the development of tolerant attitudes among students. Curriculum

models that emphasize moderation values help students understand religious diversity as a social reality that requires respect and constructive interaction.

Another important outcome is the development of critical and contextual religious understanding. Moderation-based curriculum encourages students to approach religious teachings through analytical thinking and contextual interpretation. Such educational approaches help students avoid rigid or exclusive perspectives and instead develop balanced religious attitudes (Mukhibat, 2024).

Moderation-oriented curriculum also contributes to the strengthening of social responsibility among students. Educational activities that promote cooperation, empathy, and community engagement encourage students to view religion as a source of ethical guidance for social life. These values support the development of responsible citizens who are able to contribute positively to diverse communities.

Furthermore, moderation-based education can strengthen social cohesion within multicultural societies. Educational institutions that integrate moderation values within their curriculum contribute to the development of inclusive social attitudes and peaceful coexistence among different communities. Such educational outcomes demonstrate that Islamic education can play an important role in promoting tolerance and social harmony within contemporary societies (Shah, 2024).

Overall, the findings highlight that curriculum-based religious moderation provides an effective framework for strengthening inclusive religious understanding within Islamic education. Through curriculum design, teaching strategies, and character education programs, moderation values can be systematically integrated into educational environments to support the development of moderate Muslim students.

DISCUSSION

The findings of this study demonstrate that the integration of religious moderation within the Islamic education curriculum plays an important role in shaping students' balanced religious perspectives and social attitudes. Curriculum-based moderation provides an educational framework that enables Islamic educational institutions to promote tolerance, dialogue, and ethical responsibility through structured learning processes. These findings support the theoretical perspective that curriculum design significantly influences the development of students' knowledge, values, and social behavior.

From the perspective of educational theory, the curriculum functions as a central instrument in guiding the objectives, content, and pedagogical strategies of the educational process. Curriculum theorists emphasize that the curriculum not only determines what students learn but also shapes how they interpret knowledge and develop social values (Banks, 2016). In the context of Islamic education, integrating moderation values into the curriculum allows educators to connect religious teachings with broader ethical and social considerations. Such integration helps students understand religion as a source of moral guidance that supports peaceful coexistence within diverse societies.

The findings of this study also highlight the importance of incorporating ethical and multicultural perspectives within Islamic education curriculum. Previous research indicates that curriculum models that emphasize tolerance and intercultural understanding can strengthen students' awareness of diversity and promote constructive social interaction. Educational initiatives that integrate moderation values into learning activities encourage students to develop inclusive religious perspectives and avoid rigid interpretations of religious teachings (Muhaemin et al., 2023).

Furthermore, the role of character education in supporting moderation-based curriculum implementation is particularly significant. Character education emphasizes the development of moral virtues such as empathy, respect, and responsibility, which are essential for maintaining harmonious social relations. Educational scholars argue that character-based educational environments contribute to the development of ethical awareness and responsible citizenship among students (Lickona, 2018). In Islamic educational settings, character education reinforces the integration of moderation values by linking religious teachings with moral behavior in everyday life.

The findings also emphasize the importance of teaching strategies that support moderation-based learning environments. Educational approaches that encourage dialogue, collaborative learning, and reflective thinking can strengthen students' ability to engage with diverse perspectives. Dialogical learning environments allow students to explore different viewpoints and develop critical thinking skills that support balanced religious understanding (Prasetyo, 2024). These strategies align with contemporary educational theories that emphasize participatory learning and active student engagement.

In addition, the integration of moderation values within the curriculum requires institutional commitment and supportive educational policies. Educational institutions must ensure that moderation principles are embedded not only within learning materials but also within school culture and educational practices. Curriculum frameworks that incorporate discussions on tolerance, social justice, and civic responsibility provide opportunities for teachers to introduce moderation values systematically within classroom learning (Suparta, 2024).

These findings are consistent with previous studies highlighting the importance of curriculum development in strengthening religious moderation within Islamic education. Research shows that educational programs that integrate moderation values into curriculum design contribute to the development of tolerant attitudes and inclusive religious understanding among students (Wildan & Muttaqin, 2022). Such curriculum models enable Islamic education to function as a platform for promoting social harmony and preventing intolerance.

From an academic perspective, this study contributes to the growing discourse on religious moderation in Islamic education by emphasizing the role of curriculum design in promoting moderation values. While many previous studies focus on institutional practices or conceptual discussions of moderation, this

research highlights the importance of curriculum-based educational strategies in shaping students' religious perspectives. By analyzing the relationship between curriculum design, teaching strategies, and moderation values, this study provides a framework for understanding how Islamic education can contribute to the development of moderate Muslim identities.

Furthermore, the findings suggest that moderation-based curriculum models can strengthen the role of Islamic education in promoting social cohesion within plural societies. Educational environments that encourage dialogue, ethical reflection, and collaborative learning contribute to the development of inclusive social attitudes among students. These educational outcomes demonstrate that curriculum-based religious moderation can function as an effective strategy for strengthening peaceful coexistence in diverse communities (Shah, 2024).

The development of moderation-oriented curriculum frameworks also reflects broader theoretical discussions on the concept of religious moderation in Islamic education. Conceptual studies emphasize that moderation values such as tolerance, balance, and social responsibility form the ethical foundation of moderation-based educational models (Ritonga et al., 2025).

Overall, the discussion indicates that the integration of moderation values within the Islamic education curriculum requires a comprehensive educational approach that combines curriculum design, teaching strategies, and character education. Through such integration, Islamic educational institutions can cultivate students who possess balanced religious perspectives, ethical awareness, and social responsibility in contemporary multicultural societies.

CONCLUSION

This study highlights the importance of integrating religious moderation within the Islamic education curriculum as a strategic approach for fostering balanced religious understanding among students. The findings demonstrate that curriculum-based moderation enables educational institutions to systematically incorporate values such as tolerance, dialogue, empathy, and social responsibility into learning processes. Through curriculum design that emphasizes ethical awareness and inclusive perspectives, Islamic education can promote religious understanding that supports peaceful coexistence within diverse societies.

The study also shows that the successful implementation of moderation-based curriculum requires the integration of several educational components, including curriculum objectives, learning materials, teaching strategies, and character education programs. Educational approaches that encourage dialogical learning, collaborative activities, and reflective thinking contribute significantly to the development of moderate religious attitudes among students.

Furthermore, Islamic educational institutions have an important role in implementing moderation-oriented curriculum models that strengthen students' ethical awareness and social engagement. By integrating moderation values within curriculum frameworks and learning practices, Islamic education can contribute to the development of moderate Muslim students who are capable of interacting constructively within multicultural societies.

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ISLAMIC EDUCATION AND RELIGIOUS MODERATION IN PLURAL SOCIETIES: EDUCATIONAL STRATEGIES FOR PROMOTING SOCIAL HARMONY

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Abstract: Religious diversity has become a defining characteristic of contemporary societies, particularly in multicultural countries where individuals from different religious and cultural backgrounds interact within shared social spaces. In such contexts, religious moderation plays a crucial role in maintaining social harmony and preventing intolerance or religious extremism. Islamic education is widely recognized as an important instrument for cultivating moderate religious perspectives and promoting peaceful coexistence in plural societies. This study aims to examine the role of Islamic education in strengthening religious moderation and promoting social harmony in multicultural communities. The research employed a qualitative library research approach by analyzing academic literature related to Islamic education, multicultural education, and religious moderation. Data were collected from scholarly books, peer-reviewed journal articles, and policy-related publications discussing the relationship between Islamic education and social harmony. The findings indicate that Islamic education contributes significantly to the development of tolerant attitudes, intercultural dialogue, and inclusive religious understanding. Educational institutions, including schools and pesantren, play a strategic role in fostering moderation values through curriculum design, character education, and community-based learning activities. The study highlights that Islamic education can function as an important social instrument for strengthening religious moderation and promoting peaceful coexistence within plural societies.

Keywords: Islamic education; religious moderation; plural society; religious tolerance; social harmony

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INTRODUCTION

Religious diversity has become one of the most prominent characteristics of contemporary societies. In many countries, individuals from different religious traditions, cultural backgrounds, and social identities interact within shared social environments. These interactions create opportunities for mutual understanding but also present challenges related to intolerance, social conflict, and religious polarization. Within this context, the concept of religious moderation has gained increasing attention as an important approach for promoting social harmony and peaceful coexistence among diverse communities.

Recent academic discussions have highlighted the growing importance of examining religious moderation within Islamic education from multiple perspectives, including curriculum development, institutional culture, and educational interaction within Islamic learning environments. These perspectives are also explored in the inaugural issue of *Jurnal Pendidikan Islam Azzahro*, which presents several studies addressing moderation in Islamic education (Partahian, 2025).

In multicultural societies, religious moderation refers to balanced religious attitudes that emphasize tolerance, dialogue, and respect for diversity. This concept encourages individuals to practice their religious beliefs while maintaining openness toward other religious traditions. Religious moderation therefore functions as an ethical framework that enables communities to live together peacefully despite differences in religious beliefs and cultural practices (Azra, 2019). In societies characterized by pluralism, the development of moderation values becomes essential for preventing religious extremism and strengthening social cohesion.

Education plays a crucial role in shaping individuals' attitudes toward religious diversity. Educational institutions serve as important environments for developing students' understanding of religion and their perspectives on social interaction. Through educational processes, students learn not only religious knowledge but also social values that guide their interaction with others in diverse communities. Islamic education, in particular, has the potential to contribute significantly to the cultivation of moderation values by promoting ethical teachings that emphasize compassion, tolerance, and social responsibility (Hidayat, 2020).

In Indonesia, Islamic education occupies a strategic position within the national education system. Islamic educational institutions such as pesantren, madrasas, and Islamic schools have long played an important role in shaping religious understanding among Muslim youth. These institutions provide religious instruction while also promoting ethical values and social responsibility within educational environments. Research shows that Islamic educational institutions can contribute to the development of inclusive religious perspectives that encourage peaceful coexistence within plural societies (Hefner, 2016).

The role of Islamic education in plural societies becomes increasingly important in the context of globalization and rapid social change. Contemporary societies are

characterized by increasing interaction among individuals from diverse religious and cultural backgrounds. These interactions require educational approaches that encourage dialogue, mutual understanding, and respect for diversity. Educational scholars argue that Islamic education must adapt to these social transformations by promoting moderation values that support peaceful social relations (Mahfud, 2019).

Previous studies have emphasized the importance of moderation-based education in addressing challenges related to intolerance and religious extremism. Research indicates that educational environments that promote tolerance and intercultural dialogue can significantly influence students' attitudes toward diversity. Islamic education that integrates moderation values into learning processes helps students develop balanced perspectives on religion and encourages them to interact constructively with individuals from different backgrounds (Wajdi & Tobroni, 2020).

In addition, the development of multicultural educational approaches within Islamic education can strengthen the role of educational institutions in promoting religious moderation. Multicultural education encourages students to understand cultural and religious differences as part of social reality. Through educational practices that emphasize respect for diversity and social justice, students can develop inclusive attitudes that support peaceful coexistence in plural societies (Lubis, 2018).

Recent studies have also highlighted the importance of integrating moderation values into educational policies and institutional practices. Educational institutions increasingly adopt programs that promote tolerance, intercultural dialogue, and social cooperation as part of broader efforts to strengthen moderation values within society. These initiatives demonstrate that Islamic education can function as an important instrument for promoting social harmony and preventing the development of intolerance (Musyahid & Kolis, 2023).

Furthermore, Islamic educational institutions have the potential to contribute significantly to the development of social cohesion within plural societies. Through curriculum development, character education, and community-based learning activities, Islamic education can promote values such as empathy, respect, and social responsibility. These educational approaches help students understand religion as a source of ethical guidance that encourages peaceful interaction with others (Rahman, 2022).

Despite the growing recognition of the role of Islamic education in promoting religious moderation, many studies focus primarily on institutional practices or educational policies. Research that specifically examines how Islamic education contributes to social harmony in plural societies remains relatively limited. Understanding the broader social role of Islamic education in promoting moderation values therefore becomes important for developing educational strategies that support peaceful coexistence.

Based on this background, this study aims to examine the role of Islamic education in strengthening religious moderation and promoting social harmony within plural societies. By analyzing theoretical perspectives and previous

research on Islamic education and moderation values, this study seeks to provide a deeper understanding of how educational institutions can contribute to the development of tolerant and inclusive communities in contemporary multicultural societies.

RESEARCH METHOD

This study employed a qualitative literature-based research design to examine the role of Islamic education in promoting religious moderation and strengthening social harmony in plural societies. Literature-based research is widely used in educational studies to explore theoretical perspectives and analyze scholarly discussions related to social and educational phenomena. This approach enables researchers to synthesize ideas from various academic sources and develop a comprehensive understanding of specific research topics (Creswell & Creswell, 2018).

The data for this study were obtained from academic publications discussing Islamic education, religious moderation, multicultural education, and social harmony. These sources included scholarly books, peer-reviewed journal articles, and relevant policy documents that address the relationship between Islamic education and plural societies. The selected literature was chosen based on its relevance to the themes of religious moderation, tolerance, and educational strategies for promoting peaceful coexistence.

Data collection was conducted through a systematic review of academic literature by identifying key publications that discuss Islamic education in multicultural contexts. The collected literature was then examined to identify conceptual arguments and educational approaches related to moderation-based education.

The data analysis process employed qualitative interpretative analysis. This method involved categorizing the literature, identifying recurring themes, and synthesizing theoretical perspectives concerning the role of Islamic education in fostering tolerance and social cohesion. Through this analytical process, the study explains how Islamic education can contribute to strengthening religious moderation within plural societies.

RESULTS

This section presents the conceptual findings of the study concerning the role of Islamic education in strengthening religious moderation and promoting social harmony within plural societies. Based on the analysis of relevant academic literature, the findings highlight four important dimensions: the position of Islamic education in plural societies, the development of religious moderation as a social value, educational strategies for promoting interreligious harmony, and the broader contribution of Islamic education to social cohesion.

Islamic Education in Plural Societies

Plural societies are characterized by the coexistence of individuals and communities with diverse religious beliefs, cultural traditions, and social identities. In such environments, educational institutions play a crucial role in

shaping attitudes that encourage tolerance and peaceful coexistence. Islamic education, as an integral part of the educational system in many Muslim-majority societies, has significant potential to contribute to the development of inclusive religious perspectives.

Islamic educational institutions such as pesantren, madrasas, and Islamic schools serve not only as centers for religious learning but also as environments for character formation and social interaction. Within these institutions, students are introduced to Islamic teachings that emphasize ethical values such as compassion, justice, and respect for others. These values provide a moral foundation for developing moderation attitudes that support peaceful coexistence in plural societies (Hefner, 2016).

Furthermore, Islamic education in plural societies encourages students to understand religious diversity as part of social reality. Through educational processes that emphasize contextual understanding of religious teachings, students learn to appreciate differences and develop constructive attitudes toward individuals from diverse backgrounds (Hidayat, 2020). This educational perspective strengthens the role of Islamic education as a platform for promoting inclusive religious understanding.

Religious Moderation as a Social Value

Religious moderation can be understood as a social value that promotes balanced religious attitudes and responsible interaction within diverse communities. Moderation encourages individuals to practice their religious beliefs while maintaining openness toward others and respecting differences in religious interpretation. In plural societies, such attitudes are essential for maintaining social stability and preventing religious conflict.

Within Islamic education, moderation values are cultivated through the integration of ethical teachings and social awareness in learning processes. Islamic teachings emphasize principles such as justice, balance, and compassion, which form the foundation of moderation-based religious attitudes. Educational environments that highlight these ethical principles help students develop awareness of their responsibilities toward society and encourage them to engage constructively with others (Azra, 2019).

The development of moderation as a social value is also closely related to the cultivation of tolerance and empathy. Educational scholars argue that tolerance education can strengthen social cohesion by encouraging individuals to respect differences and engage in dialogue across cultural and religious boundaries (Wajdi & Tobroni, 2020). By integrating tolerance values into Islamic education, educational institutions contribute to the formation of inclusive and responsible citizens.

Educational Strategies for Promoting Interreligious Harmony

Educational strategies play a central role in promoting moderation values and strengthening interreligious harmony. Islamic educational institutions employ various learning approaches that encourage students to develop critical thinking, dialogue skills, and respect for diversity.

One effective strategy involves integrating multicultural perspectives into Islamic education. Multicultural education encourages students to understand social diversity and recognize the importance of cooperation among individuals from different backgrounds. Through discussions on cultural and religious diversity, students develop broader perspectives on social interaction and learn to appreciate differences as part of social reality (Lubis, 2018).

Another important strategy is the implementation of dialogical learning approaches. Dialogical learning encourages open discussion and reflection on social and religious issues, allowing students to explore different viewpoints in constructive ways. Such educational environments promote mutual understanding and strengthen students' ability to engage in respectful dialogue with others (Mahfud, 2019).

In addition, community-based learning activities can strengthen students' awareness of social responsibility. Educational programs that involve students in social engagement activities provide opportunities for them to interact with diverse communities and apply moderation values in real-life contexts. These experiences help students understand the practical importance of tolerance and cooperation in maintaining social harmony.

The Contribution of Islamic Education to Social Cohesion

Islamic education contributes significantly to the development of social cohesion within plural societies. Educational institutions that emphasize moderation values create learning environments that encourage cooperation, empathy, and responsible citizenship. These educational processes help students develop inclusive perspectives that support peaceful coexistence in multicultural communities.

Research indicates that Islamic educational institutions can function as important agents of social integration by promoting values of tolerance and mutual respect. Through curriculum development, character education, and community engagement programs, Islamic education can strengthen students' ability to interact constructively with diverse social groups (Rahman, 2022).

Moreover, Islamic education contributes to the prevention of intolerance and social conflict by encouraging balanced religious understanding. Educational approaches that emphasize ethical reflection and social responsibility enable students to view religion as a source of guidance for building harmonious relationships within society. Such perspectives strengthen the role of Islamic education as a foundation for developing moderate religious attitudes and inclusive social values.

Overall, the findings demonstrate that Islamic education plays a vital role in strengthening religious moderation and promoting social harmony in plural societies. By integrating moderation values into educational practices, Islamic educational institutions can contribute to the development of tolerant communities that support peaceful coexistence among individuals from diverse religious and cultural backgrounds.

DISCUSSION

The findings of this study demonstrate that Islamic education plays an important role in promoting religious moderation and strengthening social harmony in plural societies. In multicultural contexts where individuals from different religious and cultural backgrounds coexist, educational institutions serve as important platforms for shaping attitudes that encourage tolerance and mutual respect. Islamic education therefore contributes not only to the transmission of religious knowledge but also to the development of social values that support peaceful coexistence.

From the perspective of social theory, plural societies require social mechanisms that encourage dialogue and cooperation among diverse communities. Scholars of pluralism argue that social harmony in multicultural societies depends on the ability of individuals to respect differences while maintaining shared ethical values that support collective life (Azra, 2019). Within this framework, education becomes a key instrument for cultivating attitudes that promote social cohesion. Islamic education, when oriented toward moderation values, can function as a medium for developing balanced religious perspectives that encourage constructive interaction within diverse communities.

The results of this study are consistent with previous research emphasizing the role of Islamic education in promoting tolerance and intercultural understanding. Studies indicate that Islamic educational institutions such as pesantren and Islamic schools contribute significantly to the development of inclusive religious perspectives among students. Educational environments that emphasize ethical teachings and social responsibility encourage students to develop respectful attitudes toward individuals from different cultural and religious backgrounds (Hefner, 2016).

Furthermore, the findings highlight that moderation values within Islamic education are closely related to broader educational efforts to strengthen tolerance and multicultural awareness. Previous research suggests that educational programs that integrate multicultural perspectives can improve students' understanding of social diversity and strengthen their ability to engage constructively with others (Lubis, 2018). By incorporating multicultural values into learning processes, Islamic educational institutions create opportunities for students to develop empathy and social awareness.

Another important finding is the role of dialogical learning and social interaction in promoting interreligious harmony. Educational practices that encourage open discussion and critical reflection enable students to explore different perspectives and develop balanced views on religious issues. Such approaches help students understand that religious diversity should be addressed through dialogue and cooperation rather than conflict (Mahfud, 2019). These perspectives support the argument that moderation-based education can strengthen social harmony in plural societies.

In addition, Islamic education contributes to the development of social cohesion by promoting ethical values that guide individuals' interactions within society. Islamic teachings emphasize principles such as justice, compassion, and mutual

respect, which serve as foundations for responsible social behavior. When these ethical principles are integrated into educational practices, students are encouraged to understand religion not only as a system of belief but also as a source of moral guidance for social interaction (Hidayat, 2020).

The findings also highlight the importance of integrating moderation values within educational institutions' broader social roles. Islamic educational institutions often serve as centers of community engagement where students interact with broader society through social activities and community-based learning programs. These interactions provide opportunities for students to practice moderation values in real-life contexts and strengthen their understanding of social responsibility (Rahman, 2022).

From an academic perspective, this study contributes to the growing discourse on religious moderation in Islamic education by emphasizing the broader social role of education in plural societies. While many previous studies focus on institutional practices or educational policies, this research highlights the importance of examining Islamic education as a social instrument for promoting peaceful coexistence. By analyzing the relationship between education, moderation values, and social harmony, this study provides a broader perspective on how Islamic education can contribute to the development of inclusive communities.

Furthermore, this study reinforces the argument that Islamic education has the potential to function as a bridge between religious commitment and social harmony. Educational environments that emphasize moderation values can help students develop balanced religious identities while simultaneously encouraging constructive engagement with diverse communities. Such perspectives demonstrate that Islamic education can contribute significantly to strengthening tolerance and promoting peaceful coexistence in plural societies.

Previous studies on Islamic education have highlighted various educational approaches that contribute to the development of religious moderation among students. Empirical research on pesantren education demonstrates that moderation values can be cultivated through the integration of spiritual education, civic learning, and communal interaction within Islamic boarding school environments (Partahian et al., 2025; Lubis et al., 2025).

Overall, the discussion indicates that the development of religious moderation through Islamic education requires comprehensive educational strategies that integrate ethical teachings, multicultural awareness, and dialogical learning. Through these approaches, Islamic educational institutions can cultivate students who possess moderate religious perspectives and are capable of contributing positively to the development of harmonious and inclusive societies.

CONCLUSION

This study demonstrates that Islamic education plays a significant role in promoting religious moderation and strengthening social harmony within plural societies. In multicultural environments where individuals from diverse religious and cultural backgrounds interact, educational institutions serve as important

platforms for cultivating values of tolerance, dialogue, and mutual respect. Islamic education therefore contributes not only to the transmission of religious knowledge but also to the development of ethical awareness and responsible social attitudes among students.

The findings indicate that moderation values can be strengthened through educational approaches that integrate character education, multicultural understanding, and dialogical learning processes. Through these educational strategies, students are encouraged to develop balanced religious perspectives and constructive attitudes toward diversity.

Furthermore, Islamic educational institutions such as schools, madrasas, and pesantren have the potential to function as important agents of social cohesion. By integrating moderation values into educational practices and community engagement activities, Islamic education can contribute to the development of tolerant and inclusive societies that support peaceful coexistence in plural social contexts.

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