

MADRASAH RELIGIOUS CULTURE ON STUDENTS' RELIGIOUS MODERATION ATTITUDE: QUANTITATIVE CORRELATION AT MAN 1 JOMBANG

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Abstract

This study aims to determine the effect of madrasah religious culture on students' religious moderation attitudes at MAN 1 Jombang. This research is a correlational quantitative research with the type of ex post facto non-experimental research. The population and samples in this study were tenth grade students of MIPA MAN 1 Jombang, which amounted to four hundred populations with one hundred students as research samples. Data collection using a questionnaire, and data analysis using simple regression analysis techniques. This study concluded that the religious culture of madrasah has a significant influence on the religious moderation attitude of MAN 1 Jombang students, as evidenced by the $\text{Sig} = 0.01 < \alpha = 0.05$ value. The correlation coefficient value $r \text{ square} = 0.946$ or contributes 94.6%.

Keywords : Religious Culture; Madrasah; Religious Moderation; Student Attitudes

INTRODUCTION

The affective aspects are prioritized because the Indonesian nation is built on the foundation of religion. Affective aspects also need to be developed to achieve a civilized life. It is not easy so it takes cooperation between educators, parents and society. therefore, a religious culture was created in madrasas as one of the habits that can improve the quality of students' faith and piety (Mulyadi, 2018). According to Sahlan, religious culture in madrasah is a way of thinking and a way of acting of madrasah residents based on religious values. In essence, religious culture in madrasas is the realization of a religious environment that is made a

tradition in behavior (Ashoumi & Munawaroh, 2019). By cultivating this, students will continuously carry out the teachings of Islam in their daily lives.

According to Mustika Sari, the role of religious culture as a supporter of the implementation of Islamic religious education is because religious culture is an activity to increase student spirituality with the realization of humans who are faithful, noble and devoted to Allah SWT. Starting from this, religious culture is important to be implemented in educational institutions in order to internalize religious values in students through the habituation of religious culture (Sari, 2020). The process of internalizing values in moral education needs to be given to students so that the moral crisis in students can decrease. The morals formed in children are the result of internalization which is believed to be the basis for thinking, behaving and behaving (Lubis, 2022).

The cultivation of religious values is needed as an effort to shape students' morals through the development of a religious culture in madrasahs. Through the example of teachers and staff, then followed by habituation over time fulfills the purpose of education through a religious culture (Cahyanto et al., 2020). However, the reality is that the goals of national education have not been achieved optimally. Inaccurate identification of student education problems has resulted in the current generation tending to be fragile, easily emotional and losing character as a generation. The moral crisis of students can be felt in the open access to technology. Social media as part of sophisticated technology is able to have a major influence on life, both positive and negative influences depending on how it is used (Hudi, 2020). The education system adopted so far pays more attention to the cognitive aspect without specific attention to the affective aspect, therefore many graduates have intelligence but lack morals. From the decline in student morals, educational efforts are needed as a place to receive guidance and teaching in shaping student morals (Amaliya, 2022).

The above problems, according to Muhaimin Religious culture implemented in madrasahs can be interpreted as a way of thinking and a way of acting of madrasah residents based on the values of creating a religious atmosphere, internalizing values, exemplary and habituation, through increasing the quantity and quality of religious activities in madrasahs that are *ubudiyah*, such as praying in congregation, fasting *senin kamis*, *khatm al-Qur'an*, prayer together which is carried out continuously can be a solution to these problems (Muhaimin & Ali, 1996).

Moderation offers a solution as a middle way option to be applied and counteracts ideologies that are not in accordance with identity, namely by applying the middle way (not leaning right or left), anti-violence such as brawls and bullying, love of peace, tolerance, maintaining good values, accepting every change and renewal for the benefit of the community (Hasan, 2021). So the value of religious moderation as an extraordinary potential can be implemented by maintaining and caring for it so that it is not scattered by extremism and radicalism that infiltrates through globalization and information openness (Ashoumi et al., 2023).

Therefore, this research wants to map the influence of religious culture on students' moderation attitude. This attitude will prevent deviant behavior in the younger generation by taking samples from Madrasah Aliyah Negeri 1 Jombang students on the application of madrasah culture and its influence on the formation of student moderation attitudes. The results of this study are expected to know how much the contribution of religious culture to the moderate attitude of students.

METHODS

The research approach used in this study is a correlational quantitative approach. Quantitative research is one type of research activity whose specifications are systematic, planned, and clearly structured from the beginning to the making of the research design, both regarding research objectives, research subjects, research objects, data samples, data sources, and methodology (Puguh, 2012).

Research with a quantitative approach is used to research on certain populations or samples, collecting and using research instruments, data analysis is quantitative / statistical, with the aim of testing predetermined hypotheses (Sugiono, 2014). This study will examine the effect of madrasah religious culture on students' religious moderation attitudes at MAN 1 Jombang.

This research uses a type of non-experimental research, namely the Ex Post Facto method. Ex Post Facto research is research in which the independent variable has occurred when the researcher observes the dependent variable. Researchers do not control independent variables directly because the existence of these variables has occurred or because these variables basically cannot be manipulated (Sukardi, 2013).

In this study there are two variables, as follows:

1. Independent variables, namely variables that affect or cause changes or the emergence of dependent variables (Sugiono, 2014). In this study, the independent variable is religious culture (X).
2. Dependent variable is the variable that is affected or that becomes the result, because of the independent variable (Sugiono, 2014). In this study, the dependent variable is the attitude of religious moderation.

Based on sampling from the technique, the number of students in class X MIPA class 2023 is 400 students, with the characteristics of: a) Class 2023 10th grade students majoring in MIPA MAN 1 Jombang, b) Who have filled out the questionnaire or not. Due to the impossibility of studying all populations, also due to limited funds, energy and time to examine the entire existing population so that samples are taken as in table 1. The research sample table is as follows.

Table 1 Research Sample

Class	Σ Students
X MIPA H	23
X MIPA J	27
X MIPA K	23
X MIPA M	27
Σ	100

Sampling technique is a sampling technique that provides equal opportunities for each member of the population to be selected as a sample member. In this study, the sampling technique used by researchers is probability sampling or random samples, namely sampling techniques that provide equal opportunities for research subjects to be selected as samples. This method is carried out if the population members are considered homogeneous. With this research giving equal rights to each subject to get the opportunity to be selected as a sample.

The data collection technique uses a questionnaire or questionnaire technique which contains a number of written questions used to obtain information from respondents, namely regarding the religious culture of madrasah and students' religious moderation. While the preparation of instruments in this study was carried out in several stages, namely: (1) determining research variables; (2) compiling indicators of research variables; (3) compiling instrument grids; (4) conducting instrument trials; and (5) testing the validity and reliability

of the instrument. Before analyzing the data, first test the requirements of the analysis, namely testing the normality of the data and the linearity of the data.

Data analysis technique is a process that will be carried out by researchers and will process data first which aims to get the results of research questions. Data analysis techniques are used before hypothesis testing, and in this study looking for a relationship between two variables by calculating the correlation between variables and looking for the relationship (Sahir, 2021). So that in this study using the Product Moment Correlation Statistical Technique where there is a relationship between the independent variable and the dependent variable. And before determining the results of the relationship between the independent variable and the dependent variable, go through several stages, as follows:

1. Pre-Research Phase

a. Instrument Validity Test

The definition of validity test is a standard measure that shows the accuracy and validity of an instrument. The validity test questions whether the instrument used actually measures the intended attribute. Thus validity will show whether the instrument is useful or not. Using correlation analysis, with the following steps: Determine the hypothesis formulation, Determine the real level & r table, Determine the test criteria, Calculate the test statistical value, Make a decision r count & r table.

$$r = \frac{n \sum_{i=1}^n X_i Y_i - \sum_{i=1}^n X_i \sum_{i=1}^n Y_i}{\sqrt{\left\{ n \sum_{i=1}^n X_i^2 - \left(\sum_{i=1}^n X_i \right)^2 \right\} \left\{ n \sum_{i=1}^n Y_i^2 - \left(\sum_{i=1}^n Y_i \right)^2 \right\}}}$$

Picture 1. Product Moment Correlation Formula

r = Pearson Correlation Value

ΣX = Number of Variable Observations X

ΣY = Number of Variable Observations Y

ΣXY = Sum of Observations of X and Y Variables

Basis for Pearson Validity Test,

Comparison of rCount and rTable values

- 1) If rcount value > rtable = valid
- 2) If rCount value < rtabel = invalid

The rtable value with 100 respondents and 5% significance is 0.195. Looking at the significance value (sig)

- 1) If significance value < 0.05 = valid
- 2) If significance value > 0.05 = invalid

The results of the Validity Test of the Religious Culture Questionnaire as in table 2

Table 2. Validity Test of Religious Culture Questionnaire

Questions	Significance	rCount	Validity
Question 01	0.000	0.569	Valid
Question 02	0.000	0.441	Valid
Question 03	0.000	0.376	Valid
Question 04	0.000	0.491	Valid
Question 05	0.000	0.492	Valid
Question 06	0.000	0.568	Valid
Question 07	0.011	0.254	Valid
Question 08	0.000	0.603	Valid
Question 09	0.000	0.506	Valid
Question 10	0.000	0.420	Valid
Question 11	0.000	0.601	Valid
Question 12	0.000	0.432	Valid
Question 13	0.000	0.484	Valid
Question 14	0.000	0.385	Valid
Question 15	0.000	0.631	Valid
Question 16	0.000	0.350	Valid
Question 17	0.000	0.473	Valid
Question 18	0.000	0.517	Valid
Question 19	0.000	0.466	Valid
Question 20	0.000	0.620	Valid
Question 21	0.000	0.608	Valid
Question 22	0.000	0.442	Valid
Question 23	0.000	0.546	Valid
Question 24	0.000	0.582	Valid
Question 25	0.000	0.486	Valid
Question 26	0.000	0.657	Valid
Question 27	0.002	0.308	Valid
Question 28	0.000	0.370	Valid

The results of the Validity Test of the Religious Moderation Questionnaire as contained in table 3.

Table 3. Validity Test of Religious Moderation Questionnaire

Questions	Significance	rCount	Validity
Question 01	0.000	0.533	Valid
Question 02	0.001	0.324	Valid
Question 03	0.000	0.407	Valid
Question 04	0.000	0.447	Valid
Question 05	0.000	0.405	Valid
Question 06	0.000	0.532	Valid
Question 07	0.000	0.470	Valid
Question 08	0.000	0.585	Valid
Question 09	0.000	0.471	Valid
Question 10	0.000	0.375	Valid
Question 11	0.000	0.351	Valid
Question 12	0.000	0.609	Valid
Question 13	0.000	0.460	Valid
Question 14	0.000	0.392	Valid
Question 15	0.000	0.360	Valid
Question 16	0.000	0.460	Valid
Question 17	0.000	0.540	Valid
Question 18	0.000	0.351	Valid
Question 19	0.000	0.475	Valid
Question 20	0.000	0.344	Valid
Question 21	0.017	0.239	Valid
Question 22	0.000	0.356	Valid
Question 23	0.000	0.394	Valid
Question 24	0.001	0.341	Valid
Question 25	0.000	0.395	Valid

b. Instrument Reliability Test

Reliability is the reliability or consistency of measuring instruments, so that reliability is a measure of the stability and consistency of respondents in answering things related to questions or statements which are dimensions of a variable and are arranged in a form of a questionnaire or questionnaire. According to (Sugiyono, 2017), The Alpha formula is used to find the reliability of instruments whose scores are not 1 or 0, for example a questionnaire or description form.

In calculating reliability using the Alfa Cronbach formula as follows:

$$r_{11} = \left(\frac{K}{K-1} \right) \left(1 - \frac{\sum \sigma b^2}{\sigma t^2} \right)$$

Description;

r_{11} : Instrument reliability value

K : Number of question items tested

$\sum \sigma b^2$: Sum of variance scores of each item

σt^2 : Total variance

1) Reliability Test Results of Religious Culture Questionnaire

The reliability test results are said to be reliable if the Cronbach's Alpha value > 0.6. (V. Wiratna Sujarweni, 2014). So it can be concluded that the questionnaire of religious moderation is said to be reliable because the Alpha value is greater than 0.6, namely 0.734.

Table 4. Religious Culture Reability Test Results

Reliability Statistics	
cronbach's alpha	N of items
0,734	28

2) Reliability Test Results of Religious Moderation Attitude Questionnaire

Table 5. Religious Moderation Attitude Reability Test Results

Reliability Statistics	
cronbach's alpha	N of items
0,805	25

Furthermore, simple regression analysis was conducted to test the research hypothesis stated in the results and discussion.

RESULTS

1. Description of Research Results

This research was conducted at MAN 1 Jombang, The object of this research is MAN 1 Jombang students, namely the tenth grade of the 2023-2024 academic year. The details of the number of tenth grade students studied amounted to four hundred students so that this

study has two variables, namely religious culture as the independent variable and the attitude of religious moderation of students as the dependent variable. So that the main topic of discussion in this study is how the influence of madrasah religious culture on the attitude of moderation of students at MAN 1 Jombang. The application of this religious cultural attitude can be a foundation for both internal factors and external factors that influence students' religious moderation attitudes.

A survey was conducted to find out how the application and influence of religious culture applied by madrasah can change the view of students' religious moderation attitude. The questionnaire consists of 2 questionnaire materials, namely about religious culture and religious moderation, consisting of 28 religious culture question items and 25 religious moderation question items made based on indicators. Then developed into sub-indicators and developed into question items, then distributed to respondents as many as 100 students, with the weight of each answer for strongly agree with a score of 4, agree score 3, disagree score 2 and strongly disagree score 1.

2. Description of Religious Culture Variables

In accordance with the descriptive analysis of data processed using SPSS 16 for Windows, the madrasah religious culture variable (X) can be known Mean = 119.61; Standard deviation (SD) = ; Minimum value = 96; Maximum value = 140; Median = 120; Mode = 112.

Frequency distribution

$$\begin{aligned}K &= 1+3,3 \log n \\&= 1+3,3 \log 100 \\&= 1+3,3 \cdot 2 \\&= 1+ 6,6 \\&= 7,6 = 8\end{aligned}$$

Range

$$\begin{aligned}\text{Range} &= (\text{largest data} - \text{smallest data}) + 1 \\&= (140-96)+1 \\&= 44+1 \\&= 45\end{aligned}$$

Class length

$$\text{Class length} = \frac{\text{range}}{\text{interval}}$$

$$= \frac{45}{8}$$

$$= 5,625 = 5$$

Table 6. Frequency Distribution of Religious Culture

No	Interval	Number of Respondents	Percentage (%)
1.	96-100	1	1
2.	101 -105	6	6
3.	106-110	14	14
4.	111-115	16	16
5.	116-120	15	15
6.	121-125	19	19
7.	126-130	13	13
8.	131-135	9	9
9.	136-140	7	7
	Total	100	100

Description of Religious Moderation Attitude Variable

Based on descriptive analysis of data processed using SPSS 16 for Windows, for religious moderation attitude (Y) can be known: Mean = 105.16; Standard Deviation (SD) = ; Maximum Value = 120; Minimum Value = 85; Median = 105; Mode = 94.

Frequency distribution

$$K = 1 + 3,3 \log n$$

$$= 1 + 3,3 \log 100$$

$$= 1 + 3,3 \cdot 2$$

$$= 1 + 6,6$$

$$= 7,6 = 8$$

Range

$$\text{Range} = (\text{largest data} - \text{smallest data}) + 1$$

$$= (120 - 85) + 1$$

$$= 35 + 1$$

$$= 36$$

Class length

$$\text{Class length} = \frac{\text{range}}{\text{interval}}$$

$$= \frac{36}{8}$$

$$= 4,5 = 5$$

Table 7. Religious Moderation Frequency Distribution

No	Interval	Number of Respondents	Percentage (%)
1.	85-89	4	4
2.	90-94	8	8
3.	95- 99	14	14
4.	100-104	21	21
5.	105-109	21	21
6.	110-114	16	16
7.	115- 119	15	15
8.	120-124	1	1
	Total	100	100

Data Analysis

To analyze a data obtained from the results of data collection from a population or sample, an analysis prerequisite is needed so that the data is worth analyzing. Data analysis prerequisites are something that is imposed on a group of observation or research data to determine whether or not the data should be analyzed using statistical techniques. The data analysis technique in this study uses Simple Regression Data Analysis Techniques with the help of SPSS 21 for Windows. The analysis stages include the Analysis Prerequisite Test stage and the Hypothesis Test Stage.

1. Normality test

Through the data normality test, it can be seen that the data distribution form is normally distributed or abnormally distributed. The type of data normality test used is the Kolmogorov-Smirnov test using a significance level of 0.05, the data is declared normally distributed if the significance is greater than 5% or 0.05. This normality test was carried out on experimental class and control class data including the results of the initial test and final test of each group. The results of the Kolmogorov Smirnov normality test calculation are as follows:

Table 8. Normality Test Results of Madrasah Religious Culture

		Madrasah Religious Culture
N		100
Normal Parameters ^{a,b}	Mean	119.9600
	Std. Deviation	11.33415
Most Extreme Differences	Absolute	.070
	Positive	.070
	Negative	-.050
Test Statistic		.070
Asymp. Sig. (2-tailed)		.200 ^{c,d}

Sumber: Data Primer diolah dengan SPSS 21 for Windows

Based on this table on the normality test using the Kolmogrov-Smirnov method significant at $0.2 > 0.05$, it can be concluded that religious culture (X) and religious moderation (Y) in this study have met the assumption of normality.

Table 9. Religious Moderation Normality Test Result

		Religious Moderation Attitude
N		100
Normal Parameters ^{a,b}	Mean	105.3700
	Std. Deviation	8.74054
Most Extreme Differences	Absolute	.080
	Positive	.071
	Negative	-.080
Test Statistic		.080
Asymp. Sig. (2-tailed)		.112 ^c

Sumber: Data Primer diolah dengan SPSS 21 for Windows

Based on this table on the normality test using the Kolmogrov-Smirnov method significant at $0.112 > 0.05$, it can be concluded that religious culture (X) and religious moderation (Y) in this study have met the assumption of normality.

2. Data Linearity Test

The purpose of the linearity test is to determine the linear status of a research data distribution. In the linearity test, it can be said that the data distribution has a linear form if the significance value of the Deviation from linearity Sig value is more than 0.05 ((sig) > 0.05). Conversely, if the significance is less than 0.05 ((sig) < 0.05) then the data is not linear. Calculation of the linearity test using statistical analysis contained in the SPSS version 21 program as follows:

Table 10. Data Linearity Test Results

			Sum of Squares	df	Mean Square	F	Sig.
Religious Moderation Attitude * Madrasah Religious Culture	Between Groups	(Combined)	2865.662	34	84.284	1.166	.292
		Linearity	310.003	1	310.003	4.289	.042
		Deviation from Linearity	2555.660	33	77.444	1.072	.397
	Within Groups		4697.648	65	72.272		
	Total		7563.310	99			

Based on the ANOVA Table, it is known that F hit (TC) = 1.072; while Ftable = 3.94. Sig value. < 0.05 then Ho is accepted (1.072 < 3.94) with a p-value of 0.397 > 0.05. This means that Ha is rejected. This shows that there is a significant linear relationship between religious culture (X) and religious moderation (Y).

3. Simple Linear Regression Test

Simple Linear Regression Analysis is a linear relationship between one independent variable (X) and the dependent variable (Y). This analysis is to determine the direction of the relationship between variables. Simple linear regression shows the effect of the independent variable on the dependent variable with the following equation $Y = a + bx$. The simple regression test aims to determine the effect of each variable, namely the effect of religious culture variable (X) on religious moderation variable (Y) using the regression equation. To test the magnitude of the influence of religious culture on students' religious moderation attitudes, simple regression analysis is used using statistical analysis techniques contained in

the SPSS 21 for Windows program.

Table 11. Simple Linear Regression Test Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.973 ^a	.946	.945	1.95774

Table 11 shows a relationship value (R) of 0.973 for correlation. The coefficient of determination R Square is calculated as 0.946. Conclusion: Variable X (Religious Culture) has an influence of 94% on variable Y (Religious Moderation Attitude). However, other factors affect the remaining 6%.

Table 12. F Test Results of Simple Linear Regression Analysis

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6555.831	1	6555.831	1710.478	.000 ^b
	Residual	375.609	98	3.833		
	Total	6931.440	99			

Based on the significance value (sig) of the output if

- Sig. value < 0.05 then the hypothesis is accepted. So it means that all X variables simultaneously affect the Y variable.
- Sig. value > 0.05 then the hypothesis is rejected. Then it means that all X variables simultaneously have no effect on variable Y.

It is known that $F_{hitung} = 1710.478$. While $F_{tabel} = 3.94$. The conclusion can be seen that the sig value. $0.000 < 0.05$ then the hypothesis is accepted. So it means that all X variables (religious culture) simultaneously affect the Y variable (religious moderation attitude). The H_0 criterion is rejected if $F_{hitung} > F_{tabel}$ with $\alpha = 0.05$ (5%) with a value of $1710.478 > 3.94$. Or in other words, Religious Culture (X) has an influence on the Variable Religious Moderation Attitude of Students (Y).

Table 13. Simple Linear Regression Model Results

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	8.689	2.341		3.712	.000
Madrasah Religious Culture	.807	.020	.973	41.358	.000

Based on the results above, the X coefficient is 0.807 and the constant is 8.689. So, the form of the relationship between the religious culture variable and the religious moderation attitude of students can be described in the form of the Regression equation $Y = 8.689 + 0.807X$. This shows that religious culture increases by 1 point. Then the religious moderation attitude of students will increase by 0.807 at a constant 8.689. In other words, the better the religious culture of madrasah, the more students' religious moderation attitudes will increase.

DISCUSSION

The religious culture of madrasah is an important part of the Islamic education system because it can influence the behavior of madrasah residents in accordance with the basic assumptions, values, norms, and beliefs that have been upheld by madrasah and build the achievements of madrasah residents, thus shaping the quality of education in madrasah.

The results of the analysis show that the religious culture of madrasah has a positive correlation with students' religious moderation. This is evident from the value (R) of 0.973. Positive means unidirectional, meaning that the higher the madrasa culture, the higher the students' moderation attitude. Then it is known that the Sig value = $0.01 < \alpha = 0.05$, then H_0 is rejected and H_a is accepted. Thus, the hypothesis stated "There is a significant influence between Madrasah Religious Culture on the Religious Moderation Attitude of Students at MAN 1 Jombang" is proven true. The r square of 94% shows the contribution contributed by X to Y.

Thus, the findings of this study corroborate the theory of Ridwan Yulianto (Yulianto, 2020), which shows that “Strengthening madrasa culture-based religious moderation education is some of the values that become the foundation of behavior, tradition, and daily habits practiced in madrasa”. Furthermore, it is also in accordance with Nanang Qosim's theory (Qosim, 2022), which suggests that, “Schools are the right place to instill the value of religious moderation, because schools are miniatures of social life”, the findings of this study also strengthen the theory (Ashoumi et al., 2023) which explains “The cultivation of religious moderation values can be started from the curriculum and learning in the classroom as well as through intracurricular, extracurricular, and habitual activities”.

CONCLUSIONS

Based on the results of the research and discussion that has been presented, it can be concluded that the religious culture of madrasah has a significant influence on the religious moderation attitude of students, as evidenced by the Sig value = $0.01 < \alpha = 0.05$. The correlation coefficient value $r^2 = 0.946$ or contributes 94.6%.

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