

PROMOTING RELIGIOUS TOLERANCE THROUGH ISLAMIC EDUCATION: IMPLEMENTING MODERATION VALUES IN THE CLASSROOM

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Abstract

This research focuses on instilling the values of moderation in learning Islamic religious education at school. The study's main aim is to explore how to integrate the values of moderation, contextual learning, character development, and parental and community involvement influences attitudes of tolerance among students. The research method is a descriptive qualitative approach with data collection techniques including in-depth interviews, participatory observation, and document analysis. Data analysis was done through data display, reduction, and conclusion. The research results show that integrating moderation values in learning through contextual methods and character development has increased attitudes toward religious tolerance among students. Parental and community involvement also plays a vital role in supporting the implementation of these values. This research implies that an integrated and collaborative approach to education can strengthen student character and promote religious tolerance. This research contributes to the development of more inclusive and tolerant Islamic education. It underlines the need for further research to accommodate variations in gender, age, and survey methods so that the results obtained can be used on a more appropriate policy basis.

Keywords: Integration of Moderation Values, Islamic Education, Religious Tolerance

INTRODUCTION

In an increasingly connected era of globalization, the issue of religious tolerance has become critical in various parts of the world, including Indonesia (Anatasya et al., 2023; Turahmi et al., 2024). As a country with the largest Muslim population, Indonesia faces challenges maintaining harmony between religious communities (Syahputra, 2024; Lutfhi et al., 2024). Islamic education has a crucial role in shaping the character of the younger generation, which is tolerant and moderate. This research examines how moderation values are implemented in the classroom in Islamic education and their effect on increasing religious tolerance (Ma'ruf, 2023; Mubarok & Irama, 2022).

Islamic education in Indonesia has undergone various transformations to adapt to the demands of the times. One relevant approach is the integration of moderation values in the curriculum (Hilmy & Respati, 2024; Chairudin & Widodo, 2024). These moderation values include respect for differences, rejection of extremism, and strengthening mutual respect. Implementing these values is expected to form students with a more inclusive understanding of diversity (Zamroni et al., 2024).

According to the social constructivist theory proposed by Vygotsky, learning is a social process that involves active interaction between students and their environment (F. Nasution et al., 2024). In this context, Islamic education that integrates the values of moderation can be an effective means of developing attitudes of tolerance through positive social interactions. Apart from that, Kohlberg's theory of moral education also supports the importance of education based on moral values to form good character (Karlina et al., 2023; Anggraini, 2022).

Although many efforts have been made to promote religious tolerance, there are still challenges in implementing it in the field. One of the main problems is students' need for more understanding and awareness regarding the importance of tolerance. This is often caused by a need for more emphasis on moderation in the curriculum and teaching methods used in Islamic schools. This research focuses on the main problem, namely how to instil the values of religious moderation in Islamic religious education learning for class X students at SMA Negeri 1 Glagah Banyuwangi. This research aims to identify factors that support or hinder the successful implementation of these moderation values.

This research examines how moral leadership can influence school culture and student behaviour. Findings show that leadership that emphasizes moral values can increase attitudes

of tolerance and mutual respect among students (Fadilah et al., 2024). This research discusses the challenges and prospects of integrating values education in Islamic schools. The research results show that despite implementation challenges, a systematic approach and support from various parties can increase the effectiveness of values education (Sarumpaet & Firdaus, 2024). This research conducts a comparative study of how education can promote religious tolerance in various countries. Research results show that education that integrates moderation values can significantly reduce religious intolerance among students (Ardilla et al., 2023). This research shows that applying moderation values in Islamic education can increase students' tolerance towards religious differences (Tanjung et al., 2024).

An integrated curriculum with the values of moderation provides a profound learning experience, helps students understand and appreciate religious differences, and prepares them to interact more harmoniously in a diverse society (Pranata & Nome, 2023). Islamic education that emphasizes the values of moderation significantly reduces interreligious tensions and increases students' understanding (Ixfina, 2024). Teaching methods involving dialogue and active reflection increase religious tolerance among students, demonstrating the effectiveness of inclusive approaches in religious education (Prawono & Kamea, 2024). Educational strategies focusing on moderation and active teacher involvement can strengthen religious tolerance in Islamic schools. Teacher training and adequate resource support have proven critical in implementing the values of tolerance, which in turn helps students to appreciate better and understand religious differences in their environment (Budiman et al., 2024).

Although research examines the importance of values education and moral leadership, minor explicitly explores how the values of moderation are implemented in Islamic education in Indonesia and their impact on religious tolerance. This research seeks to fill this gap by focusing on implementing moderation values in Islamic education in the classroom.

This research offers novelty by exploring the integration of moderation values, specifically in Indonesia's Islamic education context. This approach is unique because it combines social constructivism and moral education theory to understand how the values of moderation can be applied in everyday educational practice. This research also focuses on the empirical analysis of the impact of implementing moderation values on students' attitudes toward religious tolerance, which has not been explored much in previous research.

This research aims to identify the methods and strategies used by teachers in integrating moderation values in the classroom. Then, assess the extent to which moderation values influence attitudes toward religious tolerance among students. Then, identify the factors that support or hinder the successful implementation of moderation values in Islamic education. Thus, it is hoped that this research can significantly contribute to the development of more inclusive and tolerant Islamic education and provide practical recommendations for educators and policymakers in strengthening the integration of moderation values in the Islamic education curriculum.

METHODS

This research uses a qualitative approach with a descriptive research type. A qualitative approach was chosen because it allows researchers to explore in depth how the values of moderation are implemented in Islamic education in the classroom. Descriptive research aims to provide a clear and detailed picture of the phenomenon under study, namely integrating moderation values in the learning process. Thus, this approach is suitable for understanding teachers' perceptions, experiences, and practices when teaching the values of moderation.

This research was conducted from February to May 2024. In this case, the researcher went into the field to conduct observations, meet with several informants and look for other supporting data. Data was collected through several techniques, namely in-depth interviews, participant observation, and document analysis. In-depth interviews were conducted with Islamic teachers and State High School 1 Jl school principals. Tuna Fish, Kertosari, Banyuwangi District, Banyuwangi Regency, East Java. Participatory observation was carried out to observe how the values of moderation were taught in the classroom. In addition, document analysis involves reviewing the syllabus, learning implementation plans (RPP), and teaching materials used by teachers. Triangulation techniques ensure data validity by comparing information from various sources and methods.

The data obtained was analyzed using thematic analysis techniques. The thematic analysis involves the process of coding data to identify themes that are relevant to the research (Rifa'i, 2023). This process begins with transcribing interviews and observation notes, followed by open coding to identify initial categories (Suweni & Gentindatu, 2024). After that, axial coding was carried out to connect these categories into broader themes.

Finally, selective coding was used to identify the main themes most relevant to the research focus. The results of this analysis are then presented as a detailed narrative to provide a comprehensive understanding of the implementation of moderation values in Islamic education in the classroom.

RESULTS

Moderation Value Integration

This research found that integrating moderation values in Islamic education has been successfully implemented in several aspects of learning. This research indicates that integrating moderation values in Islamic education in the classroom can increase attitudes toward religious tolerance among students. Teachers and school principals play an essential role in teaching and exemplifying the values of moderation through various methods and activities. This is based on findings from Sudarso (2024), who emphasizes the importance of moral leadership in creating a tolerant school culture. This is in line with Abdullah's words, which the school principal says: "We always emphasize the importance of tolerance and mutual respect in every religious lesson we teach. We teach them to respect differences from an early age through various methods, such as group discussions, case studies, and interactive activities which prioritize the values of moderation. With this approach, we hope that children can internalize the principles of tolerance and mutual respect more deeply and apply them in their daily interactions at school and outside the school environment."

The results of this interview reveal that a systematic approach is applied to teaching tolerance and mutual respect through religious lessons in schools. The emphasis on tolerance and respect for differences is carried out contextually and relevantly, reflecting a commitment to holistically forming students' character. This approach involves various teaching methods such as group discussions, case studies, and interactive activities that convey the values of moderation and provide students with practical experience. The importance of contextual and interactive methods in the learning process aims to ensure that students understand theory and apply it in everyday life. By teaching the principles of tolerance from an early age, it is hoped that students can internalize these values profoundly and apply them in their interactions both in the school environment and outside of school. This shows the efforts made by educational institutions to form a more inclusive, open generation that respects differences, which is a crucial step in creating a harmonious and tolerant society. This

statement shows that moderation values are not only part of the teaching material but are also applied in daily interactions in the classroom.

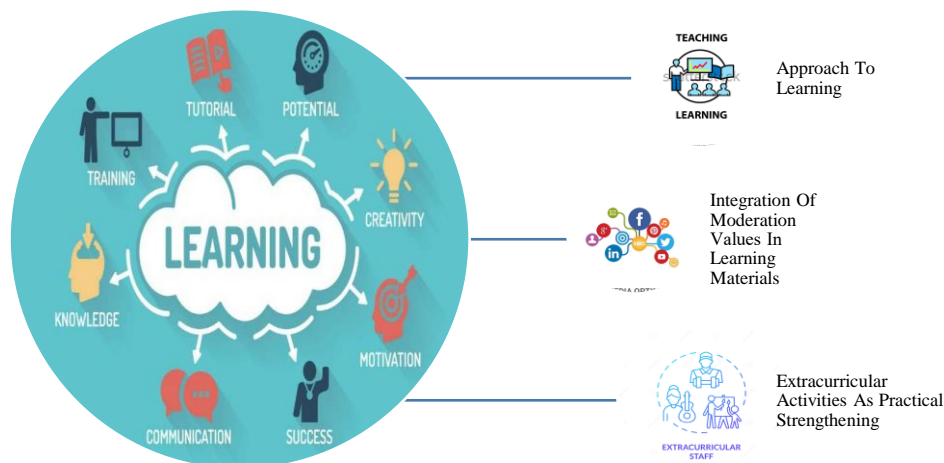
Siti Rohmatin Nazilah, an Islamic religious education teacher, stated, "In every lesson, we always try to relate the material to the values of moderation. For example, when discussing Islamic history, we highlight how Rasulullah SAW always prioritized a moderate and respectful attitude. difference."

The results of interviews with this informant show that the teaching of moderation values is carried out in an integrated manner in the lesson material. By linking subject matter, such as Islamic history, with the values of moderation, teachers try to instil a deeper and more contextual understanding in students. For example, in learning Islamic history, teachers emphasize the moderate attitude exemplified by the Prophet Muhammad, who respected differences and promoted tolerance. This approach goes beyond conveying information but also links it to essential principles of moderation. Students can see these values' relevance and actual application in a broader historical context by highlighting concrete examples from religious history. This helps students understand that the values of moderation are not just an abstract concept but are an integral part of religious teachings and daily practice. This contributes to the development of tolerant attitudes and respect for differences among students and strengthens their understanding of the importance of moderation in social and religious life. This shows that the approach taken is contextual by linking the values of moderation with the content of relevant teaching materials.

Anang Basarodin, deputy principal, said, "We also hold extracurricular activities aimed at strengthening the values of moderation, such as interfaith discussions and visits to different places of worship. These activities are designed to give students direct experience interacting with various groups of religions so that they can understand and appreciate differences more profoundly and practically more profoundly and practically. Apart from that, this also helps develop an open and tolerant attitude in students."

The interview results reveal that the school is committed to strengthening the values of moderation through specially designed extracurricular activities. By holding interfaith discussions and visits to different places of worship, the school allows students to interact directly with various religious groups. This approach aims to provide practical experiences that enable students to understand and appreciate differences more in-depth and concretely. Through this activity, students learn about tolerance in a theoretical context and experience

firsthand how to appreciate and respect differences outside the school environment. This is an essential step in developing an open and tolerant attitude because students can see and experience diversity firsthand, which enriches their understanding.



Figures. 1 Effective Teaching Method Strategies

Contextual Learning

Contextual learning has proven effective in helping students understand and apply the values of moderation. This method allows students to relate learning material to their experiences, making internalizing these values easier. This research aligns with findings from Munawir et al (2024) which show that approaches relevant to students' social context can increase the effectiveness of educational values.

In the words of Abdul Wafa, a history teacher who explained, "We use a contextual learning method where students are invited to relate the subject matter to their daily lives. For example, when discussing justice, we provide real examples in their environment."

The results of interviews with this informant revealed that the school uses contextual learning methods to help students relate lesson material to their daily lives. With this approach, teachers try to make learning more relevant and meaningful for students. For example, when discussing the concept of justice, teachers provide real examples from the environment around students. This helps students understand how abstract concepts like justice can be applied to real-life situations they face every day. This approach is based on contextual learning theory, which emphasizes linking new knowledge to students' experiences to strengthen understanding and retention. By using concrete examples from

students' environments, teachers explain concepts theoretically and show how these values apply in real life. This can increase student engagement, make learning more engaging, and encourage them to think critically about how they can apply these principles to their own lives. Then, Cahyono, as a teacher, also added the statement that,

"With a contextual approach, students can more easily understand and apply the values of moderation in their lives. We often use case studies that are relevant to their social context."

From the results of this interview, a common thread can be drawn that using a contextual approach in teaching helps students more easily understand and apply the values of moderation in everyday life. With this approach, the subject matter is linked directly to the students' social context, making learning more relevant and meaningful for them. The contextual approach utilizes case studies relevant to the student's experiences and social environment so abstract concepts such as moderation become more concrete and easier to understand. For example, by presenting real situations they might encounter in their environment, students can see how the principles of moderation are applied in real situations. This not only strengthens their understanding of the values of moderation but also encourages them to think about how to apply these values in their lives. This approach improves students' understanding and helps them see the relevance of moderation values in everyday life. Then it is also in line with the expression of Laras as a class X student who stated,

"I find it easier to understand lessons when teachers relate them to examples from real life. This makes me more aware of the importance of moderation and tolerance."

The interview results show that students feel that teaching methods that link lesson material with real-life examples are very effective. Students feel this approach makes lessons more straightforward and relevant to their daily lives. Concrete examples related to their experiences make abstract concepts such as moderation and tolerance more accurate and meaningful. Students also realize the importance of moderation and tolerance because they can see the actual application of these values in everyday life situations. This shows that contextual teaching methods improve students' understanding of subject matter and help them internalize essential values. When students can connect what they learn in class to real life, they are more likely to develop attitudes and behaviours that reflect those values in their

daily interactions. This statement confirms that contextual learning can increase students' awareness and understanding of the values of moderation.

Character Development

Character development through integrating moderation values is one of the main focuses of Islamic education in the schools studied. Teachers and schools try to shape students' moderate, tolerant and empathetic character through various activities and learning. These results support Astuti et al (2023) research, which emphasizes the importance of values education in forming good character among students.

In Santoso's words, as an economics teacher, "We focus on developing students' character, including moderation, tolerance and empathy. We believe that these values are essential for forming a better generation. Therefore, we integrate these values into every aspect of learning and school life, from the curriculum to extracurricular activities and daily interactions. In this way, we hope that students can grow into individuals who are not only academically intelligent but also have strong character and good morals. "

With the interview results above, the informant revealed that the school places student character development as a top priority, focusing on moderation, tolerance and empathy. This approach reflects the belief that these values are essential for forming a better and more balanced generation. Schools teach these values in formal lessons and integrate them into every aspect of learning and school life, including the curriculum, extracurricular activities, and daily interactions. By holistically incorporating these values, the school hopes that students will internalize and apply the principles of moderation, tolerance, and empathy in their various situations. Everyday experiences at school are designed to reinforce these values so that students gain academic intelligence and develop into individuals with strong character and good morals.

This is also in line with the words of Budiman, a language teacher who explained that "In every teaching and learning activity, we always try to instil good character values, including moderation. We do this through various interesting and interactive learning methods, such as group discussions, simulations, and collaborative projects."

The results of interviews with this informant revealed that the school is committed to instilling good character values, including moderation, in every teaching and learning activity.

This approach is carried out through various exciting and interactive learning methods, such as group discussions, simulations and collaborative projects. By using these various methods, the school seeks to create a dynamic and participatory learning environment, improving students' academic understanding and developing their character. The emphasis on the values of moderation as part of the school's vision and mission shows that the school has a long-term goal of forming students with a balanced and tolerant attitude. Moderation here is understood as the ability to manage differences and conflicts constructively and peacefully. Thus, this approach not only emphasizes academic achievement but also the moral and social development of students.

Then Yania as a class who is kinder and more tolerant in various situations."The results of interviews with the informants above reveal that learning about the values of moderation has had a significant positive impact on students' attitudes and behaviour. By understanding the values of moderation, students feel more caring and appreciative of their friends, indicating that this learning has deepened their empathy and respect for others. Students recognize the importance of respecting differences and understanding others' perspectives, indicating that they have internalized the principles of moderation in their social interactions. This increased awareness allows students to be more tolerant in various situations, reflecting a positive change in the attitudes of those who previously may not have fully understood or appreciated diversity. This statement shows the positive impact of integrating moderation values in education on character development.



Figures. 2 Success in Education

Parent and Community Involvement

The involvement of parents and the community in supporting the implementation of moderation values is significant. Collaboration between schools, parents and local communities can strengthen educational efforts to teach the values of moderation. This research shows that active involvement from various parties can increase the success of implementing the values of moderation by the moral education theory of Khoirroni et al (2023), which emphasizes the importance of a supportive environment in the formation of moral character.

The statement of Siti Rohmatin Nazilah strengthened this. A religious education teacher said, "We often hold meetings with parents to discuss the importance of moderation in their children's education. We also guide how they can support and apply the values: "These values are at home so that there is consistency between the school and the family environment."

Threats of interviews with this informant show that the school plays the role of parents in supporting education with the values of moderation. By holding frequent meetings with parents, the school seeks to explain and underline the importance of moderation in the children's education process. This approach aims to create a shared understanding between schools and families regarding the principles of moderation and how these values can be applied consistently in both environments. These meetings not only serve as a forum to convey information but also as an opportunity to provide practical guidance to parents on how they can support the implementation of moderation values at home. By providing strategies and concrete examples, schools strive to ensure that these values are taught in the classroom and integrated into children's daily lives at home. This shows that collaboration between schools and parents is essential in strengthening the values of moderation.

Then Budiman, as one of the student's parents, also stated, "We feel it is important to support the school's efforts to teach the values of moderation. At home, we also try to set a good example for our children."

The interview results above reflect the parents' commitment to support and complement the school's efforts to teach the values of moderation. Parents realize the importance of their role in their children's character education and try to be good role models at home. They understand that consistency between teaching at school and behaviour at home is critical to effectively internalizing the values of moderation. Parents contribute to

the learning process outside the classroom by setting a good example at home. Their actions to demonstrate the values of moderation in everyday life reinforce and validate what is taught in school. This helps children understand these values theoretically and see their application in practice.

Apart from that, Abdullah, as the school principal, stated, "We also work with local communities to hold various activities that promote the values of moderation, such as interfaith discussions, workshops on tolerance, and other social activities. The aim is to broaden the understanding and practice of these values. This value is outside the school environment."

Interviews with these informants show that schools are actively expanding their efforts to promote education values by involving local communities. This collaboration includes various activities, such as interfaith discussions, workshops on tolerance, and other social activities, designed to introduce and deepen understanding of moderation outside school boundaries. By involving the local community, the school seeks to create an environment that supports and strengthens the teaching of the values of moderation outside the classroom context. Interfaith discussions and workshops on tolerance provide opportunities for students and community members to interact, share experiences, and learn about the importance of respecting differences. Other social activities also serve as a platform for applying the values of moderation in actual practice, enabling students and community members to develop inclusive and harmonious attitudes.

DISCUSSION

This research indicates that implementing moderation values in Islamic education within the classroom significantly enhances students' attitudes toward religious tolerance. This finding is consistent with Shofiyah et al (2023), who emphasized that strong moral leadership in schools fosters a culture of tolerance and mutual respect. Additionally, Jannah (2023) examined the integration of values education in Islamic schools and found that, despite challenges, a systematic approach can yield more inclusive and tolerant students.

The research findings are further supported by Ardilla et al (2023), who conducted a comparative study on promoting religious tolerance through education across various countries. Their study revealed that education incorporating moderation values can substantially reduce religious intolerance among students. However, this research also

identified several obstacles, including insufficient teacher training and limited support from integrated school policies. These issues highlight a gap between policy and implementation, underscoring the need for a more holistic and sustainable strategy to address these challenges. Consequently, this research reinforces previous findings and identifies areas requiring further attention in the implementation of moderation values in Islamic education in Indonesia.

Theoretically, these findings underscore the value of an integrated approach to learning, which involves combining various teaching methods and strategies to optimize students' understanding of the concepts being taught (Sadiyah & Wathon, 2022;Kusnadi, 2024). In the context of moderation values education, this approach encompasses techniques such as group discussions, case studies, and interactive activities. By employing diverse and relevant methods, students can more effectively internalize and apply moderation values in their daily lives (Ependi et al., 2023;Ihtiari et al., 2023;Firdiansyah & Hendrawati, 2023). This approach also fosters a learning environment that enhances student engagement.

Integrating moderation values into lesson materials connects these values with relevant content. For example, in Islamic history lessons, teachers can highlight the moderate attitude of Rasulullah SAW and its application in historical contexts (Abbas et al., 2024;Muvid et al., 2023). This integration allows students to observe the practical application of moderation values within their study context, thereby deepening their understanding and appreciation of these values (Pulungan, 2023;Elmontadzery et al., 2024).

Extracurricular activities further reinforce these concepts by bridging theoretical knowledge with real-life experiences. Activities such as interfaith discussions and visits to diverse places of worship enable students to engage directly with different religions and cultures. This practical reinforcement strengthens understanding and retention, key components of contextual learning. When students encounter real-life examples relevant to their lives, they are more likely to understand and remember the material (U. F. Nasution et al., 2024;Riana et al., 2023). For instance, when discussing the concept of justice, teachers can use concrete situations from students' environments, such as school or community scenarios, to make the material more relatable and memorable (Kumala & Nadya, 2024;Halisoh & Sain, 2024;Qushwa, 2024).

The relevance of moderation values in contextual learning highlights the importance of linking these principles to real-life situations faced by students (Nurhasanah et al., 2024). Teaching moderation, a value that prioritizes balance and tolerance, becomes more effective

when students see its application in their everyday lives (P. Lubis, 2024). Understanding the relevance of moderation in familiar contexts helps students appreciate and grasp its significance in their social interactions (Hasanah et al., 2024). Internalizing values through contextual learning involves helping students understand, absorb, and apply these values in their lives (Fahriyah, 2024;Judrah et al., 2024). Practical experiences and reflection, such as group discussions, role-playing, or field trips interacting with diverse community groups, enable students to experience the importance of these values directly (Febriani & Sahara, 2024;Habibah et al., 2024). Thus, moderation values become not only theoretical knowledge but also integral to students' daily attitudes and behaviors.

From the findings, it is clear that character development through education focusing on moderation and tolerance is crucial for shaping a better generation (P. Lubis, 2024). This "better generation" refers to individuals who deeply understand human values like empathy, tolerance, and mutual respect (Lake & Saingo, 2023;Wasngadiredja et al., 2023). Education integrating moderation values helps students internalize these principles from an early age, preparing them to face future social and cultural challenges (S. K. Lubis, 2023;Ixfina, 2024;Desnita & Salminawati, 2024). The generation developed through this approach is likely to be more inclusive, tolerant, and capable of contributing positively to a diverse society.

A dynamic and participatory learning environment is essential for this process. When students are actively involved in learning through discussions, group activities, and collaborative projects—they become not only recipients of information but also participants in critical and creative thinking (Ramadhan & Hindun, 2023;Milda et al., 2024;Marsela et al., 2024). This environment encourages them to share views, listen to different perspectives, and respect diversity (Ridwan et al., 2023). Such an atmosphere promotes openness and flexibility, enhancing their ability to collaborate across differences (Tunnazah et al., 2024). Deep empathy and respect, outcomes of education focused on moderation, enable students to understand and appreciate differences, fostering peaceful and harmonious societal relationships (Lado & Windarti, 2024;Muhtarom et al., 2024;Judrah et al., 2024). Emphasizing respect for every individual's rights and dignity results in a more inclusive and supportive environment where everyone feels valued and accepted.

These findings demonstrate that integrating moderation values into Islamic education can enhance students' religious tolerance. Contextual learning, character development, and the involvement of parents and communities are crucial in supporting the

implementation of moderation values (Awalita, 2024;Solechan, 2024;Evianah, 2024). This approach significantly contributes to developing more inclusive and tolerant Islamic education and offers practical recommendations for educators and policymakers to strengthen moderation values in the curriculum.

Parental and community involvement is vital for internalizing and disseminating moderation values to the younger generation (Budiman et al., 2024). A shared understanding between schools, parents, and communities about the importance of moderation ensures that all parties work towards the same goal, cultivating tolerant individuals who respect differences. When schools, parents, and communities align on teaching and practicing moderation, students receive these messages more effectively and consistently (Wahab, 2022;Fitrotulloh et al., 2024). Additionally, parents and community members demonstrating moderation and tolerance in their daily interactions provide real-life examples for children.

CONCLUSION

The most important finding from this research shows that integrating moderation values in Islamic education significantly positively impacts attitudes toward religious tolerance among students. The lesson drawn from this research is that learning that links material to students' real-life contexts can increase understanding and application of moderation values. Contextual learning and character development are the keys to forming moderate, tolerant and empathetic attitudes. Apart from that, the involvement of parents and the community in supporting the implementation of moderation values has also proven critical in strengthening students' character education.

This research makes a significant contribution to the scientific field by updating perspectives on how the values of moderation can be integrated effectively into Islamic education. Using a descriptive qualitative approach and various data collection techniques, this research succeeded in identifying effective methods and strategies for teaching the values of moderation. In addition, this study did not consider variations in gender and age of students in depth. Therefore, further research that accommodates gender, age, and survey methods is needed to obtain a more comprehensive picture. It is hoped that this further research can become the basis for more appropriate policies in strengthening character education in various contexts.

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