

**THE ROLE OF ISLAMIC RELIGIOUS EDUCATION IN REALIZING RELIGIOUS MODERATION AMONG ELEMENTARY SCHOOL STUDENTS**<sup>1</sup>Suherman, <sup>2</sup>Shandi Syafei<sup>1,2</sup>Sekolah Tinggi Agama Islam Haji Agus Salim Bekasi, Indonesia<sup>1</sup>[Suhermanh217@gmail.com](mailto:Suhermanh217@gmail.com), <sup>2</sup>[shandisyafei@gmail.com](mailto:shandisyafei@gmail.com)**Abstrak**

Penelitian ini bertujuan untuk mengkaji peran pendidikan Islam dalam mewujudkan moderasi beragama di kalangan siswa sekolah dasar. Dalam konteks global yang semakin plural, moderasi beragama menjadi penting untuk diajarkan sejak usia dini agar generasi muda memiliki pemahaman yang seimbang, toleran, dan tidak terjebak dalam sikap ekstremis. Pendidikan agama Islam di SDIT Insan Kamil 2 dianggap sebagai sarana efektif dalam menanamkan nilai-nilai moderasi beragama, yang mencakup sikap terbuka, toleransi, dan penghargaan terhadap perbedaan. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus di SDIT Insan Kamil 2. Data dikumpulkan melalui wawancara dengan guru, observasi pembelajaran, serta analisis dokumen kurikulum dan program kegiatan ekstrakurikuler yang berhubungan dengan moderasi beragama. Hasil penelitian menunjukkan bahwa pendidikan agama Islam memiliki peran yang signifikan dalam membentuk sikap moderat pada siswa. Pembelajaran agama Islam yang dilakukan tidak hanya berfokus pada pemahaman teks-teks agama, tetapi juga pada penanaman nilai-nilai toleransi, dialog antaragama, dan penghindaran sikap intoleransi serta kekerasan. Pendidikan agama Islam juga mencakup kegiatan praktis, seperti dialog lintas agama, pembelajaran tentang sejarah Islam yang mengajarkan keberagaman, serta proyek sosial yang memperkenalkan siswa pada berbagai lapisan masyarakat. Dengan demikian, sekolah ini berhasil menanamkan prinsip-prinsip moderasi beragama melalui pendekatan yang kontekstual dan berbasis nilai-nilai keislaman yang rahmatan lil-'alamin.

**Kata kunci:** Pendidikan Agama Islam, Moderasi Beragama, Sekolah Dasar, Toleransi

**Abstract**

This study aims to examine the role of Islamic education in realizing religious moderation among elementary school students. In an increasingly plural global context, religious moderation is important to be taught from an early age so that the younger generation has a balanced, tolerant, and not trapped in extremist attitudes. Islamic religious education at SDIT Insan Kamil 2 is considered an effective means of instilling the values of religious moderation, which include openness, tolerance, and respect for differences. This research uses a qualitative approach with a case study method at SDIT Insan Kamil 2. Data were collected through interviews with teachers, learning observations, and analysis of curriculum documents and extracurricular activity programs related to religious moderation. The results of the study show that Islamic religious education has a significant role in shaping a moderate attitude in students. Islamic religious learning is carried out not only on understanding religious texts, but also on instilling the values of tolerance, interreligious dialogue, and avoiding intolerance and violence. Islamic religious education also includes practical activities, such as interfaith dialogue, learning about Islamic history that teaches diversity, as well as social projects that introduce students to different walks of life. Thus, this school has succeeded in instilling the principles of religious moderation through a contextual approach and based on Islamic values that are rahmatan lil-'alamin.

**Keywords:** Islamic Religious Education, Religious Moderation, Elementary School, Tolerance

## Introduction

Indonesia, as the country with the largest Muslim population in the world, has a great challenge in realizing a harmonious and peaceful social life, given its very high diversity, both in terms of religion, ethnicity, and culture. One of the biggest challenges faced is religious radicalization and intolerance, which can trigger conflicts and divisions between religious communities.

Therefore, religious moderation is a very important concept to be taught, especially among the younger generation, as an effort to overcome the potential for division and build social peace. Religious moderation teaches the people to adhere to religious teachings, but with a balanced attitude, not extremes, and always prioritize tolerance and respect for differences.

In this context, Islamic religious education in elementary schools plays an important role in instilling the values of religious moderation from an early age in students. Insan Kamil 2 Integrated Islamic Elementary School, as an Islamic-based educational institution, has a great responsibility in shaping the character of students so that they have a moderate and inclusive understanding of religion.

As an educational institution that applies the Islamic principles of rahmatan lil-'alamin, SDIT Insan Kamil 2 is expected to be able to teach students to practice religion in a way that is not only correct according to Islamic teachings, but also prioritizes the values of togetherness and tolerance between religious communities.

Religious moderation is an attitude that prioritizes balance in religion, distances oneself from extremism in belief, and upholds the values of tolerance, cooperation, and respect for differences. Islamic religious education has a very important role in realizing religious moderation, because from an early age students can be taught about the importance of respecting differences and coexisting peacefully in social diversity.[1] In this case, Islamic religious education is not only limited to the teaching of the teachings of the religion itself, but also forms a moderate and open social attitude towards plurality.

## Research Methods

This research uses a qualitative approach with a case study type of research. The qualitative approach was chosen because it aims to explore a deep understanding of the role of Islamic religious education in realizing religious moderation among elementary school students.

Through this study, the author seeks to obtain an overview of how the Islamic religious education curriculum and its implementation at SDIT Insan Kamil 2 can shape the character of moderate students, as well as analyze various factors that affect the success or challenge in realizing

religious moderation at the basic education level. The qualitative approach is the right way to understand social phenomena in depth by involving direct experience from individuals.[2]

As the primary method, this study collected data through in-depth interviews with various parties involved, including Islamic Religious Education teachers, school principals, and students. Case studies are an effective method to dig up information from a specific location to gain a more comprehensive understanding of the phenomenon.[3]

Research data was collected through several techniques, namely interviews, observations, and documentation. First, in-depth interviews were conducted with PAI teachers, school principals, and several students to gain perspectives on the implementation of Islamic religious education that focuses on religious moderation. This interview will explore their views on how Islamic religious education is implemented in schools, as well as the extent to which moderate attitudes can be reflected in students' behavior and thinking.

This interview technique is in line with the opinion that in-depth interviews allow researchers to obtain more detailed and exploratory information related to the experiences and views of the research subjects.[4]

Second, direct observation of the learning process of Islamic Religious Education in the classroom is also carried out to understand how the interaction between teachers and students in teaching the values of religious moderation.

This observation aims to see the application of theory in practice, such as the learning methods used, student activities, and classroom dynamics that support the creation of religious tolerance and moderation. In this case, direct observation in the classroom will provide more concrete data on the implementation of the curriculum and learning methods.

Third, document analysis was used to examine the curriculum material of Islamic Religious Education at SDIT Insan Kamil 2. These documents include lesson plans, textbooks, and extracurricular programs related to strengthening religious moderation. Document analysis is an effective method for identifying and interpreting various written sources that can provide information.

## **Discussion**

### **Islamic Religious Education Applied at SDIT Insan Kamil 2 in Shaping the Character of Moderate Students**

At SDIT Insan Kamil 2, Islamic religious education is holistically integrated into the curriculum and daily activities of students with the aim of forming a moderate character. Islamic religious education is not only taught in theory, but also applied. Islamic religious education must

teach the ummah to understand religious teachings in a moderate, non-extreme way, and prioritize the principle of tolerance for differences.

SDIT Insan Kamil 2 applies this principle by providing materials that teach the importance of harmony between religious communities and respect differences, both in formal religious learning and in extracurricular activities.[5]

The learning process of Islamic Religious Education at SDIT Insan Kamil 2 is designed to create a deep understanding of religious moderation. One of the approaches used is the integration of moderate Islamic values in each subject, where students are not only taught about worship and morals, but also about the importance of applying Islamic teachings in social life that respects plurality.

Islamic religious education based on religious moderation has a great impact in shaping an inclusive attitude of students who are able to interact with various groups without ignoring the values of religious teachings.[6] For example, through the interfaith dialogue approach carried out in classroom activities, students are taught to engage in constructive dialogue and respect the differences of beliefs that exist in society.

In addition, the learning methods used at SDIT Insan Kamil 2 prioritize experiential learning, such as project-based learning and case studies, where students are invited to analyze issues of religious tolerance and moderation in a real-life context. It allows students to not only understand religious concepts cognitively, but also to feel and practice them in daily life.

In the context of SDIT Insan Kamil 2, projects such as making artworks involving various cultures or social activities involving various religious groups, are one way to introduce religious moderation to students.[7]

Islamic religious education at SDIT Insan Kamil 2 is also carried out collaboratively between teachers, parents, and the community. PAI teachers not only teach religious material in the classroom, but also act as facilitators in building an environment that supports religious moderation in schools emphasizing the importance of the role of teachers in creating an environment that supports the formation of moderate character in students through positive and open interaction with differences. school.

Thus, the implementation of Islamic religious education at SDIT Insan Kamil 2 focuses on developing the character of moderate students through an inclusive, tolerant, and experience-based approach. Through innovative methods and the integration of moderate Islamic values, the school is committed to forming a young generation that not only understands religion deeply but can also coexist with tolerance and mutual respect between religious communities.

At SDIT Insan Kamil 2, Islamic religious education does not only focus on the transfer of religious knowledge, but also on the formation of students' attitudes and characters who are moderate, tolerant, and respectful of differences. To achieve this goal, the school uses a variety of learning methods and strategies that aim to instill the values of tolerance and respect for students' differences in religion, culture, and social backgrounds. One of the main goals of Islamic religious education in schools is to form a moderate and tolerant character, by utilizing methods that are interactive and based on real experiences in students' daily lives.[8]

Another method used is project-based learning, where students are given the task of working in groups to complete projects related to social, cultural, and religious issues. Through this project, students are invited to work together, collaborate, and develop an understanding of the importance of coexistence in diversity.

The project-based learning method is effective in shaping the character of tolerant students, as students engage directly in activities that involve many people with different backgrounds, which in turn reinforces an inclusive attitude and appreciation for diversity.

In addition, SDIT Insan Kamil 2 also implements a contextual teaching and learning method, where the material taught is associated with students' daily lives and the relevance of Islamic values in facing existing social challenges. Through this method, students not only learn religious theory, but are also taught how to apply religious teachings in the context of plural social life.

Contextual learning focuses on the relationship of the material being studied to the real world, so that students can experience the direct benefits of religious teachings in their lives. In this case, students are taught to interact with people of different religions, cultures, and backgrounds, as well as how they can maintain moderate Islamic principles in their daily lives.

The policies implemented by the school have a significant influence on the implementation of Islamic religious education in realizing religious moderation. The leadership of the principal at SDIT Insan Kamil 2 plays an important role in directing the school's vision and mission related to religious moderation. School principals who are committed to strengthening religious moderation can create policies that support the implementation of a moderate and tolerant curriculum.

Visionary leadership and school policies that support character-based education are essential in creating an atmosphere conducive to religious moderation learning. Principals who prioritize religious moderation can ensure that their curriculum, teaching, and other policies are aligned with the values of tolerance and inclusivity.

Teachers have a key role in realizing religious moderation in schools, especially in how they deliver learning materials. PAI (Islamic Religious Education) teachers at SDIT Insan Kamil 2 not

only function as teachers, but also as role models for students in practicing moderate and tolerant Islamic religious values. The quality of teachers greatly affects the success of character education, including in terms of religious moderation.

Teachers who have a broad understanding of moderate and tolerant Islamic teachings can instill such attitudes in students through a compassionate approach, empathy, and openness to differences.[9] Teachers who not only teach religious theory, but also invite students to discuss and interact with students from different backgrounds, can strengthen inclusiveness and tolerance among students.

Another factor that affects the implementation of Islamic religious education in realizing religious moderation is the support from parents and the community around the school. Parents play an important role in reinforcing the values taught in school, especially in accustoming their children to respect differences and uphold tolerance.

The role of parents in the education of children's character is crucial, since they are the first agents to introduce social and religious values to the child.[10] Parental support can be seen in their involvement in school activities, such as accompanying children in participating in extracurricular activities with a diversity theme, as well as providing direct examples at home of the importance of religious tolerance and moderation.

In addition, the community around the school, be it religious leaders, the general public, or social institutions, can also make a positive contribution to realizing religious moderation. According to collaboration, collaboration between schools and the community is needed to create an environment that supports religious moderation learning. Community involvement in school activities, such as seminars, training, or even joint social activities between religious communities, can enrich students' experiences in understanding the importance of peaceful coexistence in diversity.

The social and cultural context around the school also influences the application of religious moderation in Islamic religious education. SDIT Insan Kamil 2 is located in an area that is relatively homogeneous religiously, but has social and cultural diversity in the daily lives of the community.

A social environment that has a diversity of ethnicities, cultures, and religions can be a challenge in teaching religious moderation. A pluralistic environment can be both an opportunity and a challenge for schools in creating an atmosphere that supports the teaching of religious moderation, especially in terms of addressing potential social conflicts caused by a lack of understanding of differences.

Therefore, schools must be able to create strategies to manage diversity in the classroom and in the school environment wisely, so that the values of tolerance and moderation can be well accepted by all students.

Another factor that affects the success of the implementation of Islamic religious education in realizing religious moderation is the availability of educational resources, be it in the form of teaching materials, learning facilities, and training for teachers.

The use of teaching materials that are in accordance with the principles of religious moderation and based on diversity is essential to provide students with broad insights into the importance of living in harmony in a pluralistic society. The availability of textbooks that contain moderate Islamic religious education materials and prioritize the values of tolerance greatly affects students' understanding. In addition, training for teachers on how to teach religious moderation effectively is also an important factor in ensuring the quality of teaching provided.

### **The Influence of Islamic Religious Education at SDIT Insan Kamil 2 on Students' Attitude of Tolerance and Inclusivity in Daily Life**

Islamic religious education at SDIT Insan Kamil 2 has a significant influence in shaping students' attitudes of tolerance and inclusivity, especially in the context of their daily lives. In the learning process, Islamic values that prioritize peace, mutual respect, and coexistence with differences are strongly emphasized.

The influence of Islamic religious education is not only seen in the cognitive aspect, but also in the social attitudes of students who are more open, respect diversity, and able to interact harmoniously with others, regardless of differences in religious or cultural backgrounds.

One of the main influences of Islamic religious education applied at SDIT Insan Kamil 2 is the formation of students' tolerance towards religious and cultural differences. The Islamic religious education taught focuses not only on rituals and theological aspects, but also on a deep understanding of the importance of tolerance in daily life.

Moderate and inclusive religious education will instill an attitude of mutual respect and respect for differences in various aspects of life, including religious, cultural, and social differences. At SDIT Insan Kamil 2, students are taught to see differences as a reality that must be respected, not as a source of conflict. Through material that teaches about the principles of tolerance in Islam, students are trained to think critically about how to respect differences in society, so that they are able to show an inclusive attitude in various social interactions.

In addition to theoretical learning, SDIT Insan Kamil 2 also integrates practical experiences to foster an inclusive attitude among students. For example, students are invited to participate in

activities that involve differences, such as interfaith social activities or cultural projects involving different ethnicities and religions. stating that first-hand experience in interacting with different groups can enrich students' understanding of the importance of inclusivity, as they learn to appreciate differences and work together despite having different backgrounds.

Thus, through activities such as visits between schools with different religious backgrounds or shared charitable activities, students can more easily internalize the inclusive values they have learned in the classroom into their social lives.

The role of teachers is very important in influencing students' attitudes of tolerance and inclusivity, because teachers are not only responsible for teaching teaching materials, but also role models in daily life. Teachers at SDIT Insan Kamil 2 play an active role in providing real examples of tolerance and inclusivity through their interactions with students and fellow teachers. Teachers who are able to show an inclusive attitude in daily life will find it easier to form similar student characters.

Teachers who are open to differences of opinion and treat all students fairly without discrimination of religious or ethnic background, can foster mutual respect among students. In this way, moderate Islamic religious education will be reflected in students' attitudes, which they can then apply in social interactions outside of school.

A supportive school environment greatly influences the formation of tolerance and inclusivity attitudes in students. At SDIT Insan Kamil 2, there are consistent efforts to create an atmosphere that supports diversity, both in terms of culture, religion, and social.

Activities such as the celebration of other religious holidays and interfaith discussions also strengthen students' understanding of the importance of coexistence in harmony despite differences. explaining that an environment that supports pluralism and diversity makes a great contribution to shaping the character of inclusive students, as they learn to celebrate differences, not make them an obstacle. This is very evident in the policies and culture implemented by the school, which actively supports initiatives to integrate the values of religious tolerance and moderation into daily activities.

The attitude of tolerance and inclusivity formed through Islamic religious education at SDIT Insan Kamil 2 is not only limited to the school environment, but also continues to the social life of students in the community.

Based on observations, many students apply a respectful, open, and non-discriminatory attitude towards their friends who come from different religions or cultures. emphasizing that Islamic religious education that teaches tolerance can have a far-reaching impact on social change, where students who grow up in an inclusive atmosphere will more easily adapt to pluralistic social

dynamics. In everyday life, students who are taught to respect religious and cultural differences will bring those values into people's lives, creating a more peaceful and tolerant space around them.

## Conclusion

Islamic Religious Education at SDIT Insan Kamil 2 plays a very important role in realizing religious moderation among students. Through an approach based on moderate Islamic values, tolerance, and respect for differences, Islamic religious education in this school succeeds in shaping the character of inclusive and open-minded students. The learning methods applied, such as interfaith dialogue, project-based learning, and habituation of tolerance in daily life, are very effective in instilling these values.

Policies and leadership that support religious moderation, the active role of teachers as facilitators, and the support of parents and the community also strengthen the achievement of moderate Islamic religious education goals at SDIT Insan Kamil 2. As a result, students not only gain in-depth knowledge of religion but also develop attitudes of tolerance that can be applied in their social lives outside of school.

Overall, SDIT Insan Kamil 2 has succeeded in creating a conducive educational environment to form a young generation who have a moderate understanding of religion, a tolerant attitude towards differences, and are able to contribute to the creation of social harmony in society.

## Bibliography

- [1] Imam Subchi, "Moderasi beragama di Muslim Indonesia," *J. MDPI*, vol. 13, no. 5, p. 451, 2022, doi: <https://doi.org/10.3390/rel13050451>.
- [2] Haslinda, "MODERASI BERAGAMA DI KEMENTERIAN AGAMA: STUDI PADA PEMAHAMAN GURU MADRASAH DI KABUPATEN BONE," *ADAARA J. Pendidik. Islam*, vol. 13, no. 2, pp. 56–64, 2023.
- [3] Sugiono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta, 2014.
- [4] S. Mohammad Subhan, *Metodologi Penelitian Kualitatif*, Pertama. Malang: PT Literasi Nusantara Abadi Grup, 2023.
- [5] Ihyauddin Jazimi and Munirah, "Perkembangan Mental Anak dan Lingkungannya," *Early Child. Islam. Educ. J.*, vol. 1, no. 1, pp. 44–55, 2020, doi: 10.58176/eciejournal.v1i1.22.
- [6] Masitoh and L. Dewi, *Strategi Pembelajaran*. Jakarta: Direktorat Jendral Pendidikan Islam Departemen Agama RI, 2009.
- [7] Syamsuddin Nasution, *Sejarah Islam Nusantara*, Pertama. Depok: PT Raja Grafindo Persada, 2022.
- [8] I. Asikin, "Pengembangan Model Pendidikan Karakter Di Lingkungan Keluarga," *Ta'dib J. Pendidik. Islam*, vol. 7, no. 1, pp. 75–84, 2018, doi: 10.29313/tjpi.v7i1.3533.
- [9] Enco Mulyasa, *Manajemen Berbasis Sekolah, (Konsep Strategi Dan Implementasi)*. Bandung: Remaja Rosda Karya, 2003.
- [10] K. S, *Pendidikan Karakter Berbasi Pendidikan Agama Islam*. Surabaya: Rajawali Press, 2018.