

Islamic Religious Education and the Challenges of Religious Moderation in Multicultural Society

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Abstract: *Islamic Religious Education (IRE) plays a strategic role in instilling the values of religious moderation within plural and dynamic multicultural societies. This study aims to analyze the role of Islamic Religious Education in addressing the challenges of religious moderation and to identify practical strategies for its implementation in multicultural contexts. The research employs a library research method with a descriptive qualitative approach oriented toward practical implementation. Data were obtained from various literature sources, including books, scholarly journal articles, previous research findings, and policy documents relevant to Islamic Religious Education and religious moderation. Data analysis was conducted using content analysis techniques by examining patterns, challenges, and strategies for implementing religious moderation in IRE learning. The findings indicate that the implementation of religious moderation in Islamic Religious Education continues to face several challenges, including textual religious understanding, the influence of digital media that disseminates extreme narratives, limitations in curriculum and instructional materials, and uneven readiness among IRE teachers. Nevertheless, this study finds that practical strategies such as contextual learning approaches, dialogical learning, integration of national values, and strengthening teacher role modeling can serve as effective solutions in fostering moderate attitudes. This research affirms that Islamic Religious Education plays a crucial role in developing tolerant, inclusive, and harmonious attitudes within multicultural societies.*

Keywords: *Religious moderation, Multicultural society, Contextual learning, Tolerance*

INTRODUCTION

Islamic Religious Education (IRE) plays a strategic role in shaping students' character, attitudes, and perspectives toward religious life and social interaction (Abdullah et al., 2025; Istiana et al., 2025). In Indonesia's multicultural society, IRE functions not only as a medium for transmitting religious knowledge but also as a means of fostering tolerant and inclusive attitudes (Istighosah, 2025; Rokhim, 2025b). The diversity of ethnicities, cultures, languages, and religions is a social reality that cannot be separated from the life of the Indonesian nation (Mazyra

et al., 2024). Therefore, religious education is expected to instill values that promote social harmony and cohesion (Firdaus & Suwendi, 2025; Ismail, 2025). IRE is anticipated to serve as an instrument that balances the strengthening of Islamic identity with respect for diversity. The Islamic values of rahmatan lil 'alamin serve as the primary foundation for the development of moderate religious education. Thus, IRE bears a significant responsibility in cultivating peaceful and civilized religious awareness.

Religious moderation is an important concept that emphasizes fairness, balance, and avoidance of extremism in understanding and practicing religious teachings (Hutagalung, 2023; Jafar, 2025; Mulyana, 2023). In a multicultural society, religious moderation is essential for maintaining unity and preventing conflicts based on religious identity. Islamic Religious Education serves as a strategic space for internalizing the values of religious moderation from an early age (Fajri, 2022; Munif, 2025). Through appropriate learning processes, students can be guided to understand Islam in a comprehensive and contextual manner. IRE also functions as a medium for dialogue between religious teachings and diverse social realities (Muh. Ibnu sholeh, 2025; Suprayitno, 2025b). With a moderate approach, IRE can foster open-minded, tolerant attitudes and respect for differences. This is crucial in enabling students to coexist peacefully within a multicultural society.

However, the national reality indicates that challenges to religious moderation remain complex. Various cases of intolerance, radicalism, and religion-based conflicts continue to occur in several regions of Indonesia. This phenomenon reflects the presence of religious understandings that tend to be exclusive and insufficiently appreciative of diversity. In some instances, religious education is interpreted narrowly and textually without considering social contexts. Such conditions may lead to excessive fanaticism that contradicts national values. These challenges are further exacerbated by digital media, which often disseminates extreme religious narratives. Therefore, strengthening the role of Islamic Religious Education in promoting religious moderation has become an urgent national necessity.

The study conducted by Hanif et al. examined the integration of religious moderation within Islamic education in the context of the digital era. The findings reveal that while digital technologies offer opportunities to enhance learning and promote moderate religious values,

challenges remain in ensuring content accuracy, teacher readiness, and students' critical engagement with digital platforms (Hanif et al., 2025). The study conducted by Husain analyzed the role of religious moderation in fostering multicultural societies in Indonesia from a normative-Islamic legal perspective. The findings indicate that implementing principles of religious moderation can strengthen social cohesion, respect for diversity, and peaceful coexistence, while aligning community practices with Islamic legal and ethical frameworks (Husain, 2025).

Based on previous research, it can be concluded that studies on Islamic Religious Education and religious moderation still face several limitations. Research specifically addressing the challenges of IRE in multicultural societies remains relatively limited. In addition, few studies have examined social and cultural dynamics as inhibiting factors in religious moderation. Prior research has largely emphasized conceptual aspects rather than contextual analysis. Therefore, there is a need for studies that examine IRE in addressing real challenges of religious moderation in multicultural societies. The novelty of this research lies in its focus on actual challenges and social contexts. Through this approach, the study is expected to contribute both theoretically and practically.

This study aims to analyze the role of Islamic Religious Education in addressing the challenges of religious moderation in multicultural societies. It also seeks to identify the forms of challenges encountered in implementing religious moderation values. Furthermore, this research aims to examine IRE learning strategies that are relevant to multicultural contexts. Accordingly, the study is expected to provide a comprehensive overview of the role of IRE in maintaining social harmony. Another objective is to offer recommendations for developing IRE learning oriented toward religious moderation. The findings are expected to serve as references for educators and policymakers. Ultimately, this research aims to contribute to strengthening religious moderation in Indonesia.

METHOD

This study employs a library research method with a descriptive qualitative approach oriented toward practical implementation (Kusumastuti & Khoiron, 2019). The library research in this study does not merely examine normative concepts of Islamic Religious Education (IRE) and religious moderation but also analyzes their practical application within multicultural

societies(Mustofa, 2023). Data sources were obtained from books, scholarly journal articles, research reports, and policy documents relevant to IRE and religious moderation. The literature review focused on works that present implementation examples, learning models, and practical experiences in real contexts. This study emphasizes the analysis of religious education practices that have been implemented across various social settings. Therefore, the data examined are applicative and contextual in nature. This approach was selected to obtain a realistic understanding of how Islamic Religious Education is implemented in addressing the challenges of religious moderation.

Data collection techniques were conducted through documentation of literature sources that discuss IRE learning practices and the strengthening of religious moderation(Mardawani, 2020). The researcher systematically reviewed previous studies reporting the implementation of Islamic Religious Education in multicultural environments. Data were analyzed using content analysis techniques focusing on patterns, strategies, and implementative approaches. The analysis was carried out by identifying forms of IRE practices that support religious moderation. Subsequently, the data were classified based on the challenges and solutions identified in the implementation process. The analytical process also involved drawing contextual meanings relevant to Indonesian societal conditions. Through this approach, the study produces practical findings that can be applied to the development of Islamic Religious Education.

RESULT AND DISCUSSION

1. Implementation of Islamic Religious Education in the Context of a Multicultural Society

Islamic Religious Education (IRE) in multicultural societies demonstrates efforts to adapt to diverse social realities(Mustamir & Tang, 2025; Yusuf & Wahyuni, 2025). Based on the literature review, the implementation of IRE is no longer focused solely on ritualistic and dogmatic aspects(Sahri, 2021). Instead, IRE learning practices are increasingly directed toward strengthening values of togetherness, tolerance, and mutual respect. This shift is reflected in instructional materials that connect Islamic teachings with plural social life. IRE teachers strive to present concrete examples of harmonious social interaction within diverse communities. Such implementation aims to enable students to understand Islam in a

contextual manner. Consequently, IRE functions as a means of fostering moderate attitudes amid diversity.

In practice, IRE is implemented through dialogical and participatory learning approaches. Students are encouraged to engage in discussions regarding differences in religious views and practices. These discussions are guided toward instilling values of mutual respect among religious communities. IRE learning also utilizes case studies relevant to multicultural life. Through this approach, students do not merely receive information passively. Instead, they are trained to think critically and reflectively about social realities. This implementation strengthens the role of IRE in developing inclusive social awareness.

The literature indicates that integrating multicultural contexts into IRE has a positive impact on students' attitudes. Students become more open to differences in beliefs and cultural backgrounds (Moreira-dos-Santos & El-Hani, 2017). Contextual implementation of IRE helps reduce tendencies toward religious exclusivism. This aligns with the objectives of religious moderation, which emphasize balance and justice. IRE is not perceived as a divisive tool but rather as a unifying force. In practice, Islamic values are conveyed using a friendly and humanistic approach. Thus, IRE is able to respond effectively to the challenges of multicultural societies.

Beyond the school environment, the implementation of IRE is also evident in social and religious activities within the community. Religious education is not confined to classroom settings but extends to broader social engagements. This practice strengthens students' understanding of the importance of peaceful coexistence. IRE serves as a medium for internalizing Islamic values that are applicable in social life. The literature suggests that this approach is more effective than purely theoretical methods. Students can directly observe practices of tolerance in real-life situations. This further enhances the relevance of IRE to multicultural societal realities.

The implementation of Islamic Religious Education in multicultural societies requires flexibility and openness. IRE teachers are expected to understand the social contexts of their students. Learning processes cannot be delivered rigidly or textually. Adaptive implementation makes IRE more meaningful and relevant. Universal Islamic values can thus

be translated into practical social conduct. Consequently, IRE plays an essential role in fostering social harmony. The findings of this study indicate that contextual implementation of IRE is a fundamental necessity in multicultural societies.

2. The Role of Islamic Religious Education in Strengthening Religious Moderation

The results of the literature review indicate that Islamic Religious Education (IRE) plays a strategic role in strengthening religious moderation (Rokhim, 2025a). IRE functions as a medium for internalizing values of justice, balance, and tolerance. In practice, these values are instilled through instructional materials and learning methods. IRE teachers act as facilitators in shaping students' moderate perspectives (Hikmayana, 2025; Suprayitno, 2025a). IRE does not merely convey Islamic teachings in a normative manner but also emphasizes their practical application. This approach aims to enable students to practice religious teachings proportionally. Thus, IRE serves as an important instrument in strengthening religious moderation.

Religious moderation within IRE is realized through a non-extreme understanding of Islam (Mudaqiq & Sediqi, 2024). The literature shows that moderate IRE learning emphasizes a balance between textual sources and contextual understanding. Students are encouraged to comprehend differences among Islamic schools of thought and religious perspectives. This practice trains students to respond wisely to differences. IRE also instills values of unity and nationalism. Religious moderation is positioned as an integral part of Islamic teachings. Consequently, IRE plays a role in preventing the development of radical attitudes.

The implementation of religious moderation in IRE is also evident in the use of inclusive learning methods. IRE teachers encourage dialogue and open discussion in the classroom. Students are given opportunities to express their opinions responsibly. This practice fosters mutual respect among individuals. The literature indicates that this approach is effective in shaping moderate character. IRE is no longer indoctrinative but educational in nature. As a result, learning becomes more meaningful and humanistic.

Furthermore, IRE contributes to strengthening awareness of peaceful coexistence within diversity. Students are guided to understand that differences are part of divine order (sunnatullah). Islamic values related to tolerance and social justice are emphasized in the

learning process. IRE also teaches the importance of maintaining harmony among religious communities. These practices reinforce religious moderation at both individual and social levels. The literature shows that moderate IRE can cultivate empathetic attitudes. Thus, IRE contributes to the creation of social harmony.

The role of Islamic Religious Education in strengthening religious moderation is highly significant. IRE serves as a strategic means of building balanced religious understanding. Moderate implementation of IRE is able to respond effectively to the challenges of diversity. IRE teachers hold a crucial position as agents of religious moderation. Contextual learning reinforces values of tolerance and inclusivity. Therefore, IRE actively contributes to maintaining social cohesion. The findings of this study affirm the importance of Islamic Religious Education in strengthening religious moderation.

3. Challenges in Implementing Religious Moderation in Islamic Religious Education

The literature review indicates that the implementation of religious moderation in Islamic Religious Education (IRE) faces various challenges. One of the primary challenges is the persistence of textual and literal religious understanding (Bowie & Coles, 2018). In some practices, IRE is still delivered in a normative manner without adequate consideration of social context. This condition has the potential to foster exclusive attitudes among students. Such challenges are further reinforced by the lack of moderate religious literacy. IRE teachers are therefore required to continuously develop their professional competencies. Consequently, the challenges of implementing religious moderation remain complex.

Another challenge arises from the influence of the social environment and digital media. Students are exposed to a wide range of unverified religious information. Extreme and intolerant narratives are easily accessible through social media platforms. This exposure can significantly influence students' perspectives on religion. Islamic Religious Education is expected to function as a filter for such information. However, not all instructional practices are able to keep pace with the rapid flow of digital content. This challenge necessitates learning approaches that are more critical and reflective.

Furthermore, challenges also emerge from limitations in curriculum design and instructional materials. Several studies indicate that religious moderation content has not been

optimally integrated into the curriculum. The IRE curriculum still tends to emphasize cognitive aspects. Affective and social dimensions have not yet received sufficient attention. The implementation of religious moderation requires a holistic approach. Without adequate curricular support, IRE struggles to achieve its moderation objectives. Therefore, curriculum development constitutes a significant challenge.

Challenges in implementation are also closely related to the readiness of IRE teachers. Not all teachers possess a comprehensive understanding of religious moderation. Some teachers still perceive moderation as an abstract concept. In fact, religious moderation demands concrete implementation in learning practices. The literature highlights the necessity of continuous professional training for IRE teachers. Teachers must be able to connect instructional content with social realities. Through such efforts, implementation challenges can be minimized.



Figure 1. Challenges in Implementing Religious Moderation

The challenges of implementing religious moderation in Islamic Religious Education (IRE) are multidimensional in nature. These challenges arise from both internal and external aspects of education. IRE must be able to adapt to ongoing social and cultural changes. The implementation of religious moderation requires synergy among various stakeholders. Teachers, curriculum, and the social environment play crucial roles in this process. The findings of this study indicate the need for sustainable implementative strategies. Therefore, existing challenges can be transformed into opportunities for strengthening Islamic Religious

Education.

4. Practical Strategies in Islamic Religious Education to Foster Religious Moderation

The literature review indicates that there are various practical strategies for implementing Islamic Religious Education (IRE) based on religious moderation. One of the primary strategies is the use of a contextual learning approach. IRE teachers connect instructional content with students' real-life experiences. This approach helps students understand Islamic teachings in an applicative manner. Religious moderation is instilled through concrete examples drawn from social life (Jeniva et al., 2025). Such a strategy makes IRE learning more relevant and meaningful. Consequently, moderation values can be effectively internalized.

Another identified strategy is the use of dialogical learning methods. Students are encouraged to engage in discussions on religious and social issues. These discussions are directed toward strengthening attitudes of mutual respect. Teachers act as facilitators who maintain constructive dialogue dynamics (Sahri & Soleh, 2023). The literature shows that this method is effective in developing critical thinking skills. Students learn to express their opinions wisely and responsibly. Thus, IRE learning becomes a space for fostering dialogue on religious moderation.

Furthermore, the integration of national values into IRE constitutes an important strategy. IRE is not separated from the context of national and civic life. Values of unity and tolerance are emphasized in the learning process. Students are guided to understand the relationship between religion and nationality. This strategy strengthens religious moderation within the Indonesian context. The literature indicates that such integration prevents exclusive attitudes. Accordingly, IRE contributes to the reinforcement of religious nationalism.

Another practical strategy involves strengthening the role modeling of IRE teachers. Teachers serve as examples of moderate attitudes in everyday life. Such role modeling has a direct impact on students. The literature shows that exemplification is more effective than lecturing alone. Students tend to imitate teachers' attitudes and behaviors. Therefore, IRE teachers must possess integrity and a moderate perspective. Through this approach, religious

moderation can be instilled in a sustainable manner.



Figure 2. Islamic religious education strategy

Practical strategies in Islamic Religious Education (IRE) for fostering religious moderation are integrative in nature. These strategies involve learning approaches, instructional methods, and teacher role modeling. Consistent implementation strengthens the internalization of moderation values. The literature indicates that practical strategies are more effective than purely theoretical approaches. Therefore, IRE must continue to innovate in its instructional practices. Through such efforts, religious moderation can develop naturally among students. The findings of this study emphasize the importance of implementative strategies in Islamic Religious Education.

5. The Implications of Islamic Religious Education on Multicultural Social Life

The literature review indicates that the implementation of Islamic Religious Education (IRE) based on religious moderation has positive implications for social life. Students demonstrate more tolerant and inclusive attitudes. IRE contributes to the development of awareness of peaceful coexistence. Islamic values are understood as teachings that respect

diversity. These implications are evident in students' social interactions. They are able to respect differences in beliefs and cultural backgrounds. Thus, IRE plays a role in maintaining social harmony.

Another implication is the strengthening of social cohesion within multicultural communities. Moderate religious education helps prevent identity-based conflicts. The literature shows that IRE can serve as a means of conflict resolution. Values of justice and compassion are emphasized in the learning process. Students are trained to develop empathy and wisdom. This has a positive impact on more harmonious social relationships. Consequently, IRE contributes to social stability.

IRE also has implications for strengthening students' character. Religious moderation fosters balanced and responsible individuals. Students are less susceptible to extreme ideologies. IRE instills critical attitudes toward religious information. The literature indicates that moderate character is essential in multicultural societies. Students are able to make wise and informed decisions. Therefore, IRE plays a significant role in character building at the national level.

Furthermore, IRE contributes to strengthening the role of educational institutions. Schools and madrasas become centers for fostering religious moderation. Religious education functions not only academically but also socially. The literature demonstrates that educational institutions play a strategic role. IRE becomes part of broader social solutions. As a result, educational institutions contribute to the development of multicultural societies.

Overall, the implications of Islamic Religious Education for multicultural social life are highly significant. IRE plays an important role in building peaceful and harmonious communities. The implementation of religious moderation strengthens unity and tolerance. The literature indicates that IRE has long-term impacts. Religious education becomes a valuable social investment. Thus, IRE contributes to the sustainability of multicultural life. The findings of this study affirm the importance of strengthening IRE based on religious moderation.

CONCLUSION

Islamic Religious Education (IRE) plays a strategic role in fostering religious moderation within multicultural societies, despite facing various complex challenges. These challenges include textual religious understanding, the influence of digital media, curriculum limitations, and the readiness of IRE teachers to implement moderation values contextually. The findings indicate that practical strategies such as contextual learning approaches, dialogical learning, integration of national values, and teacher role modeling can serve as effective solutions to address these challenges. Therefore, strengthening religious moderation through IRE must be carried out systematically and sustainably. It is recommended that the development of the IRE curriculum place greater emphasis on affective and social aspects in addition to cognitive dimensions. IRE teachers should also receive continuous professional training oriented toward the practical implementation of religious moderation. Furthermore, the critical and educational use of digital media should be integrated into the learning process. Through these efforts, Islamic Religious Education is expected to contribute meaningfully to the development of a tolerant, harmonious, and civilized society.

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