

Islamic Religious Education Learning Based on Religious Moderation in Madrasah

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Abstract: Islamic Religious Education (IRE) learning in schools plays an important role in shaping students' religious attitudes. However, in practice, IRE learning is still often focused on cognitive aspects and has not fully integrated the values of religious moderation. This condition may lead to an unbalanced understanding of religion and the emergence of intolerant attitudes among students. This study aims to describe the implementation of Islamic Religious Education learning based on religious moderation, students' attitudes and understanding of religious moderation, and the role of IRE teachers in instilling religious moderation values at MTs Al Yakin Pungpungan. This research employed a qualitative approach with a descriptive design. The research subjects included Islamic Religious Education teachers and students of MTs Al Yakin Pungpungan. Data were collected through observation, interviews, and documentation. Data analysis was conducted through data reduction, data display, and conclusion drawing. The results indicate that Islamic Religious Education learning at MTs Al Yakin Pungpungan has integrated religious moderation values through communicative, dialogical, and contextual learning approaches. Students demonstrate tolerant, open-minded, and respectful attitudes in social interactions. Islamic Religious Education teachers play a central role as role models and facilitators in instilling religious moderation values. The implications of this study suggest that Islamic Religious Education learning based on religious moderation needs to be continuously developed to strengthen character education and foster moderate religious attitudes in schools.

Keywords: Islamic Religious Education, religious moderation, teacher's role, students

INTRODUCTION

Education plays a strategic role in shaping students' character and perspectives toward religious and social life(Pujianti & Nugraha, 2024; Rokhim, 2025; Wenas & Verana, 2024). In a pluralistic society, education is required to instill religious values that are moderate, inclusive, and tolerant. Islamic Religious Education (IRE) is one of the subjects that plays an important role in shaping students' religious attitudes(Firdausi, 2025; Harahap et al., 2022). Through IRE learning,

students are not only equipped with normative Islamic teachings but are also guided to practice them in social life. IRE learning in schools has the responsibility to instill Islamic values that reflect rahmatan lil 'alamin(Imamah et al., 2025; Muh. Ibnu sholeh, 2025; Supriadi et al., 2021). These values emphasize balance between religious conviction and respect for diversity. Therefore, IRE learning needs to be developed contextually in accordance with societal dynamics.

Religious moderation is an important concept in maintaining harmony in religious life amid diversity(Istighosah, 2025; Khodijah et al., 2025). Religious moderation emphasizes fairness, balance, and avoiding extremism in understanding and practicing religious teachings(M. A. Nugroho, 2024; Taufiqi et al., 2024). In the educational context, religious moderation serves as a strategic approach to preventing the development of intolerant and extreme attitudes. Schools, as formal educational institutions, play a crucial role in instilling the values of religious moderation among students. Islamic Religious Education learning based on religious moderation is expected to produce students who are both religious and tolerant. Students need to be guided to develop open-minded attitudes and respect for differences in belief. Thus, IRE learning based on religious moderation has become an urgent need in today's educational landscape.

Although religious moderation has gained attention in educational policy, the practice of IRE learning in schools has not fully reflected this approach. IRE learning is still often focused on cognitive aspects and rote memorization. The values of religious moderation have not yet been systematically integrated into the learning process. In some cases, students still display exclusive attitudes in understanding religious teachings. A lack of understanding of religious moderation may lead to intolerant attitudes within the school environment. In addition, not all IRE teachers possess sufficient understanding and learning strategies oriented toward religious moderation. This condition indicates problems in the implementation of IRE learning based on religious moderation in schools.

Research conducted by Daheri M shows that religious moderation, inclusivity, and global citizenship represent a new direction in Islamic religious education in madrasahs to strengthen students' tolerance and openness. This study emphasizes that integrating these three values into the curriculum and learning practices can shape students who are religious, tolerant, and ready to

interact constructively in a global society (Daheri, 2022). Research conducted by Solahudin D, Komala E, Ruswandi U, and Arifin BS shows that the implementation of the values of religious moderation in Islamic education learning can enhance tolerance, balance, and appreciation for differences among students. This study emphasizes that contextual learning strategies, teacher role modeling, and the integration of moderation values into teaching materials are effective in shaping a moderate religious character (D Solahudin, Komala E, Ruswandi U, 2023).

Based on a review of previous studies, there is a clear research gap that has not been widely explored. Research on IRE learning is still dominated by normative and theoretical studies. Meanwhile, studies specifically examining IRE learning based on religious moderation in schools are limited. There is a lack of research revealing how religious moderation is implemented in daily learning practices. In addition, studies on the role of teachers and instructional strategies in instilling religious moderation are still scarce. Therefore, this study offers novelty by empirically examining the implementation of IRE learning based on religious moderation. This research is expected to provide practical contributions to the development of IRE learning in schools.

Based on this background, this study aims to examine Islamic Religious Education learning based on religious moderation in schools. Specifically, the study seeks to describe the implementation of IRE learning in instilling religious moderation values. In addition, it aims to identify the instructional strategies used by IRE teachers. The study also seeks to explore students' responses to IRE learning based on religious moderation. The results are expected to provide an overview of IRE learning practices in schools. Furthermore, the findings are expected to serve as evaluation material for teachers and schools. Ultimately, this study is expected to contribute to strengthening moderate and tolerant IRE learning.

METHOD

This study employed a qualitative approach with a descriptive design aimed at providing an in-depth depiction of the implementation of Islamic Religious Education learning based on religious moderation at MTs Al Yakin Pungpungan (Qomar, 2022). The research was conducted in the school environment of MTs Al Yakin Pungpungan as the research site, which was considered relevant to the focus of the study. The research subjects consisted of Islamic Religious Education

teachers and students of MTs Al Yakin Pungpungan who were directly involved in the learning process. The selection of research subjects was carried out purposively by considering their direct involvement and experience in Islamic Religious Education learning. This approach was chosen to enable the researcher to gain a comprehensive understanding of learning practices in the specific context of the school. The study focused on the learning processes that took place in the classroom at MTs Al Yakin Pungpungan. Therefore, the data obtained reflect the actual conditions of the learning process in this school.

Data collection was conducted through observation, interviews, and documentation at MTs Al Yakin Pungpungan. Observation was carried out to directly examine the Islamic Religious Education learning process in the classroom, particularly the implementation of religious moderation values among students(Mekarisce, 2020). Semi-structured interviews were conducted with Islamic Religious Education teachers and students of MTs Al Yakin Pungpungan to explore their understanding and experiences related to religious moderation-based learning. Documentation was used to collect supporting data such as lesson plans, syllabi, teaching materials, and students' assignments used at the school. These three data collection techniques were applied complementarily to strengthen the research findings. The data collection process was carried out systematically in accordance with the research objectives. The data obtained were expected to provide a comprehensive overview of Islamic Religious Education learning based on religious moderation at MTs Al Yakin Pungpungan.

Data analysis was conducted through the stages of data reduction, data presentation, and conclusion drawing. The collected data were selected and classified according to the research focus on religious moderation in Islamic Religious Education learning(U. Nugroho, 2021). Subsequently, the data were presented in the form of narrative descriptions to facilitate understanding of the findings. Conclusions were drawn based on patterns and tendencies identified in the data collected from MTs Al Yakin Pungpungan. Data validity was ensured through source and technique triangulation involving teachers, students, and documentation. The entire analysis process was carried out continuously throughout the study. Through this method, the research findings are expected to be accurate and academically accountable..

RESULT AND DISCUSSION

Result

Implementation of Islamic Religious Education Learning Based on Religious Moderation at MTs Al Yakin Pungpungan

Islamic Religious Education (IRE) learning at MTs Al Yakin Pungpungan is implemented as a compulsory subject for all students. This learning aims to develop balanced religious understanding and noble character among students. The materials taught include creed (aqidah), morals (akhlaq), worship (ibadah), and Islamic cultural history. Teachers deliver the materials by considering the characteristics of students at the madrasah tsanawiyah level. Learning does not merely emphasize memorization but also focuses on understanding the meaning of Islamic teachings. The values of religious moderation have begun to be integrated into the learning materials. This is reflected in the emphasis on tolerance, balance, and mutual respect. Learning is conducted regularly in accordance with the applicable school curriculum.

In practice, Islamic Religious Education learning at MTs Al Yakin Pungpungan employs a communicative and interactive approach. Teachers strive to create an open and dialogical learning atmosphere. Students are given opportunities to ask questions and express their opinions freely but in a directed manner. Teachers guide the learning process to ensure it remains conducive and orderly. Learning materials are linked to students' daily lives. Instruction is directed to help students understand religion contextually. Teachers avoid delivering materials that are provocative or discriminatory. This approach supports the implementation of religious moderation values in IRE learning.

Observation results indicate that IRE teachers deliver learning materials using polite and non-judgmental language. Teachers emphasize the importance of tolerance in students' daily lives. Students are guided to respect differing opinions that arise during classroom discussions. Discussion methods are used to actively engage students in the learning process. The classroom atmosphere appears orderly and conducive throughout the learning activities. Students demonstrate enthusiasm in participating in lessons. Interaction between teachers and students

occurs positively and communicatively. Observations show that religious moderation values are implemented concretely in the learning process.

Interview results with IRE teachers reveal that learning is designed to foster balanced religious attitudes among students. Teachers state that religious moderation is a primary concern in IRE learning. They strive to convey Islamic teachings in a peaceful and inclusive manner. Teachers also avoid delivering content that is extreme or leads to intolerant attitudes. Interviews indicate that teachers understand the importance of tolerance in religious life. Teachers are aware of their role in shaping students' attitudes and behavior. Learning is directed toward developing students' openness to differences. This demonstrates teachers' commitment to implementing religious moderation-based IRE learning.

Teaching materials used in IRE learning also support the application of religious moderation. Materials are adjusted to students' levels of understanding and development. Teachers use examples that are closely related to students' everyday lives. Learning is directed toward strengthening students' social and religious values. Students are encouraged to understand religion as a source of peace and harmony. The learning process is carried out gradually and continuously. Moderation values are consistently introduced in each lesson. This helps students understand religious teachings in a balanced and non-excessive manner.

Overall, the implementation of Islamic Religious Education learning at MTs Al Yakin Pungpungan has moved toward a religious moderation approach. Values of tolerance and balance have begun to be internalized in the learning process. Teachers play an active role in directing and managing instruction. Students are actively involved in all classroom activities. Learning does not solely focus on cognitive aspects. Suggestive attention is also given to students' attitudes and behavior. These findings indicate that IRE learning has been implemented in a moderate manner. The implementation is carried out continuously at the school.

Students' Attitudes and Understanding of Religious Moderation at MTs Al Yakin Pungpungan

Students at MTs Al Yakin Pungpungan demonstrate diverse understandings of religious moderation. Some students perceive moderation as mutual respect in daily life. Students also interpret moderation as avoiding excessive behavior in practicing religious teachings. This understanding is acquired through the IRE learning process at school. Students have begun to realize the importance of living harmoniously amid differences. IRE learning serves as the primary source in shaping this understanding. Students' attitudes show a positive tendency toward moderation values. This is evident in their daily interactions within the school environment.

Students' moderate attitudes are reflected in social relationships at MTs Al Yakin Pungpungan. Students show mutual respect toward their peers in various activities. Differences in background do not hinder social interaction. Students are able to cooperate in group learning and classroom activities. Tolerant attitudes are evident during classroom discussions. Students do not impose their opinions on others. This indicates that moderation values have begun to take root. These attitudes develop gradually through habituation at school.

Observation results show that students exhibit openness during IRE learning activities in the classroom. Students listen attentively and politely to their peers' opinions. No degrading attitudes are observed during discussions. Students express their opinions using courteous language. Teachers provide guidance when differences of opinion arise. Interactions among students proceed in an orderly and directed manner. Observations reveal a conducive classroom atmosphere. This reflects the application of religious moderation values in learning.

Interview results with students indicate that they understand the importance of tolerance in religious life. Students state that IRE learning teaches them to respect others. They recognize that differences are a natural part of social life. Students feel comfortable within the school environment. They do not feel pressured by differing opinions. Teachers are perceived as providing examples of moderate and open attitudes. Interviews reveal students' awareness of moderation values. This awareness develops through the IRE learning process.

Students' understanding of religious moderation develops through continuous habituation. IRE learning provides a foundation for balanced religious attitudes. Students begin to avoid excessive fanaticism. They understand the importance of peaceful coexistence with others. These

attitudes are reflected in students' daily behavior. Students demonstrate greater openness toward differences. This indicates the effectiveness of IRE learning in fostering moderate attitudes. Students' understanding develops progressively.

Overall, students' attitudes and understanding of religious moderation at MTs Al Yakin Pungpungan show a positive direction. IRE learning plays a significant role in shaping these attitudes. Students begin to internalize religious moderation values. These attitudes are evident in social interactions among students. Learning influences students' mindsets and behavior. Moderation values are not only understood conceptually. They are also applied in real behavior. These findings indicate the significant role of IRE learning in students' lives.

The Role of Islamic Religious Education Teachers in Instilling Religious Moderation at MTs Al Yakin Pungpungan

Islamic Religious Education teachers at MTs Al Yakin Pungpungan play an important role in instilling religious moderation among students. Teachers function as educators as well as role models in attitude and behavior. Teachers' interactions serve as direct examples for students within the school environment. Teachers deliver learning materials using polite and accessible language. Learning is directed toward forming balanced and non-excessive religious attitudes. Teachers also instill values of mutual respect among students. The learning atmosphere is made inclusive and open. This demonstrates the strategic role of teachers in instruction. This role is clearly evident in daily learning activities.

IRE teachers also play a role in selecting and applying appropriate learning methods. Discussion methods are frequently used to actively engage students. Teachers provide opportunities for students to express their opinions and perspectives. Discussions are directed to remain orderly and conducive. Differences of opinion are used as learning materials. Teachers emphasize the importance of mutual respect during discussions. These methods help students understand religious moderation values. Learning proceeds dialogically and communicatively. This supports the development of moderate student attitudes.

Observation results show that teachers demonstrate moderate attitudes in every learning activity. Teachers do not display discriminatory behavior toward students. Teachers respect every

opinion expressed by students. The classroom atmosphere remains orderly and comfortable during learning. Teachers are able to manage the classroom effectively. Teachers provide persuasive guidance when differences of opinion occur. Observations show teachers' roles clearly in practice. Teachers' attitudes reflect religious moderation values. This has a positive impact on students' behavior.

Interview results with IRE teachers indicate that they are aware of the importance of religious moderation in learning. Teachers state that IRE learning must instill tolerance among students. Teachers strive to avoid delivering extreme content or content that triggers intolerance. Teachers recognize their responsibility as educators and mentors. Interviews reveal teachers' commitment to applying moderation values. Teachers view religious moderation as an important educational value. Teachers attempt to apply it consistently in learning. This demonstrates the professional awareness of IRE teachers.

IRE teachers also play a role in evaluating students' attitudes and behavior. Assessment is not limited to cognitive aspects. Students' attitudes and behavior are also considered in learning. Teachers provide persuasive and educational guidance to students. Guidance is carried out continuously according to students' needs. Teachers build positive relationships with students. This supports the process of instilling religious moderation values. Teachers' roles are visible in daily learning activities. IRE learning proceeds consistently and directionally.

Overall, IRE teachers play a central role in religious moderation-based learning at MTs Al Yakin Pungpungan. Teachers act as the main drivers of learning implementation. Religious moderation values are conveyed through teachers' attitudes, methods, and learning materials. Students regard teachers as role models in behavior. Learning proceeds inclusively and dialogically. This highlights the importance of the role of IRE teachers. The research findings strengthen teachers' position in learning. Religious moderation-based learning runs effectively. Teachers' roles become the main factor in the success of learning.

Discussion

Islamic Religious Education learning based on religious moderation at MTs Al Yakin Pungpungan aligns with the objectives of Islamic education, which emphasize balance between

understanding religious teachings and character formation. Theoretically, the goals of IRE include not only cognitive development but also affective and psychomotor aspects. This aligns with Muhamimin's view that IRE learning should shape holistic, moderate, and morally upright Muslim personalities. Research findings indicate that the integration of tolerance, balance, and mutual respect values has been pursued in learning. Learning that does not rely solely on memorization reflects a substantive approach to religious education. Thus, the implementation of IRE learning at MTs Al Yakin Pungpungan reflects a humanistic and moderate paradigm of religious education.

The communicative and dialogical learning approach applied by IRE teachers reflects the principles of religious moderation in educational practice. According to the Ministry of Religious Affairs, religious moderation emphasizes fairness, balance, and avoiding extremism in understanding religious teachings. Dialogical approaches allow students to express their views without fear, fostering mutual respect. Research findings show that teachers avoid delivering provocative or discriminatory content. This aligns with constructivist learning theory, which positions students as active subjects in learning. Contextualized learning strengthens students' understanding of moderation values. Thus, the applied learning approach supports the internalization of religious moderation.

Students' positive attitudes and understanding of religious moderation can be understood as the result of habituation in learning. According to value internalization theory, attitudes and behaviors are formed through repeated and continuous processes. Research findings show that students begin to understand moderation as non-excessive behavior and mutual respect. Tolerant attitudes evident in social interactions indicate that moderation values have begun to be internalized. This aligns with Lickona's emphasis on value education through modeling and habituation. IRE learning serves as a means of forming students' moderate character. Therefore, religious moderation understanding is not merely cognitive but is manifested in behavior.

The role of IRE teachers as role models in instilling religious moderation greatly determines learning success. According to Bandura's modeling theory, students learn through observing others' behavior, especially significant figures. Research findings show that teachers demonstrate polite, open, and non-discriminatory attitudes in learning. These attitudes serve as

concrete examples for students in adopting moderation. Teachers not only deliver content but also model moderation values through daily behavior. This strengthens implicit value learning. Thus, IRE teachers act as key agents in shaping students' religious moderation attitudes.

The evaluation of students' attitudes and behavior conducted by IRE teachers indicates that religious moderation learning goes beyond content delivery. In character education approaches, attitude assessment is a crucial component of education. Research findings show that teachers assess not only cognitive aspects but also students' attitudes and behavior. Persuasive guidance supports the continuous formation of moderate character. This aligns with Islamic education principles emphasizing tarbiyah as a continuous nurturing process. IRE learning becomes a space for evaluation and value formation. Thus, attitude assessment strengthens the implementation of religious moderation in schools.

Overall, Islamic Religious Education learning based on religious moderation at MTs Al Yakin Pungpungan reflects integration between educational objectives, learning approaches, and teacher roles. Research findings support religious moderation theory emphasizing balance, tolerance, and inclusivity. IRE learning functions not only as a transfer of religious knowledge but also as a means of forming moderate character. Teachers' roles, dialogical approaches, and value habituation are key success factors. Thus, religious moderation-based IRE learning contributes significantly to shaping students' religious attitudes. This learning model is relevant for strengthening character education in schools.

CONCLUSION

Learning of Islamic Religious Education based on religious moderation at MTs Al Yakin Pungpungan has been implemented effectively and has contributed to the development of balanced religious attitudes among students. Islamic Religious Education learning does not only focus on the mastery of religious content but also emphasizes the internalization of values such as tolerance, balance, and mutual respect. Communicative, dialogical, and contextual learning approaches support the internalization of religious moderation values in the learning process. Students' attitudes and understanding of religious moderation show positive development, both in social interactions and in daily behavior at school. Islamic Religious Education teachers play a central

role as role models and facilitators in instilling religious moderation values through their attitudes, teaching methods, and learning materials. Therefore, Islamic Religious Education learning based on religious moderation makes a significant contribution to shaping moderate and inclusive religious character among students at MTs Al Yakin Pungpungan.

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