

Application of Religious Moderation Values in Pai Learning (Islamic Religious Education) at SMA Negeri 1 Gedangan Sidoarjo

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Abstrak

Pendidikan Agama Islam (PAI) memiliki peran penting dalam membentuk karakter siswa yang inklusif dan toleran dalam menghadapi keragaman agama dan budaya. Penelitian ini bertujuan untuk menginvestigasi penerapan nilai-nilai moderasi beragama dalam pembelajaran PAI di SMA Negeri 1 Gedangan Sidoarjo. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Data dikumpulkan melalui wawancara dengan guru PAI, observasi kelas, dan kuesioner siswa. Temuan penelitian ini mengungkapkan bahwa penerapan nilai-nilai moderasi beragama dalam pembelajaran PAI di SMA Negeri 1 Gedangan Sidoarjo memiliki implikasi signifikan terhadap pemahaman siswa tentang inklusivitas, sikap tengah dalam beragama, dan harmoni antaragama. Guru-guru PAI menerapkan pendekatan pengajaran inklusif melalui diskusi terbuka, penggunaan materi multikultural, dan aktivitas kerjasama antaragama. Siswa yang terlibat dalam pembelajaran dengan pendekatan ini menunjukkan pemahaman yang lebih luas tentang agama, sikap tengah dalam menjalankan praktik agama, dan kemampuan untuk menghormati pandangan orang lain. Hasil penelitian ini memberikan implikasi praktis untuk pendidikan, pembelajaran PAI, dan implementasi nilai-nilai moderasi beragama

Abstract

Islamic Religious Education (PAI) has an important role in forming students' characters who are inclusive and tolerant in dealing with religious and cultural diversity. This research aims to investigate the application of religious moderation values in PAI learning at SMA Negeri 1 Gedangan Sidoarjo. This research uses a qualitative approach with a case study design. Data was collected through interviews with PAI teachers, classroom observations, and student questionnaires. The findings of this research reveal that the application of religious moderation values in PAI learning at SMA Negeri 1 Gedangan Sidoarjo has significant implications for students' understanding of inclusivity, moderate attitudes towards religion, and interfaith harmony. PAI teachers implement an inclusive teaching approach through open discussions, use of multicultural materials, and interfaith collaboration activities. Students who engage in learning with this approach demonstrate a broader understanding of religion, a middle attitude in carrying out religious practices, and the ability to respect the views of others. The results of this research provide practical implications for education, PAI learning, and the implementation of religious moderation values

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1. INTRODUCTION

Islamic Religious Education (PAI) has a central role in shaping the character and morals of students, as well as supporting balanced personality development. In the era of globalization and today's complex challenges, religious education does not only teach religious values, but also involves implementing the values of religious moderation. Religious moderation is a concept that encourages middle attitudes, tolerance and respect for differences within the framework of religious teachings. In the midst of increasingly diverse and changing societal dynamics, religious education is important not only to provide an understanding of religious dogma and practices, but also to teach adaptive skills to changing social contexts. Through applying the values of religious moderation in PAI learning, students can learn to appreciate the diversity of beliefs,

SMA Negeri 1 Gedangan Sidoarjo as a secondary education institution has a big responsibility in shaping students' character and outlook on life. Utilizing strict control values in PAI learning in schools is a strategic step to create a generation that is more inclusive, tolerant and able to bridge

differences in an increasingly complex and heterogeneous society. However, to effectively integrate the values of moderation in religion into the PAI curriculum, a deep understanding of how it is implemented, the challenges that may be faced, and the expected impact on the learning process and student development is required. Therefore, this research aims to analyze the application of religious moderation values in PAI learning at SMA Negeri 1 Gedangan Sidoarjo, with a focus on the effectiveness and implications of its implementation. Thus, it is hoped that this research can provide new insight into the importance of implementing the values of religious moderation in Islamic religious education and make a significant contribution to the development of education that is inclusive and adaptive to social dynamics.

The main aim of this research is to analyze and examine in depth the application of religious moderation values in Islamic Religious Education (PAI) learning at SMA Negeri 1 Gedangan Sidoarjo. This research aims to identify religious moderation values that can be integrated into PAI learning at SMA Negeri 1 Gedangan Sidoarjo. This includes a top-down examination of the idea of strict control and its significance in relation to rigorous training. Analyzing concrete strategies used in using the advantages of tight control in PAI learning. This includes investigations that approach the use of the benefits of tight control in PAI learning. This includes closer investigations of teaching, teaching materials, and learning activities that support the understanding and practice of rigorous control. Assessing the adequacy of implementing the benefits of strict control in increasing students' understanding of tolerance, inclusiveness, and middle attitudes in diverse contexts. This evaluation includes collecting data regarding changes in students' attitudes and understanding before and after implementing the value of religious moderation. Analyzing the impact of implementing religious moderation values on the overall quality of PAI learning. This includes an analysis of the extent to which Islamic education learning is able to create an inclusive environment, help students appreciate differences, and encourage interfaith dialogue. and attitudes become central in diverse contexts. This evaluation includes collecting data regarding changes in students' attitudes and understanding before and after implementing the value of religious moderation. Analyzing the impact of implementing religious moderation values on the overall quality of PAI learning. This includes an analysis of the extent to which Islamic education learning is able to create an inclusive environment, help students appreciate differences, and encourage interfaith dialogue. and attitudes become central in diverse contexts. This evaluation includes collecting data regarding changes in students' attitudes and understanding before and after implementing the value of religious moderation. Analyzing the impact of implementing religious moderation values on the overall quality of PAI learning. This includes an analysis of the extent to which Islamic education learning is able to create an inclusive environment, help students appreciate differences, and encourage interfaith dialogue. (Suharto 2018)

Draw implications from research findings and formulate recommendations to increase the application of religious moderation values in PAI learning at SMA Negeri 1 Gedangan Sidoarjo and perhaps also in other schools. These implications and recommendations will be directed at curriculum development, teaching strategies, and teacher professional development. With this aim, it is hoped that this research can provide a deeper understanding of the importance of applying religious moderation values in PAI learning and its impact on student character formation. Furthermore, the subsequent impact of this exploration may make a reasonable contribution to the promotion of more comprehensive and versatile rigorous learning in schools. This exam has limitations and expansions that are coordinated to provide concentration and depth in dissecting the use of strict control values in school learning at SMA Negeri 1 Gedangan Sidoarjo. The following are the limitations and scope of this research. The focus is on SMA Negeri 1 Gedangan Sidoarjo. The research subject will involve students and teachers of Islamic Religious Education at SMA Negeri 1 Gedangan Sidoarjo. This research will be conducted within a certain period of time, namely within one academic year.

This research will use a qualitative approach with data collection techniques in the form of classroom observations, interviews and document analysis. Scope of this exploration will investigate

how the benefits of strict control can be applied in the learning of Strict Islamic Teaching at SMA Negeri 1 Gedangan Sidoarjo. This research will analyze various strategies used by Islamic Religious Education teachers in implementing the values of religious moderation in learning, including teaching methods, teaching materials and class activities. This research will measure the effectiveness of applying the value of religious moderation on students' understanding of tolerance, middle attitudes, and inclusiveness in a religious context. This research will present the implications of the findings for curriculum development and teaching strategies in Islamic Religious Education subjects.

It should be remembered that this research has limitations in terms of location, subject, time and research methods. The focus of this research will be directed at the application of religious moderation values in PAI learning at SMA Negeri 1 Gedangan Sidoarjo. The implications of these findings can be applied on a wider scale in Islamic religious education in various schools. This research will use a qualitative approach with a case study approach as the main methodology. A qualitative approach was chosen because it is suitable for analyzing complex and in-depth phenomena, such as the application of the value of religious moderation in Islamic Religious Education learning. A qualitative approach will allow researchers to explore in-depth understanding of experiences, views and practices related to the implementation of religious moderation values. (Sartika 2020)

This research will use a case study as the main methodological design. This case study will make it easier for researchers to see in detail and comprehensively how the values of religious moderation are applied in PAI learning at SMA Negeri 1 Gedangan Sidoarjo. Researchers will focus on one particular educational institution and involve related participants, such as PAI teachers and students. Data will be collected through several methods, including:

Direct observation in Islamic Religious Education classes to understand teacher teaching practices and student responses to the application of religious moderation values. Interviews with PAI teachers to understand strategies for implementing religious moderation values and their views on their effectiveness. Analysis of teaching materials, lesson plans and materials used in PAI learning related to the values of religious moderation. The collected data will be analyzed thematically. Data from observations, interviews and document analysis will be described and categorized into relevant themes related to the application of religious moderation values in PAI learning. Thematic analysis will help in identifying patterns, trends and similarities in data. Through a combination of qualitative approaches and case study design, This research will produce a deeper understanding of the application of religious moderation values in PAI learning at SMA Negeri 1 Gedangan Sidoarjo, and its impact on students' understanding of inclusivity and tolerance in the school environment. religious context.

2. METHOD

SMA Negeri 1 Gedangan Sidoarjo is a secondary education institution located in Sidoarjo, East Java. This school has a long history of providing quality education to its students. This high school has an inclusive educational environment and is oriented towards developing student character. Apart from that, SMA Negeri 1 Gedangan Sidoarjo has a curriculum that includes Islamic Religious Education as one of the core subjects. Information regarding the school's vision, mission and philosophy will be obtained through direct communication with the school and official documents issued by the school. This research will use a case study design with a qualitative approach. This design allows researchers to gain an in-depth understanding of the application of the value of religious moderation in the context of PAI learning at SMA Negeri 1 Gedangan Sidoarjo. Case studies allow researchers to see complex phenomena in real contexts. Participants in this research will involve several Islamic Religious Education teachers and a number of students at SMA Negeri 1 Gedangan Sidoarjo. These teachers will be selected based on school policy and their experience in teaching PAI. Students who will become participants will be selected randomly from various classes at the

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Student participants will represent a variety of backgrounds and levels of religious understanding. This instrument will be used to interview PAI teachers regarding strategies for implementing religious moderation values in learning. This instrument will help researchers record direct observations when teachers teach and students participate in the PAI learning process. This instrument will be used to collect student responses regarding the effectiveness of implementing religious moderation values in PAI learning. The data collection process will be carried out in several stages. First, researchers will schedule interviews with PAI teachers to find out their views on the implementation of religious moderation values. Next, the researcher will conduct classroom observations to record the teaching practices carried out by PAI teachers. After that, Students will be asked to fill out a questionnaire that measures their understanding of the values of religious moderation in PAI learning. The data collected will be analyzed thematically to identify key patterns and findings. Through this examination strategy, it is believed that specialists can gain external and internal experience of how the application of religious moderation values at SMA Negeri 1 Gedangan Sidoarjo has an impact on the development of students' character and their understanding of inclusiveness in religion.

3. DISCUSSION

The results of this research outline the main findings from the data analysis that has been carried out. Data analysis will involve integrating findings from interviews, classroom observations, and student questionnaires. These findings will be described thematically to illustrate how the application of religious moderation values in PAI learning at SMA Negeri 1 Gedangan Sidoarjo influences students' understanding of tolerance, inclusiveness, and being in a middle position in various contexts. In the context of learning Islamic Religious Education at SMA Negeri 1 Gedangan Sidoarjo, the values of religious moderation are applied. Teachers use an open discussion approach that encourages students to share views and understanding of various religious issues.(Nindito 2017)

This helps students to understand the existence of differences in religious views and respect differences of opinion. Teachers choose teaching materials that contain stories about cultural and religious diversity. This helps students understand how the values of religious moderation are applied in real-world situations. Students are given group assignments containing students with different religious backgrounds. They should work together to produce projects that increase understanding and respect for religious differences. After discussions or class activities, students are asked to reflect and respond to how the values of religious moderation influence their views and attitudes. In implementing the values of religious moderation, This research shows that Islamic Religious Education learning at SMA Negeri 1 Gedangan Sidoarjo has been able to create an inclusive environment and help students understand the importance of middle attitudes, respect for differences, and interfaith dialogue in everyday life. religious practice. The findings of this research are in line with previous literature which shows that the application of religious moderation values in Islamic Religious Education learning has a positive impact on students' understanding of inclusivity, tolerance and moderate attitudes in the context of religion. Previous research also highlights the importance of integrating the concept of religious moderation in the PAI curriculum to produce a generation that is more respectful of differences, avoids extremism, and supports social harmony. These findings underscore the importance of adopting teaching approaches that involve open discussion, multicultural materials, and collaborative interfaith activities. This can provide inspiration for Islamic Religious Education teachers to be more creative in designing learning experiences that encourage understanding and appreciation of differences. These findings provide a

basis for developing an Islamic education curriculum that is more inclusive and relevant to the realities of diverse communities. (Rais 2015)

Teaching materials that reflect cultural and religious diversity can help students understand the values of religious moderation. The application of religious moderation values in PAI learning can make a significant contribution to the development of students' characters who are more tolerant, respect differences, and are ready to dialogue with various religious beliefs. This research was conducted in one school with a focus on a specific context. Therefore, these findings cannot necessarily be fully generalized to other schools that have different characteristics. Limitations of subjectivity may occur in data interpretation. Although efforts have been made to minimize bias, researchers' perceptions can still influence the interpretation of findings. Time constraints may limit the depth of analysis. This research may not be able to explore every aspect that is relevant in implementing the values of religious moderation. Students' participation in this research may be influenced by various factors such as classroom atmosphere or other school assignments, which may influence their responses in the questionnaire. (Nasution 2018)

Despite its limitations, this research provides valuable insight into how applying the values of religious moderation can contribute to religious education that is inclusive and relevant to an increasingly diverse world. In future research, method development and more data collected from various schools can broaden and deepen understanding of the impact of applying the value of religious moderation in Islamic religious education learning.

This research provides in-depth insight into the application of the value of religious moderation in learning Islamic Religious Education at SMA Negeri 1 Gedangan Sidoarjo. Based on data analysis from interviews, class observations, and student questionnaires. PAI teachers at SMA Negeri 1 Gedangan Sidoarjo apply an inclusive teaching approach, encouraging students to participate in open discussions about religious issues.

This helps students understand that there are various views and interpretations in religion. Teachers choose teaching materials that contain stories about cultural and religious diversity. This material helps students connect the concept of religious moderation to real-world situations and stimulates their curiosity about diversity. Some teachers implement group activities consisting of students with different religious backgrounds. This activity not only increases students' understanding of the values of religious moderation, but also strengthens social relations between students. Students who take part in learning with a religious moderation approach demonstrate a broader understanding of religion and the ability to respect other people's views. They are more open to differences and more ready to dialogue with diverse religious understandings. These students tend to have a middle attitude in carrying out religious practices. They are more likely to avoid extremism and fanaticism, and are better able to maintain a balance between the demands of religion and everyday life. The findings also show that students who are involved in learning with a religious moderation approach have more harmonious inter-religious relationships and are able to communicate with other people of different beliefs. Overall, the data analysis provides an illustration of how the application of religious moderation values in PAI learning at SMA Negeri 1 Gedangan Sidoarjo has a positive impact on students' understanding of inclusivity, religious middle ground, and interfaith harmony. They are more likely to avoid extremism and fanaticism, and are better able to maintain a balance between the demands of religion and everyday life. The findings also show that students who are involved in learning with a religious moderation approach have more harmonious inter-religious relationships and are able to communicate with other people of different beliefs. Overall, the data analysis provides an illustration of how the application of religious moderation values in PAI learning at SMA Negeri 1 Gedangan Sidoarjo has a positive impact on students' understanding of inclusivity, religious middle ground, and interfaith harmony. They are more likely to avoid extremism and fanaticism, and are better able to maintain a balance between the demands of religion and everyday life. The findings also show that students who are involved in learning with a religious moderation

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For example, discussing tolerance in the relationship between the Prophet Muhammad SAW and followers of other religions, or noting the contribution of various cultures in the development of science and art in the Islamic world. This helps students connect the concept of religious moderation to real-world situations. In one class activity, students were given the task of working in groups consisting of students with different religious backgrounds. (Hayati 2019)

The group was assigned to make a presentation on how the values of religious moderation can be applied in everyday life. This encourages interfaith cooperation and communication, as well as exploring the similarities in moral values in various religions. After reading a story or participating in a discussion, students are asked to reflect on how the values of religious moderation influence their views and attitudes. They are challenged to identify ways to apply these values in daily interactions, both in religious contexts and in social life. Teachers hold interfaith dialogue sessions where students from different religions are invited to talk about their beliefs and practices. The goal is to build a better understanding of religious differences and similarities, and stimulate open dialogue and mutual respect among students. Teachers bring contemporary issues related to religious plurality and cultural diversity into learning. They discussed how the principles of religious moderation can help students face such challenges, such as acts of discrimination or social division. By applying the values of religious moderation as illustrated in the example above, learning Islamic religious education at SMA Negeri 1 Gedangan Sidoarjo is able to form students who have a more inclusive, tolerant understanding and are able to respect religious differences. These examples reflect how a practical approach to teaching PAI can enrich students' learning experiences and develop inclusive character. Teachers bring contemporary issues related to religious plurality and cultural diversity into learning. They discussed how the principles of religious moderation can help students face such challenges, such as acts of discrimination or social division. By applying the values of religious moderation as illustrated in the example above, learning Islamic religious education at SMA Negeri 1 Gedangan Sidoarjo is able to form students who have a more inclusive, tolerant understanding and are able to respect religious differences. These examples reflect how a practical approach to teaching PAI can enrich students' learning experiences and develop inclusive character. Teachers bring contemporary issues related to religious plurality and cultural diversity into learning. They discussed how the principles of religious moderation can help students face such challenges, such as acts of

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The findings of this research consistently support and complement previous research which has examined the application of religious moderation values in Islamic Religious Education learning. A number of literatures highlight the importance of integrating the values of religious moderation in the PAI curriculum as an effort to develop students' characters who are inclusive, tolerant and able to respect religious differences. The findings of this study provide empirical confirmation of this view. Previous research shows that applying the value of religious moderation in PAI learning can produce students who have broader religious views, are open to interreligious dialogue, and are able to maintain balance in religious actions and attitudes.

Previous research also highlights the implications of applying the value of religious moderation to the development of student character and the formation of more inclusive attitudes. The findings of this research provide real support for these implications by showing that students who take learning with a moderate religious approach tend to be more open to differences and have a middle attitude in carrying out religious practices. Overall, the findings of this research strengthen the view in the literature which states that the application of the value of religious moderation in Islamic religious studies can have a positive impact in developing student character, encouraging inclusivity, and supporting interfaith harmony in an increasingly diverse society. The findings of this research have significant implications for the world of education as a whole. Education is expected not only to transmit knowledge, but also to shape the character and attitudes of students. The implications of these findings indicate that religious education must integrate the values of religious moderation into the curriculum to form a generation that is more inclusive, tolerant and able to face the complexities of the modern world. The implications of these findings for Islamic Religious Education (PAI) learning are very large.

Islamic religious education teachers need to adopt teaching approaches that encourage open discussion, use of multicultural materials, and collaborative interfaith activities. This will help students not only understand their own religion, but also respect and understand other religions. Developing teaching strategies that focus on religious moderation can improve the quality of PAI

learning and have a long-term impact on student character formation. These findings underline the importance of applying the values of religious moderation in various aspects of education, not only in PAI learning. These values must be integrated into various subjects, school activities, and overall school culture. Implementing the values of religious moderation can help reduce conflict and extremism in society, and encourage dialogue and respect for religious differences. The biggest implication is on student character development. Applying the values of religious moderation can help students form a middle attitude, maintain balance in carrying out worship, and respect plurality of beliefs.

This will help create a generation that is more adaptive to social dynamics, and contribute to a more harmonious and inclusive society. These findings also underline the importance of appropriate training for PAI teachers and other teachers in integrating the values of religious moderation in learning. Teachers need to be provided with the knowledge and skills to design learning experiences that support students' understanding of religious moderation. Each study has certain limitations that need to be taken into account so that the results can be interpreted correctly. The following are several limitations in this research which was only conducted at SMA Negeri 1 Gedangan Sidoarjo, meaning that these findings may have limitations in describing the diversity of other school contexts or other regions. Variability in school culture, curriculum, and teacher qualifications may influence the generalizability of findings. Although efforts were made to select students randomly, student participation in the study may have been influenced by factors such as classroom atmosphere or other school workload.(Arifin 2020)This can influence the representation of students' broader views. Like most qualitative research, this research is prone to subjectivity in the interpretation of data.

Although steps have been taken to minimize researcher bias, researcher perceptions and interpretations may influence the way findings are presented. Time limitations can hinder researchers' ability to observe various aspects that are relevant in implementing the values of religious moderation. Certain aspects may not be discussed in detail in this study. External factors such as changes in school policy or certain social events during the research period may influence the results or interpretation of findings.

Qualitative research methods with a case study design, although providing in-depth insights, cannot necessarily produce broad generalizations. The findings in this study are more focused on the specific context of schools. Despite its limitations, this research provides valuable insight into how the application of the value of religious moderation can contribute to the formation of student character in the context of Islamic religious education. Awareness of these limitations is important so that research results can be interpreted appropriately and their implications can be understood in a wider context.(Al-Qurtubi 2017)

4. CONCLUSION

This research has revealed the importance of applying the values of religious moderation in Islamic Religious Education (PAI) learning at SMA Negeri 1 Gedangan Sidoarjo. Through an inclusive teaching approach that involves open discussions, the use of multicultural materials, and interfaith collaboration activities, the results of this research show positive implications for students' understanding of inclusivity, middle attitudes towards religion, and interfaith harmony. These findings underscore that teaching PAI which focuses on the values of religious moderation can shape students' characters who are more tolerant, inclusive, and able to dialogue in increasingly diverse contexts. Students' attitudes that are more open to religious differences, a broader understanding of religion, and the ability to respect other people's views are the real results of implementing a religious moderation approach in learning.

In the context of Islamic religious education, the application of the values of religious moderation is not only relevant to understanding religion more holistically, but also to forming individuals who are wiser in carrying out religious practices. The results of this research provide

valuable insights for PAI teachers, schools and educational policy makers to integrate the principles of religious moderation in the curriculum and teaching methods. Apart from that, this research also reminds us that the implementation of religious moderation values is not only relevant in the educational context, but also has broad social implications. Developing a more inclusive and tolerant student character will have a positive impact on a society that is more harmonious and respects differences. Overall, The application of religious moderation values in PAI learning at SMA Negeri 1 Gedangan Sidoarjo has a significant positive impact. These findings provide a basis for developing learning strategies that are more inclusive, character-oriented, and responsive to the dynamics of an increasingly diverse world

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