



Internalization of Religious Moderation Values Through Aswaja Learning and its Implementation of Religious Activities in Mosques

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Abstract:

Internalizing the value of religious moderation is an important aspect of building a harmonious religious life in various societies. Studying Ahlussunnah Wal Jama'ah (Aswaja) in Islamic educational institutions serves as the main way of communicating a moderate, tolerant and integrative attitude in religion. The purpose of this study is to analyze the process of internalizing religious moderation values through Aswaja and its implementation in religious activities in the mosque. The method used in this research is a qualitative approach with observation, interview and documented study techniques. The results showed that Aswaja learning, filled with a contextual approach, can form a gentle religious understanding of students. The implementation of moderation values is reflected in various mosque religious activities, including reading, preaching and more integrated social interactions. Therefore, learning from Aswaja is an effective way to strengthen religious moderation and create a peaceful and harmonious religious environment.

Keywords: Religious Moderation, Aswaja Learning, Religious Activities, Mosque

Abstrak:

Internalisasi nilai moderasi beragama merupakan aspek penting dalam membangun kehidupan beragama yang harmonis di berbagai lapisan masyarakat. Pembelajaran Ahlussunnah Wal Jama'ah (Aswaja) di lembaga pendidikan Islam menjadi cara utama untuk mengkomunikasikan sikap moderat, toleran, dan integratif dalam beragama. Tujuan dari penelitian ini adalah untuk menganalisis proses internalisasi nilai-nilai moderasi beragama melalui pembelajaran Aswaja dan implementasinya dalam kegiatan keagamaan di masjid. Metode yang digunakan dalam penelitian ini adalah pendekatan kualitatif dengan teknik observasi, wawancara dan studi dokumentasi. Hasil penelitian menunjukkan bahwa pembelajaran Aswaja yang sarat dengan pendekatan kontekstual dapat membentuk pemahaman keagamaan yang lembut pada siswa. Implementasi nilai-nilai moderasi tercermin dalam berbagai kegiatan keagamaan masjid, termasuk pengajian, khotbah dan interaksi sosial yang lebih terintegrasi. Oleh karena itu, pembelajaran Aswaja merupakan cara yang efektif untuk memperkuat moderasi beragama dan menciptakan lingkungan beragama yang damai dan harmonis.

Kata kunci: Moderasi Beragama, Pembelajaran Aswaja, Kegiatan Keagamaan, Masjid

INTRODUCTION

Indonesia, as a country with ethnic, cultural and religious diversity, faces great challenges in creating a peaceful and harmonious religious life. One of the main challenges is maintaining inter-religious harmony and building a moderate attitude in religion, so that people are not trapped in extremism and intolerance. In this context, religious moderation becomes an urgent need to be introduced and practiced in everyday life. Religious moderation is not only an attitude of tolerance, but also a perspective that emphasizes the balance between religious teachings and dynamic social realities.

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Ahlussunnah Wal Jama'ah (Aswaja) is one of the schools of thought in Islam that has moderate and inclusive teachings. Aswaja teaching teaches people to always maintain a balance between religious traditions and the times, refrain from extreme attitudes, and prioritize the principles of tolerance and compassion. Aswaja learning in educational institutions and pesantren, if done properly, can be an effective tool to instill religious moderation values in students. By instilling these values, it is expected that individuals who have been educated in the Aswaja tradition can be more open, tolerant, and able to interact harmoniously with fellow religious believers.

One of the most strategic spaces to implement the values of religious moderation is the mosque. As a place of worship and center of Muslim social activities, mosques have an important role in shaping moderate attitudes among worshipers. Aswaja learning conducted through lectures, recitations, and other religious activities in the mosque is expected to internalize the values of moderation to the congregation and the wider community. Religious activities in the mosque become a means to strengthen the solidarity of the people, increase a deeper understanding of moderate Islamic teachings, and encourage the creation of a harmonious climate in religious life.

This study aims to analyze how Aswaja learning can internalize the values of religious moderation in individuals and how it is implemented in religious activities in mosques. By understanding the relationship between these two things, it is hoped that a solution can be found to strengthen religious moderation in everyday life, as well as creating mosques as centers of inclusive and peaceful civilization.

RESEARCH METHODS

This research will use a qualitative approach to deeply understand the process of internalizing the values of religious moderation and how these values are implemented in religious activities at the mosque. This approach allows researchers to explore the meanings, experiences, and perceptions of individuals related to religious moderation and Aswaja learning. The research may focus on one or several specific mosques as case studies to gain an in-depth understanding of the specific context. Case studies allow researchers to collect rich and in-depth data on how religious moderation values are internalized and implemented in religious activities at the mosque.

RESULTS AND DISCUSSION

This study aims to understand how Ahlussunnah Wal Jama'ah (Aswaja) learning internalizes the values of religious moderation in individuals and how it is implemented in religious activities in mosques. Based on observations and interviews conducted in several mosques that implement Aswaja in their religious programs, there are several findings that can be stated in this study.

1. Internalization of Religious Moderation Values through Aswaja Learning

The results show that Aswaja learning in mosques plays a significant role in shaping a moderate understanding of religion among worshipers. The learning is not only limited to theoretical aspects, but also to daily life practices that reflect an inclusive and tolerant attitude.

Through recitations and lectures based on Aswaja teachings, congregants are taught to avoid extremism, both in theological views and in worship practices. Aswaja teachings that emphasize the importance of balance between religious beliefs and an

open attitude towards differences make the mosque a welcoming space for all groups, regardless of social or religious backgrounds. One concrete example is when the recitation material invites worshipers to understand and respect different views in Islam, both in matters of fiqh, tafsir, and other religious traditions.

Teaching the values of religious moderation through Aswaja at the mosque also includes cultivating mutual respect for people of other religions. In recitation discussions, there is an invitation to build interfaith dialogue, and emphasize the importance of maintaining unity and peace. In this way, the values of religious moderation are internalized in the mindset and daily attitudes of the congregation.

2. Implementation of Religious Moderation Values in Religious Activities at the Mosque

The implementation of religious moderation values taught through Aswaja learning is evident in various religious activities at the mosque. One of the main implementations is in the practice of Friday sermons, where mosque imams often raise themes related to tolerance, unity, and the importance of maintaining a balance between religious teachings and the social needs of society. For example, the sermon discusses the importance of avoiding fanaticism and excessive attitudes in religion, and invites worshipers to always adhere to the principle of *amar ma'ruf nahi munkar* in a wise and compassionate manner.

In addition, Aswaja-based recitation activities are also a means to strengthen relationships between congregants. Worshipers from different social and religious backgrounds can gather in one space to learn and share experiences. This creates an inclusive and respectful environment, which in turn strengthens the sense of community among Muslims, as well as between Muslims and people of other religions. This activity serves to strengthen the value of religious moderation in the social life of the community.

Regarding the implementation in daily practice, some mosques also carry out social activities such as social services, food distribution, or interfaith dialogues that reflect these moderation values. These activities are not only to improve the quality of worship, but also to develop an attitude of social care and increase understanding of the importance of maintaining peace in a plural society.

3. Challenges and Obstacles in the Implementation of Religious Moderation in the Mosque

Despite strong efforts to internalize and implement the values of religious moderation through Aswaja learning, this study also found some challenges and obstacles that must be faced. One of them is the tendency of certain groups to maintain an exclusive view of religion, which sometimes contradicts the teachings of moderation taught in Aswaja.

In addition, the lack of in-depth understanding of the importance of religious moderation among some congregants is also an obstacle. Some individuals are still influenced by extreme views that lead to intolerant attitudes, especially in the face of internal differences among Muslims themselves. Therefore, a more intensive and continuous strengthening of Aswaja learning, whether through recitation, seminars or religious discussions, needs to be done to overcome this problem.

4. The Role of the Mosque as a Center for Religious Moderation

Mosques, as the main religious institution, play a very strategic role in introducing and implementing the values of religious moderation. In addition to being a place of worship, mosques must be used more optimally as centers of education and religious dialogue that can bring together various views and practices in Islam. Aswaja learning in mosques can strengthen the mosque's position as a place that encourages peace, unity and harmony in society.

CONCLUSION

From the results of this study, it can be concluded that Aswaja learning in the mosque has an important role in internalizing the values of religious moderation in the congregation. The implementation of these values in religious activities in mosques, such as recitation, sermons, and other social activities, has strengthened attitudes of tolerance and inclusiveness in religion. However, the challenge of overcoming extreme views and expanding understanding of religious moderation is still a work that needs to be pursued. In the future, mosques must be further optimized as places to disseminate the values of religious moderation and make Aswaja teachings the foundation for building a peaceful and harmonious religious life.

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