



## THE IMPORTANCE OF IMPLEMENTING RELIGIOUS MODERATION IN FORMING CHARACTER EDUCATION AT SDN CONDONG IV

Ainaiyah Shabrina Suciati<sup>1</sup>, Milatus Sa'adah<sup>2</sup>, Silfiatun Mukarromah<sup>3</sup>

<sup>1,2,3</sup> Zainul Hasan Genggong Islamic university, Probolinggo, Indonesia

Email : [ainaiyahshabrinass@gmail.com](mailto:ainaiyahshabrinass@gmail.com), [milatussaadah090@gmail.com](mailto:milatussaadah090@gmail.com), [silfiamukarromah41@gmail.com](mailto:silfiamukarromah41@gmail.com)

### Abstract:

Character education based on religious moderation must start from the Golden Age. Because early childhood is the right time to provide the basics of a moderate personality. This research discusses the role of character education in religious moderation in the school environment. This research aims to provide insight into teaching religious moderation can start from a young age. This research is qualitative research involving students and teachers at SDN Condong IV. Data obtained through observation for one month was then analyzed using qualitative descriptive analysis techniques. Based on the results of this research, character education plays an important role in parenting, helping children make wise decisions and practicing them in everyday life. It can be concluded that religious moderation is an important part of developing the character of SDN Condong IV students. These results provide a deeper understanding of the importance of implementing religious moderation in shaping character education in the millennial generation.

**Keywords:** *Character education, religious moderation, and millennial generation.*

### INTRODUCTION

The development of the times is marked by globalization which is currently making a negative contribution to the Indonesian nation. This problem is increasingly complex because it causes the Indonesian nation to lose its individualism. Indonesia is a very rich country, in terms of language, ethnicity, traditions, cultural customs, skin color, and diversity of religious beliefs (Nurul, 2021). Therefore, Indonesia is the country with the largest Muslim population in the world, It is very natural to say that we are currently facing difficulties in maintaining integrity in religious attitudes (Zulkhaini, 2022).

One way to overcome this problem is to make changes to the education system combined with character-based education that is in line with the goals of the Indonesian state. Our country's ideology, namely Pancasila, encourages the realization of tolerance and harmony among religious communities. Indonesia is one of the countries that is an example for other countries in managing religious and cultural diversity considering the high level of diversity in Indonesia (Mustafa, 2023).

Education is a conscious effort to humanize humans. To provide education to meet the objectives, various methods and strategies are used (Kamaruddin, 2022). However, one thing that educational practitioners must know is that Education is not a short, one-off process and is also not a method that can proceed on its own without any intervention from the parties involved.

(Anggraini, 2022) States that character education is an important aspect of education that aims to form good attitudes, values , and morality in students. Education that teaches religious moderation can also help students to better appreciate differences, understand and respect diversity, and encourage them to participate in social activities that involve people from diverse backgrounds (Wardati, 2023).

According to (Putri, 2023) religious moderation is an effort to prevent radicalism with tolerance and harmony. In other words, religious moderation is a religious approach that emphasizes simplicity, balance, and tolerance towards religious diversity. (Arifand, 2023) explains the benefits of religious moderation where we can respect each other, tolerate and appreciate differences. Recently, the implementation of religious moderation is a program prioritized by the government of the Republic of Indonesia under the auspices of the Ministry of Religion. The aim of implementing religious moderation in Islamic education is so that it can be implemented well and directed by the expected targets in all Islamic educational institutions including madrasahs (Al Farabi, 2023).

Strengthening religious moderation in madrasahs is stipulated through the Minister of Religion Decree (KMA) Numbers 183 and 184. With the existence of the KMA, madrasahs are allowed to implement learning that supports character formation and innovation by including the application of religious moderation, both direct learning in class and through teacher example and attitudes developed in daily interactions. (Al Farabi, 2023) explains the importance of instilling religious moderation into students' personalities considering that recent attitudes and actions of exclusivism, extremism, and radicalism often occur, and hate speech that can destroy the foundations of national unity and division between religious communities.

One of the challenges of character education is encouraging religious moderation, especially in the millennial generation. The millennial generation has unique characteristics such as high exposure to technology, a rich flow of information, and a culture that is increasingly influenced by globalization (Mubarok, 2024). Many educators only focus on learning content without emphasizing the formation of students' tolerant character.

(Mustafa, 2023) stated that one way to shape the character of students is to instill the values of religious moderation from early childhood. Character education for students from an early age is very important because education is one of the foundations of cohesion and peace in a multicultural society. As we know, it is very important to introduce religious moderation from an early age, especially at the school level, to give birth to a generation of people who love diversity and uphold the values of tolerance in a country whose motto is *Bhinneka Tunggal Ika* (Jannah, 2021).

Character education is believed to be one solution to fighting conflict in a multicultural society. One of the characteristics of education that students face is diversity amidst globalization is tolerance. Islamic religious education occupies a strategic position in providing provisions in the form of religious knowledge to students to have a willingness to enthusiastically learn about faith and devotion to

Allah SWT. Therefore, it is very important to introduce the values of religious moderation to students as early as possible (Lubis, 2023).

## RESEARCH METHODS

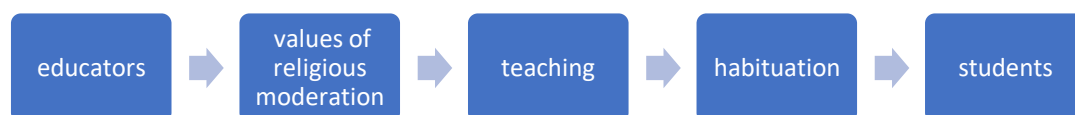
In this research, the strategy we used was to carry out observations through the application of qualitative descriptive research methods, namely research methods based on the philosophy of postpositivism which are usually used to research natural, objective conditions where the researcher acts as a key instrument, so this method utilizes data. qualitative and described descriptively by Sugiyono (Adlini, 2022). This type of qualitative descriptive data analysis is often used to analyze social events, phenomena, or situations. In this way, we will collect data and process it in descriptive form, namely in the form of words and images obtained from interviews, or documentation.

### a. Research Participants

Research participants included teachers, students, and school staff involved in implementing character education at SDN Condong IV. The number of respondents will be determined based on data sufficiency criteria, where a sufficient number of respondents is when the data obtained has reached the level of saturation and no more new information has emerged. This research was conducted at SDN Condong IV, which was chosen as an educational environment that was relevant to the research objective, namely the application of religious moderation in forming character education at SDN Condong IV.

### b. Data Collection

To obtain this data, we conducted observation sessions, in which we carried out community service by teaching at the school. This of course got us some of the data we needed. This observation session was carried out for 1 month, and of course, we analyzed the behavior, words, and actions of the students at SDN Condong IV. The research design is presented in the chart in Figure 1.



**Figure 1. Research design**

### c. Data Analysis

The data analysis that we use is domain analysis, in this analysis process, the researcher will obtain a comprehensive picture of the social situation of the object under study (Pahleviannur, 2022). The picture obtained is not yet in-depth, only on the surface. But at this stage, the researcher can find the domain or category of the situation being studied. The way to find out or obtain data, researchers will read the data manuscript generally and thoroughly to obtain what domains or domains are contained in the data. At this stage, the researcher does not need to read and understand the data in detail and detail because the target is only to obtain the domain or domain. The results of this analysis are still "surface" level knowledge about various conceptual domains. From the results of the reading, important things

can be obtained from words, phrases, or even sentences to make marginal notes (Pahleviannur, 2022). So that after obtaining the required data, the researcher will summarize and reread it, and the latter will be written into a final report.

## **RESULTS AND DISCUSSION**

Religious Moderation Application Activities for Character Development This is carried out with students from an early age on each learning method using learning methods such as group discussion, group work, practicum, and role play (Mustafa, 2023). So the terrorist and radical movements encouraged the Society Commitment team to conduct research into religious moderation in society, especially in the educational world. The values of religious moderation are suitable to be taught to students from an early age, as they have a positive impact on the future of children and even contribute to the realization of peace in Indonesia. Teachers are expected to fully implement learning strategies and methods to internalize students in the learning process (Yosita, 2023). Therefore, carrying out this devotion is expected to deepen the understanding of the importance of religious moderation and character development in early childhood.

### **1. *Implementation of religious moderation in elementary school education***

The term "religious moderation" is a combination of two words: "moderation" and "reliance." This term indicates the importance of "thinking, attitude, and practice in the teaching of a religion that does not contain violence and avoids rude and excessive behavior." (Lessy, 2022). The 2008 edition of the Indonesian Great Dictionary, defines "reherence as reducing violence and avoiding extremism." The first edition in 1988 explains the meaning of the term moderation, that is, always avoiding extreme actions and expressions, tending towards moderate dimensions or execution times. A "moderator" is a person who acts as a mediator (judge, arbitrator, etc.) or a meeting leader (meeting or discussion) acting as a moderator when discussing or discussing a problem (Sunarsih, 2023).

To "do" or "implement" means to provide a means to something. (to provide a means for doing something). Achieving practical effects (Risfaisal, 2022). The sustainability of religious promotion depends heavily on how educators apply and provide learning material for promotion. These methods make it easier for students to acquire and understand facilitated learning materials. In the end, at the end of the learning activity, students can master the purpose of religious moderation learning and practice it in everyday life. (Omar, 2023). Religious moderation, which is introduced and transmitted through the values contained in moderation, makes people's lives smarter but requires early training.

Implementation or things that can be done in an educational environment with religious moderation are some activities that schools have to do, namely, firstly, develop a local school culture, such as honesty, mutual respect, politeness, etc., which is a collection of values, assumptions, understanding, beliefs, and expectations that are visited and used by schools as guidelines of behavior when dealing with internal and external. Second, by building a sense of mutual understanding between students from an early age of different religious beliefs, schools should play an active role in guiding religious or interreligious dialogue, which of course remains under the direction of teachers. Thirdly, the curriculum and textbooks used in schools must

be implemented in curricula that incorporate values of pluralism and religious tolerance (Lessy, 2022).

## **2. Values in religious moderation**

The word value means value and price. Value is defined by Antony Giddens as the perception of an individual or group of what is right, what is expected, and what is good and bad. Whereas value is a personal judgment of what is more or less important, good or bad, right or wrong, and so on (Galuh, 2021). Therefore, value is the description of everything that is of value in human life, including what is considered real, good, valuable, interesting, appropriate, important, and desirable. On the other hand, seeing something that is not of value as something wrong, bad, worthless, inadequate, useless, or undesirable (Sumarno, 2020).

The introduction of moderate Islamic values in schools from an early age helped strengthen religious moderation at the elementary school level. Moderation must be done from the very beginning so that the next generation of the nation is ready to face the challenges of the future (Lubis, 2023). Generally speaking, students who are still sitting in primary schools usually get information about religious science from informal schools, but not all of the religious knowledge they receive is the ability to read the holy book of the Qur'an and its guidance. Since the children at that time had not yet had a specific view of life or social activity related to religion, it was very easy for teachers to teach religious moderation. Therefore, some religious values that should be instilled among elementary school students include (Lessy, 2022):

- a) The value of faith
- b) Value of worship
- c) Moral values

## **3. Character formation in children**

Character formation is an important part of today's educational world. The Law of the Republic of Indonesia No. 20 of 2003 on the National Education System states that national education aims to develop skills and form the character and civilization of a nation with dignity to enlighten the life of the nation. To achieve this goal, character education should be given to children as soon as possible (Yanti, 2021).

(Rahmadani, 2023) reveals that the application of character education in learning can be done by inserting values and integrating values into student behavior in everyday life through learning processes that take place both inside and outside the classroom in all subjects. Therefore, learning activities should not only help students acquire the desired skills but also be designed in such a way that they can know, recognize, combine, and apply values to their actions (Magdalena, 2020).

Character education deals with various aspects of moral education, citizenship education, and character development. It's a concept that's hard to teach in schools because of its complexity. In the formation of character education, there are 18 values created by the Ministry of National Education: religious, honesty, tolerance, discipline, creative hard work, independence, democracy, curiosity, national spirit,

love of the homeland, appreciation of achievement, friendly/communicative, peace love, passionate reading, caring for the environment, social care, and responsibility (Amelia, 2022).

#### *4. Factors influencing the formation of character*

Education have become an important element in achieving national educational goals. Educational activity is experienced by the first humans in their respective families. The interaction with family members who are at home becomes the first teacher the child encounters. The customs or culture that exist in the family are a model for children to imitate before school (Irmalia, 2020). Therefore, the formation of character, especially in children, is influenced by two factors: innate factors and environmental factors. The role of parents becomes crucial in shaping a child's character to face the world in the future. This positive character formation is also a long process that lasts over long periods. It means that parents should also always be encouraging, guiding, motivating, and facilitating to provide a good education (Irmalia, 2020).

On the other hand, in the formation of character education in schools, it is important to consider the components of education itself, such as the content of the curriculum, the learning process, and evaluation, the quality of relationships, the handling or management of subjects, the management of schools, the implementation of activities or non-curricular activities, etc (Handayani, 2020). Teachers are the foremost guards of classroom learning, but that does not mean that they are the only ones who need to instill character in their pupils. All parties must be involved in the process of character education for children.

(Dewi, 2021) says that the school environment can be an excellent educational container for student character development. Thus, character education is a joint effort of all students to create a new culture in the school, that is, a culture of character education. Institutions can develop character education approaches directly through curricula, discipline enforcement, classroom management, or education programs designed by Zainal (Amelia, 2022).

## **CONCLUSION**

Based on the results of the above research, it can be concluded that the application of religious moderation is very important in the formation of student character. Character education practices that integrate religious values can cultivate and enhance the student's sense of religiosity as well as strengthen their understanding of the values of religion. These results show the importance of character education as an important component in shaping strong and moderate religious attitudes in the millennial generation. Character formation, in particular in children, is influenced by two factors: innate factors and environmental factors. Inborn factors themselves, like attitudes and behavior, while environmental factors are the environment in its sector, such as the environment of school, home, and also in society.

As a step to strengthen religious moderation among elementary school students, it is first necessary to make an introduction about the meaning of religious moderation itself. Later, elementary school students gradually began to be introduced to the principles and values of religious moderation. And what better if

they were given clear evidence in everyday life concerning religious moderation in the neighborhood or the community? Thus, the students in the elementary school will be easier to understand and better able to apply the attitude of religious moderation in their surroundings. Character formation, especially in children, is influenced by two factors: innate factors and environmental factors.

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