
MODERATE ISLAMIC RELIGIOUS EDUCATION THROUGH RELIGIOUS MODERATION TRAINING FOR TEACHERS

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Abstract: Religious moderation is a way of looking at and behaving a person in religion in a moderate manner, namely fair and balanced, so that in understanding and practicing the teachings of religion is more concerned with a tolerant and inclusive attitude, and avoiding exaggerated and extreme behavior when implementing it. Religious moderation is not a moderated religion, but our way of religion, namely understanding and practicing a religion from a moderate perspective. Furthermore, in this study, the need for teacher training on religious moderation in schools is discussed. Because teachers are the vanguard in the learning process of religious moderation in schools. The goal is to provide additional insight and knowledge about religious moderation, as well as integrate it into learning. This research is a descriptive qualitative research using the library research method. The results of this study are that, first: the cultivation of religious moderation values has various strategies, both through policies and approaches. The effectiveness of the strategy used depends on each interrelated element. The many values of Bergama moderation have different approaches from one another. The policy of conducting training for teachers is a quite strategic approach because teachers as the vanguard in education should have insight and knowledge about religious moderation. Therefore, teachers need to gain more knowledge as a provision to integrate the values of religious moderation in schools. Second: the acquisition of steps to implement religious moderation training into a structured guide, so that the hope of gaining insight and knowledge about religious moderation can cover all the materials that are the subject of problems in the internalization of religious moderation values in schools.

Keywords: teacher training, approach strategy, religious moderation, education, moderate Islam.

INTRODUCTION

Indonesia, which is known as a multicultural country, a country with a variety of cultures, religions, ethnicities, languages, and others, is on the one hand a divine gift, that with this diversity becomes a vehicle to know each other, understand, and become the destiny of each one who only has to accept the provisions of the Power [1]. But in reality, human beings with all their potential, want to be considered the most righteous and even consider themselves the most right, so this has the potential to raise social problems [2].

The impact of this diversity triggers the potential for vulnerability to conflicts between civilizations. Therefore, the approach to multicultural education is a perspective that

recognizes social reality to create equal opportunities for all societies democratically. Through multicultural education, it is hoped that it can anticipate community problems by transforming the values of mutual respect and tolerance [3].

As the discourse shows, the level of diversity of the Indonesian nation is quite high, so there is a potential for SARA confrontation, so a comprehensive study of Indonesia's diversity is needed. With the approach of multiculturalism, it is hoped that there is a view of how humans must live together in different situations with all their complexity. It emphasizes the equality and equality of local cultures and recognizes the existence of other cultures [4].

The goal is to have a dialogue to foster SARA harmony in life. Multiculturalism is a *given* from God, while diversity or diversity alone is a foothold that must be preserved [5].

The discourse of multiculturalism is important because the goal is a tolerant life, mutual respect, maintaining harmony, respecting differences, and so on which are part of the individual humanistic philosophy [6]. Meanwhile, religious moderation is a model that talks about concepts and strategies to realize the idealism of pluralism in daily actions in society.

The above perspective is actually to be pursued and realized in the realm of Indonesia as a pluralistic nation, with different cultural backgrounds, consisting of various islands, tribes, and languages, making religious moderation a must to maintain the unity and unity of the nation [7].

Moderate understanding, tolerance, and inclusiveness are the subject matter that has always been echoed in society. Education as a community entity is a vehicle to implement these discourses [8].

Religious moderation is a strategic step in the field of education to minimize potentials that can damage the diversity of the Indonesian nation [9]. Some of the steps taken by the realm of education must be well planned, namely through managerial management or good management, through strategies or policy breakthroughs that can promote a moderate, tolerant, and inclusive understanding of religion at all times, and can also be done through learning instruments in schools, or through other ways that can be done [10].

Some of the discourses on the model of implementing the religious moderation program include Islamic religious learning. One of the learning instruments in the formation of moderate attitudes and behaviors in religion, or religious moderation is the study of Islam. The content of Islamic religious learning about tolerance and inclusion is a form of moderate attitude. This requires a strategy in Islamic religious education, namely strengthening the moderation paradigm, curriculum, and learning. These three things are interrelated in the development of policies for the implementation of strengthening religious moderation [11].

Implementing a religious moderation program can be done through lessons. Schools as a place to implement religious moderation education, because they consist of different groups, and schools can teach through lessons by fostering attitudes of nationalism, awareness of rights and obligations, democracy, and moderation in religious life. So schools have a social duty to prepare students to be able to face various cultures and religions well [12].

Another method of instilling a Religious Moderation program can be through extracurricular activities. Internalization of religious moderation programs through extracurricular activities related to the material concerned, activities can be carried out together with followers of different religions, the form of Islamic spiritual mentors oriented to moderate Islam, and with the involvement of teachers, of course, with teachers with a modern perspective through supervision in extracurricular activities [13]. Another natural method of implementing religious moderation programs is through local school culture, namely the values of honesty, mutual respect, manners, and so on. The school culture with

some positive values has assumptions, understandings, beliefs, and hopes that it can be used as a means of solving problems both individually and collectively. By adding religious culture into the school environment, students can develop individual and social-religious religiosity, to be able to build a more dignified morality, civilization, and character of the nation [14].

From these various methods, the author will complete the motto for the implementation of the religious moderation program by involving teachers in promoting the religious moderation program by increasing their competence as a mediator between the religious moderation program and the students and the school environment more broadly [15].

Therefore, related to teachers' competence in strengthening the moderation paradigm, mastery of the curriculum, and learning, one of the strategies is to hold training for teachers on understanding religious moderation optimally and integrating it into teaching [16].

The description mentioned above is an inspiration for the author in conducting research, so this research is important to do, based on two things, first, training on religious moderation is one of the strategies for promoting and internalizing the values of religious moderation [17]. Religious moderation in the context of education has a significant influence in determining the course of the educational process which functions as a printer of the nation's generation with a diverse perspective and maintains the integrity of the nation. Bergama moderation is an effort to mediate the existence of ideas that arise in national unity, which tends to disrupt the unity and unity of the nation, and undermine the correct understanding of Islam [18]. Islam which is rahmatan lil'alam, which brings mercy to the whole nation, becomes shaky when there are ideas and actions of radicalism, extremism, and even Islamophobia. Therefore, there needs to be certain efforts, both as strategies and policies that support the realization of a correct understanding of Islam.

Second, the knowledge gained by teachers in the training in the next practice is to integrate the values of Bergama moderation with teaching in schools [19]. The follow-up of the internalization of religious moderation values can run effectively if the role of teachers as the entrance to these values must have *Skill* and adequate insights. So it is hoped that the discourse of Islamic education that will give birth to moderate, tolerant, and inclusive generations of Islam can take place in society [20].

Based on the above description, one of the efforts to improve teachers' competence in implementing religious moderation programs in schools, this research was conducted to answer two questions, namely first, how the training strategy is carried out among teachers that needs to be realized by schools to strengthen religious moderation education among students, about the role of teachers as the vanguard in providing a moderate understanding of Islamic education, tolerant, and inclusive. The second is how the steps or stages of the training are carried out, what materials are provided, and how the training process takes place.

Furthermore, this study reviews teacher training on religious moderation as a strategy that will provide insight and integrate it with teaching in schools. The training process is an effort to provide more adequate understanding knowledge and competence as a conveyor and instill the values of religious moderation in schools. It is hoped that this teacher training can realize an effective strategy for implementing moderate, tolerant, and inclusive Islamic values. In addition, this training also provides training guidance with structured steps, so that later the expected results can be obtained. Finally, teacher training on religious moderation will provide convenience in implementing moderate values among students effectively.

LITERATURE REVIEW

Table 1. Literature Review: Moderate Islamic Religious Education Through Religious Moderation Training for Teachers

No.	Author(s) & Year	Title	Objectives	Methodology	Key Findings
1	Azra, A. (2020)	<i>The Role of Islamic Education in Promoting Religious Moderation</i>	To examine how Islamic education fosters religious moderation	Qualitative, literature review	Islamic education plays a key role in promoting tolerance and moderation among teachers and students.
2	Abdullah, M. (2021)	<i>Religious Moderation Training for Teachers: A Strategy to Prevent Radicalism in Schools</i>	To analyze the effectiveness of religious moderation training for teachers	Case study, interviews	Training helps teachers instill moderate Islamic values and counteract extremism.
3	Hidayat, A. & Nasir, M. (2022)	<i>Enhancing Religious Tolerance Through Teacher Training in Islamic Schools</i>	To explore how religious moderation training affects teachers' perspectives	Mixed methods (survey & interviews)	Training increases teachers' awareness of religious tolerance and pluralism.
4	Rahman, T. (2023)	<i>The Impact of Religious Moderation Curriculum on Islamic Religious Education</i>	To assess the implementation of religious moderation curriculum in Islamic schools	Qualitative, field study	The integration of moderation principles in Islamic education promotes peaceful coexistence.
5	Yusuf, S. & Ahmed, R. (2024)	<i>Developing a Model for Religious Moderation Training in Teacher Education</i>	To propose a model for effective religious moderation training programs	Conceptual analysis	A structured training program enhances teachers' ability to convey moderate Islamic teachings.

The table above summarizes the latest research that is relevant to the theme of this research.

METHODOLOGY

This research is qualitative descriptive research using a literature review, namely by collecting data by understanding and studying theories from various literature related to research. There are four stages of literature study in research, namely, preparing the necessary equipment and equipment, preparing a work bibliography, organizing time, and reading or taking notes on research materials [21]. This research is carried out using literature, both in the form of books, journals, and research results. The description is carried out descriptively, by analyzing data inductively. In data analysis, descriptive data

analysis techniques are used, namely data related to the theme is collected, classified, and then described [22].

RESULTS AND DISCUSSION

The Urgency of Religious Moderation Training

Training is part of education. The nature of training is specific, practical, and immediate, to improve the various skills of a job in a relatively short time [23]. Training as part of Education needs to receive attention as an effort to make the media complement, and even improve the dimensions of Education. Included in the Education program regarding religious moderation, is that teachers are the most important part of promoting it in learning for students, teachers must have adequate skills or insight into religious moderation. Therefore, training is an urgent need to implement the program.

Training has the goal of improving performance, although training cannot solve all ineffective problems, the training program can at least minimize existing problems, as well as have an influence on performance. In addition, training provides knowledge and improves abilities and performance [24]. Training is a practice of proficiency, skill, and agility in carrying out tasks [25]. In this description, it is clear that training is a necessity immediately after the religious moderation program policy, so the implementation of the program needs a mature readiness, especially for teachers to prepare adequate skills and knowledge.

The orientation in the training in addition to equipping teachers with skills, also provides insight into knowledge to strengthen the driving force in religious moderation, both attitudes, commitment, tolerance, non-violence, and accommodating to local culture, to realize a peaceful and harmonious life in a multicultural society.

Religious Moderation Training for Teachers

Islamic religious education is a guide for students to understand and practice Islam and as a guideline for life. Islamic education must be comprehensive covering aspects of human life, containing the dimensions of faith, worship, and morals, as well as reaching the life of the world in a balanced manner, Islamic education pays attention to relationships with others.

Regarding religious moderation, it must be understood as a commitment to maintaining balance, that every citizen regardless of ethnicity, culture, or religion must respect each other, and practice managing tolerance among them. Strengthening religious moderation is a strategic effort to strengthen tolerance and strengthen harmony in diversity. Diverse moderation is part of the nation's social capital [26]. Therefore, to support the strengthening process, a strategy in the form of training for teachers is needed to strengthen the understanding and knowledge of religious moderation, which in the end is integrated into the teaching process and will have a better capacity to identify moderate and inclusive values in religion.

At the beginning of 2020, the Ministry of Religious Affairs continued to finalize the design for the implementation of strengthening religious moderation in stages. For the Ministry of Religious Affairs, religious moderation must be the mainstream in building Indonesia. This effort must also be accompanied by making religious moderation integrated into Indonesia's medium- and long-term development planning system [27].

One of the efforts to implement the religious moderation program, training for teachers is an important step to support the program. So in this case, the Ministry of Religion of Sigi Central Sulawesi held training for madrasah teachers, because teachers are the vanguard in mainstreaming religious moderation in the world of education, especially for students. In addition, religious moderation training activities are based on teachers' lack of understanding of religious moderation [28]. Therefore, the Ministry of Religion's efforts in

implementing the implementation of religious moderation programs include holding certain education, training, and debriefing by presenting a special theme about religious moderation.

So to overcome this, structured training activities were made with basic material on religious moderation and moderation values integrated with learning. As happened at the Dato Sulaeman Palopo Islamic boarding school, the religious moderation training was held based on the lack of understanding of religious moderation among teachers, so participatory training was needed [29].

Stages of Religious Moderation Training for Teachers

The implementation of training for teachers to increase insight and knowledge about religious moderation requires planning [30]. Training planning involving teachers should first classify the problems related to the training. Some of the necessary training steps include:

First, identify the level of understanding and implementation in teaching.

Based on the research that has been conducted on MAN 1 Bone regarding the level of teachers' understanding of the concept of religious moderation, it was found that there is a diversity of levels of understanding. Sometimes they understand the concepts, dimensions, and indicators well, but sometimes teachers also do not understand the concepts, dimensions, and indicators well, even though they have been implemented [31]. So to equalize the understanding among teachers and the implementation process for students, it is necessary to identify early to map the level of understanding of religious moderation.

The identification of the understanding of religious moderation for teachers is to ensure that teachers can manage teaching by internalizing moderate values which are aspects of religion wisely, as well as how to avoid discriminatory treatment, and unequal policies among students [32]. Some of the things that are done to observe the level of teacher understanding are as follows: 1. Observing the pattern of teacher interaction with students during learning. 2. Interviews with teachers, this is intended to find out the approach used when discussing religious issues in the context of education. In addition, to find out how teachers treat different religions in the classroom, in overcoming conflicts that may arise, and the extent to which teachers' attitudes involve students [33].

Second, determine the training objectives according to the results of identification, have a better understanding of radicalism, and Islamophobia, can identify moderate values, and be able to integrate into the curriculum [34].

Training as one of the educational strategies is an important activity in the preparation of human resources or human resources. The implementation of coaching or training for teachers is a step that needs to be taken to improve teacher professionalism. Increasing the professionalism of education personnel, especially related to the implementation of religious moderation. The implementation of religious moderation training aims to be able to be carried out optimally and give rise to solid tolerance [35].

Preparing teachers as professional human resources in the field of education, especially the implementation of religious moderation values, is the purpose of holding teacher training.

Third, designing a training program, namely the material must be relevant to the necessary needs, as well as interactive teaching methods.

The series of materials provided are: first, regarding the basic concept of moderation and the values constructed in learning, in this case, it explains the basis for the implementation of religious moderation, the scope of religious moderation, and the position of religious moderation as the glue and unifier of the nation. The second material, namely about the values of religious moderation is associated with the cultivation of religious moderation

values in learning, in this case, it explains the value of religious moderation from the aspect of moderation values related to creed, worship, ethics, and tasyri'. The third material, namely synchronizing the values of religious moderation in learning [36].

Fourth, evaluate the training that has been carried out, to obtain feedback, as well as recommendations for implementation in the teaching process later.

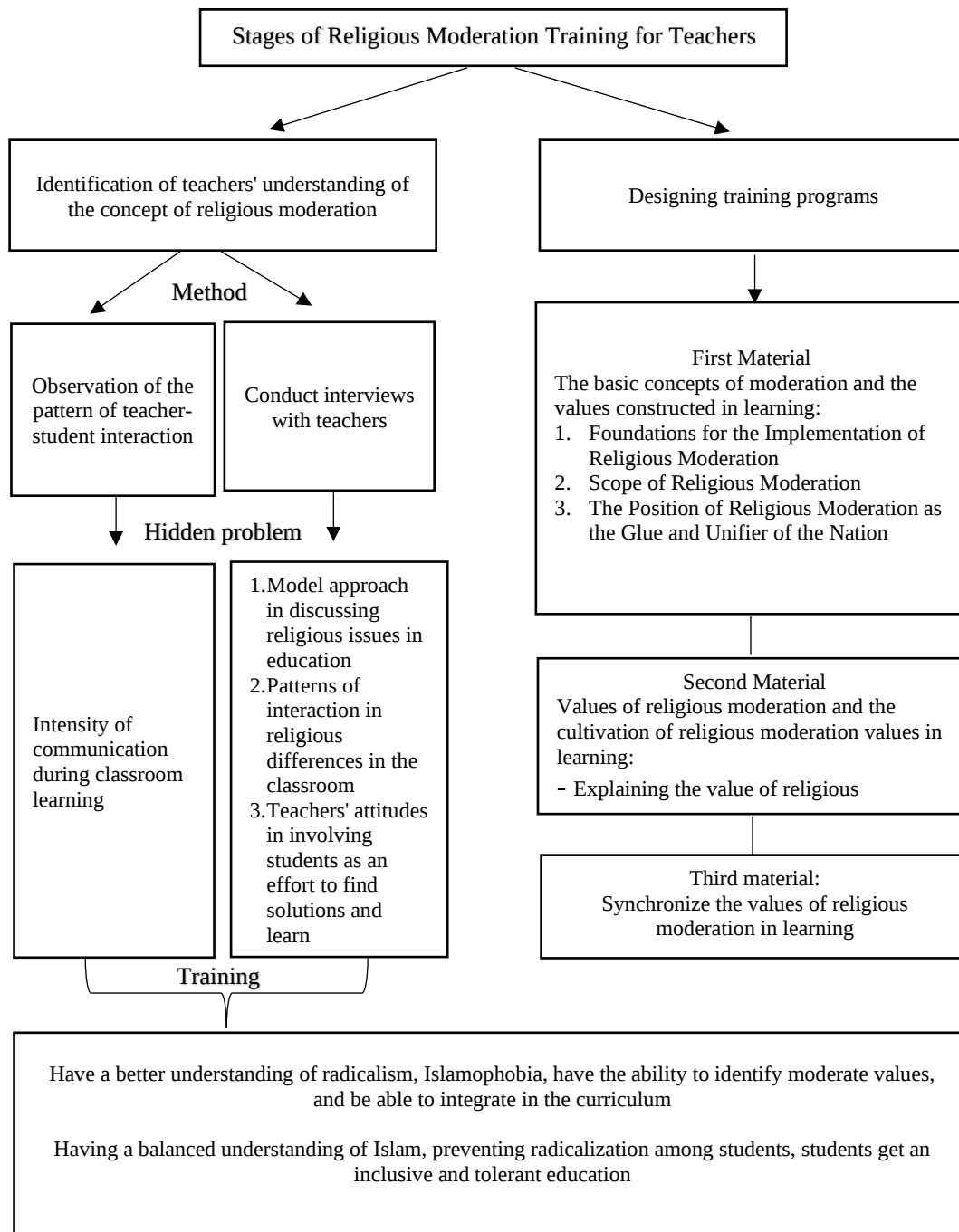


Figure 2. Stages of Religious Moderation Training for Teachers

Some of the evaluation components in the training include: 1. The suitability of the material with expectations because it is an expectation that must be supported by appropriate materials, so that the training journey is not far from the program that has been launched, both in the vision and mission of the school and government programs in terms

of religious moderation at the school level. 2. Teaching materials that are easy to understand, so that the training process does not find boredom, and it is hoped that participants feel that there is conformity with the goals to be achieved. It also depends on the presenter who is an expert in his field will get more chemistry, the suitability between the target to be achieved, and the content of the material presented. 3. The suitability of the training method with the material, it is important to remember that the method will determine the level of achievement of mastery, because if the method used is appropriate and covers all the materials, then the training orientation will obtain maximum results. However, if the method used is not appropriate, then no matter how good the material is, it will not achieve the goal accurately. 4. The adequacy of the time for organizing the training with the material provided, in this case, must be clever in using the available time adjusted to the existing material. Don't let the time provided run out, while there is still quite a lot of material to be delivered. Therefore, time management is adjusted to the amount of material available. 5. The agility of the organizers in serving participants in the training process, is also very important as a support for the running of the training. Because the organizers must prepare everything needed during the implementation. Prasama's suggestion, other equipment needs that support success must be prepared. 6. Adequacy of time in doing assignments, this is related to the forecast of the use of existing time related to the capacity of the given task, so that the availability of a short time is given a task that allows it to take a long time to complete. So that the assignment must adjust to the availability of existing equipment. 7. Training facilities, these concerns support the realization of the comfort of training implementation, both rooms, training facilities, supporting stationery devices, the need for consumption, interactive training facilitators, and things that support the training journey are already available [37].

It is hoped that this training is an important step in creating an educational environment, to promote religious moderation insights and a balanced understanding of Islam. This is to help prevent radicalization among students, and students get an inclusive and tolerant education.

Teachers in Promoting Religious Moderation Programs

The role of teachers in Islamic religious education is the main door to correct understanding in efforts to overcome radicalism, both in schools, families, and communities. One of the ways to instil the value of religious moderation is through the role of teachers by presenting themselves as examples that can be seen directly by students [38].

The role taken by teachers in the implementation of the religious moderation program is based on the religious moderation strengthening program which was intensified in 2019 by the Ministry of Religious Affairs. In the National Working Meeting (Rakernas) of the Ministry of Religion held in 2019 in Jakarta with the title "Moderation for the Togetherness of the People: Interpreting the 2019 National Working Meeting of the Ministry of Religion", by Lukman Hakim Saifuddin. He hopes that the concept of religious moderation can be applied in all programs of the Ministry of Religion. In this case, teachers in the education area contribute to education by promoting the concept of religious moderation [39].

Teachers also take a role in implementing religious moderation programs driven by the foundation of the vision and mission of religious moderation as a strengthening of character education in the context of Islamic religious delinquency. Based on the Decree of the Minister of Religion number 39 of 2015, it is stated that the vision of the Ministry of Religion is: "The realization of a religiously obedient, harmonious, intelligent, and prosperous Indonesian society born inwardly to realize a sovereign, independent, personality based on cooperation" [40].

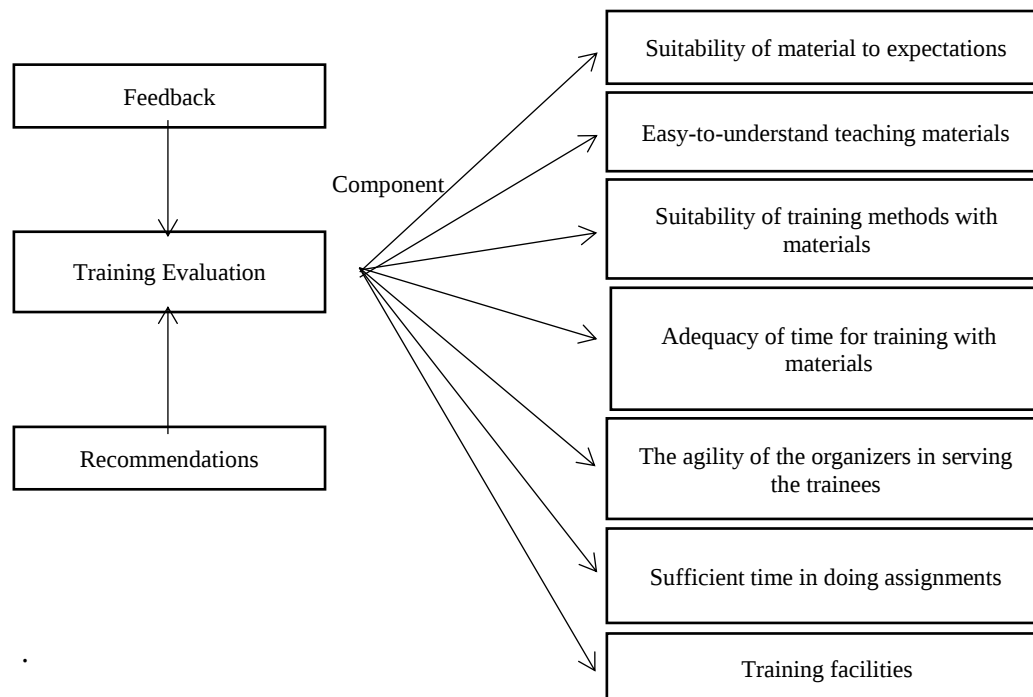


Figure 2. Training Evaluation

CONCLUSION

The implementation of religious moderation training by teachers is a positive and wise strategy because teachers are the spearheads in educational institutions that will face students directly, communicate, discuss, exchange views, and hone loving and nurturing relationships between teachers and students. Teachers should have adequate knowledge and professional teaching skills, to create educational situations and conditions by the expectations contained in the vision and mission of the school and the expectations of the Indonesian people at large. The sustainability of the implementation of religious moderation training for teachers is the existence of materials that support teacher competence, especially in supporting the government's efforts to implement religious moderation programs in the education sector. At the same time, materials that support and strengthen the religious moderation program. As a form of realizing an inclusive, moderate, and tolerant continental education program, the structure or steps to implement the training are needed with the training. The steps as a guide for the implementation of the training as well as containing material that must be emphasized in the training process for the teacher. Start the training step by collecting information in advance about the extent of the teachers' understanding of Bergama moderation. Doing so will provide an overview for the presenter to adjust in guiding the course of teacher training on religious moderation. Next is to determine the specific purpose of religious moderation training, that the existence of teachers for students is the beginning of conceptual understanding to action. Adjusting to the goal of national education, which is to educate the life of the nation, means that students recognize themselves, their potential, and their environment. It is hoped that harmony between others, side by side with various beliefs, ethnicities, and others can be realized. Therefore, the goal is to determine the material that is by the orientation of training for teachers regarding religious moderation. The last is to evaluate the implementation of the training.

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Author Contribution

All authors contributed equally to the main contributor to this paper, some are as chairman, member, financier, article translator, and final editor. All authors read and approved the final paper.

Conflicts of Interest

All authors declare no conflict of interest.

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