

Implementation of Religious Moderation Through Learning Multicultural Based Religious Education in Senior High School Raksana Medan

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ABSTRACT

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This research discusses the implementation of religious moderation through multicultural-based Religious Education learning at YP Raksana Medan High School as a response to the increasingly visible religious and cultural diversity in the educational context. This research uses qualitative methods as a field study approach, producing descriptive data to describe the impact and challenges of implementing religious moderation. The results show that the multicultural approach in learning Religious Education has a positive impact, forming a tolerant attitude and appreciation for religious differences among students. Interfaith dialogue and deep learning activities play an important role in reducing potential conflicts and increasing students' understanding of different religious beliefs. Religious moderation at SMA YP Raksana Medan also strengthens human values, justice and mutual respect among students, creating an inclusive learning environment.

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1. INTRODUCTION

In the era of growing globalization, religious and cultural diversity is an inevitable reality in many schools, including in educational institutions.

Schools as educational institutions have a crucial role in shaping students' characters and creating an environment that supports diversity. However, challenges arise when students come from diverse religious and cultural backgrounds. In this context, religious education is faced with the responsibility to implement religious moderation as an effort to build an attitude of tolerance and respect for differences. (Letitia Susana Beto Letek & Yosep Belen Keban, 2021)

The need for the implementation of religious moderation through multicultural-based Religious Education learning in educational institutions is becoming increasingly urgent along with the changing dynamics of society. Technological developments and globalization bring intergroup interactions to be more complex, presenting new challenges in building an understanding that is inclusive of religious and cultural differences. (Al Faruq, Umar; Noviani, 2021) Without the right approach, the potential for conflict and interreligious misunderstanding among students may increase.

Religious moderation can also be a solution to radicalism and extremism in society. By developing a balanced and thoughtful attitude, religious believers can prevent the spread of distorted understanding and potentially cause conflict. As individuals, we can practice moderation by avoiding fanatical and extreme attitudes in the meaning and practice of religious teachings. It is important to always think critically, open ourselves to the views and beliefs of others, and seek a deeper understanding of the true and balanced teachings of religion. By practicing moderation in religion, we can set a good example for others and contribute to creating a harmonious, tolerant and peaceful society. (Sutrisno, 2019)

Schools are very strategic places to instill religious moderation and prohibit attitudes including and respecting differences. In the school

environment, students can learn about the values of tolerance, cooperation, and mutual respect in the face of differences in religion, culture, and other backgrounds. In addition, in improving the effectiveness of religious education, it is necessary to consider local contexts that have ethnic and religious diversity.(Wardati et al., 2023)(Anwar & Muhayati, 2021) The implementation of religious moderation must accommodate this diversity so that the messages of moderation and tolerance can be applied in a relevant and meaningful way in students' daily lives. Social and family environmental factors can also affect students' understanding of religious moderation, so there needs to be good coordination between schools and the outside environment to achieve optimal results.

Multicultural-based Religious Education teaches humans to appreciate and uphold the diversity of cultures, ethnicities, and sects (Religion). The goal is that teachers and students have an inclusive, pluralist, and humanist understanding. This is reinforced by the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education system, which accommodates human rights values and multicultural spirit. As stated in Chapter III Article 4, paragraph 1: "Education is organized in a democratic and equitable and non-discriminatory manner by upholding human rights, religious values, cultural values, and national diversity.(Anwar & Muhayati, 2021)

SMA Raksana Medan, as an educational institution, is also faced with the need to adapt Religious Education learning with a multicultural approach to respond to the complexity of diversity among students. Therefore, it is necessary to conduct research on the implementation of religious moderation through multicultural-based Religious Education learning at SMA YP Raksana Medan to evaluate the effectiveness of this

approach in shaping attitudes of tolerance, minimizing the potential for religious conflict, and creating an inclusive learning environment for all students.

2. METHODS

This research is characterized as a field study with a rich and rigorous qualitative research approach, producing descriptive data.(Bungin, 2001) Qualitative research methods are used in this study because they are based on the tradition of social education science which fundamentally relies on human observation, both through personal observation and in their interactions with others in a society. This qualitative research method does not aim to test or prove the truth of a particular theory, but rather to develop a theory using the data collected.(Sugiyono, 2005)

3. FINDINGS AND DISCUSSION

The results of research on the implementation of religious moderation through multicultural-based Religious Education learning at SMA YP Raksana Medan show a positive impact in shaping tolerant attitudes and respect for religious differences among students. Through the multicultural approach in the Religious Education curriculum, students tend to better understand and appreciate the religious and cultural diversity of their classmates. The existence of learning activities that encourage interfaith dialogue also contributes significantly to reducing the potential for conflict and increasing each student's understanding of different religious beliefs.

In addition, the implementation of religious moderation at YP Raksana Medan High School also strengthens the values of humanity, justice,

and mutual respect among students. It was found that students who follow multicultural-based learning tend to be more open-minded, accept differences gracefully, and practice the values of religious moderation in their daily lives. This indicates that religious education can be an effective tool in shaping the character of students who not only excel academically, but also have the readiness to live harmoniously in a multicultural society.

However, the results also highlighted some challenges that need to be addressed, such as the need for increased training for Religious Education teachers in integrating multicultural approaches in learning, as well as the expansion of resources that support the curriculum.(Anwar & Muhayati, 2021) By understanding the findings of this study, SMA YP Raksana Medan can continue to develop more effective learning strategies, make the school a supportive environment for religious moderation, and make a positive contribution in shaping students' attitudes and behaviors amid religious and cultural diversity.

Furthermore, the results also noted that the multicultural approach in learning Religious Education at SMA YP Raksana Medan positively contributed to students' active participation in interfaith dialogue activities. Having a platform to share their knowledge, experiences and religious beliefs helps to explore a deeper understanding of religious differences. This provides students with valuable interpersonal skills, enhances their understanding of the complexities of a multicultural society, and forms a more open perspective.(Kasdi, 2019)

However, this study also highlights the need for active involvement of schools, parents and communities in supporting the implementation of religious moderation. This collaboration is considered important to create a holistic educational ecosystem, which not only includes the classroom but

also involves the influence of the environment outside the school.(Nasri & Tabibuddin, 2023) Thus, the results of this study provide a foundation for the development of more comprehensive policies and strategies to improve the effectiveness of the implementation of religious moderation through multicultural-based Religious Education learning at YP Raksana Medan High School, while making a positive contribution to character building and preparing students to face an increasingly complex society.

The implementation of religious moderation requires a holistic and strategic approach to ensure its effectiveness. The following are the steps for implementing religious moderation in various contexts, including in schools:(Khotimah, 2022)

1) Curriculum Development

Integration of religious moderation into the Religious Education curriculum with a multicultural approach. Learning designs that promote interfaith dialog, tolerance and respect for differences. Development of materials that reflect religious and cultural diversity.(Mayske Rinny Liando, 2006)

2) Teacher training

Provide training to Religious Education teachers on multicultural approaches, religious moderation and techniques for managing interreligious dialogue. Encourage the development of intercultural communication and understanding skills. Engage teachers in exchanges of experiences and best practices.

3) Parent and community participation

Involve parents in education programs that support religious moderation. Socialize the values of religious moderation within the school community and society. Build cooperation with religious institutions and community organizations to support the implementation of religious moderation.

4) Promotion of an Inclusive School Culture

Create a school culture that encourages mutual respect, diversity and cooperation. Teach students to appreciate each other's uniqueness and create a safe and supportive environment. Build school policies that support religious moderation.

5) Monitoring and Evaluation

Conduct periodic evaluations of the implementation of religious moderation, involving teachers, students, parents and related parties. Review learning outcomes and their impact on students' attitudes. Adjust the program based on evaluation findings to improve its effectiveness.(Amrullah, 2021)

4. CONCLUSION

Based on the results of research on the implementation of religious moderation through multicultural-based Religious Education learning at SMA YP Raksana Medan, it can be concluded that this approach has a positive impact in shaping tolerant attitudes, respect for religious differences, and strengthening human values among students. The existence of a multicultural-based curriculum and interfaith dialog activities succeeded in reducing the potential for conflict and increasing students' understanding of diverse religious beliefs.

Students who follow multicultural-based learning tend to be more open-minded, accept differences gracefully, and apply the values of religious moderation in their daily lives. This reflects that religious education can be an effective instrument in shaping the character of students who not only excel academically but are also ready to live a harmonious life in a multicultural society. Nonetheless, the research also highlighted challenges that need to be addressed, such as increased training for Religious Education

teachers in integrating multicultural approaches, as well as the expansion of resources that support the curriculum. Active collaboration between schools, parents and communities is considered essential to create a holistic educational ecosystem that supports the effective implementation of religious moderation.

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