

Islamic Education in the Formation of Religious Moderation Attitudes in the Selosari Magetan Community

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ABSTRACT

This research aims to explore the role of Islamic education in shaping religious moderation attitudes in the community of Selosari Village, Magetan, East Java. The research uses a qualitative descriptive method with a case study design, data collection techniques are carried out through in-depth interviews, observations, and documentation during January to June 2023, with data analysis using data reduction, data presentation, and drawing conclusions that are validated through source triangulation. The results of the study show that Islamic education plays a significant role in the formation of religious moderation attitudes through the integration of moderation values in the curriculum, inclusive teaching methods, and active community involvement, despite facing challenges from the influence of radical groups. The conclusion of the study shows that Islamic education in Selosari has succeeded in forming religious moderation attitudes through an integrated approach and community involvement.

Introduction

Indonesia, with more than 270 million people who have extraordinary diversity, is not only known as a country with the largest Muslim population in the world, but also as one of the models of diversity achievement. This diversity includes various aspects, including religion, ethnicity, culture, and language. The existence of these diverse identities is a national force that needs to be maintained and maintained. However, the social complexity caused by this diversity brings its own challenges, especially in the aspects of tolerance and harmonization between religious communities. Issues of intolerance and radicalization often

trigger tensions that can disrupt social stability, both at the local and global levels. Looking at this context, it is increasingly clear that the formation of religious moderation attitudes is a must to prevent social fragmentation.

Islamic education plays a crucial role in shaping the values of moderation and tolerance among the community. This education not only aims to pass on religious knowledge, but also to build an inclusive and peaceful character. According to (Rahmat 2018), Islamic education based on moderation is able to provide the moral and ethical guidelines needed by the community in living a harmonious daily life. By teaching the concepts of balance (*wasathiyyah*), tolerance (*tasamuh*), and brotherhood (*ukhuwah*), Islamic education strengthens a strong social foundation in facing the challenges of modern times.

Selosari Village in Magetan Regency is a representative example of a community that supports the values of moderation in the context of existing diversity. Located in an area that has various social and cultural backgrounds, the Selosari community has managed to create a harmonious and respectful environment. Research conducted by (Wahyudi 2023) shows that tolerance can be maintained despite differences in religious beliefs embraced by individuals in this community. The Selosari community has proven that a harmonious life can be achieved through directed Islamic education and mutually supportive social processes.

Community involvement is a key factor in the effectiveness of Islamic education. Involvement not only comes from formal education but also involves the active role of parents, communities, and religious institutions in supporting educational programs that prioritize the values of religious moderation. Research by (Nurhadi 2019) shows that collaboration between *pesantren*, family, and the community is able to create an environment conducive to the development of moderate attitudes among students. This synergy not only produces individuals who have good religious knowledge, but also forms positive character and attitude in social interactions, making them agents of peace in their communities.

Furthermore, an inclusive Islamic education curriculum also plays an important role in supporting religious moderation. In this case, the integration of moderation values into every aspect of teaching in educational institutions can strengthen students' understanding of tolerance and harmony between religious communities. Research by (Fatimah 2020) shows that the application of the principles of justice and mutual respect in Islamic education can increase tolerance attitudes among students in high school. The results of this study confirm that an inclusive and dialogical educational environment can facilitate learning that not only prioritizes academic aspects, but also builds broader social awareness.

The use of media and technology in Islamic education also plays an important role in shaping religious moderation. In today's digital age, the use of online platforms to spread moderate Islamic understanding and values can reach a wider audience. According to (Prabowo, Amini, and Farhan 2020), social media can be used as a tool to promote the values of tolerance and harmony in a diverse society. By utilizing technology, Islamic education can answer new challenges faced by the younger generation in understanding diversity and moderate attitudes.

For the younger generation, character education integrated in Islamic education is also very crucial. Research by (M. Hanafi 2022) shows that education that emphasizes character building both through religious and social approaches is able to produce individuals who are not only academically intelligent, but also have high empathy and tolerance. In this context, an approach to Islamic education that emphasizes the development of moderate and tolerant attitudes has become very relevant, especially in the midst of the radicalization challenges faced by today's young generation.

Furthermore, aspects of a deep understanding of religion should also be promoted in Islamic education. According to (Hidayat 2020), ignorance of the essence of religion is often one of the factors that trigger intolerant and extreme attitudes. Therefore, Islamic education needs to focus on in-depth learning about the meaning of religion, not just dogmatic knowledge. This can create a more mature understanding and make individuals better prepared to interact with the social diversity around them.

The importance of interfaith dialogue as part of education cannot be ignored either. Research by (Zarkasyi 2021) explains that the implementation of interfaith dialogue programs at various levels of education can strengthen understanding and respect for other people's beliefs, which is the core of religious moderation. This dialogue is not only a space for discussion, but also a forum to learn from each other and explore common values that exist in various religions.

No less important, strengthening the role of religious leaders and the community in supporting religious moderation through education is crucial. Religious leaders provide guidance in carrying out moderate religious practices, and as such, can influence the wider community. Research by (Alam 2022) shows that the involvement of religious leaders in Islamic education in Islamic boarding schools can have a positive impact on strengthening the values of moderation among students. This role is very important in creating a positive religious image and reducing the potential for radicalization.

By looking at various aspects that support the formation of religious moderation attitudes in the context of Islamic education, this research is expected

to provide a more complete picture of the role of education in creating a harmonious society in Selosari. In addition, the findings obtained from this study are expected to contribute to the development of more inclusive and responsive education policies to the challenges of diversity in Indonesia.

Method

This study uses a type of qualitative descriptive research, which aims to describe in depth the phenomena that occur in society. This research focuses on the role of Islamic education in the formation of religious moderation attitudes in Selosari Village, Magetan Regency. This qualitative descriptive approach is useful for exploration and depiction of details related to religious moderation, by prioritizing a deep understanding of how Islamic education affects individual attitudes and interactions in the context of diversity (Creswell 2018; Moleong 2021).

A qualitative approach is used to understand the views and experiences of the community more holistically. Through in-depth interviews, observations, and document analysis, researchers can explore the meaning and socio-cultural context that influences religious moderation attitudes adopted by society (Creswell 2018). The design of this study uses case studies to gain an in-depth understanding of the phenomenon being studied. The case study is designed to explain in depth how Islamic education contributes to religious moderation. The involvement of researchers in the community, complemented by interaction with various parties, allows for more comprehensive information mining (Yin 2018). The research was carried out in Selosari Village, Magetan District, Magetan Regency, East Java Province, which is known to have a diverse community with a strong religious life. This village was chosen based on the values of tolerance and moderation upheld by its citizens. The data collection process lasted for six months, from January to June 2023.

This study collected data from three main sources: demographic data, religious moderate attitudes, and the influence of Islamic education. Demographic data was taken from the Central Statistics Agency of Magetan Regency. Religious moderation and the influence of Islamic education will be obtained through interviews with religious leaders, local communities, teachers, and administrators of educational institutions. Data collection techniques include questionnaires for quantitative data, in-depth interviews for qualitative information, as well as observation, documentation, and literature studies. Qualitative data analysis is carried out by reduction, presentation, and conclusion drawn, where data is filtered, categorized, and validated through source triangulation to ensure accuracy.

Result and Discussion

This research focuses on the role of Islamic education in shaping religious moderation attitudes in the people of Selosari, Magetan. In this context, community diversity creates challenges and opportunities for interaction between religious communities. According to data from (Badan Pusat Statistik (BPS) 2020) Magetan Regency, Selosari has a total population of around 15,000 people, with the majority of the population being Muslim (95%). The rest of the population consists of Christians (3%) and Hindus (2%). This religious diversity provides potential for the implementation of religious moderation, but also presents challenges in daily practice. In a diverse society like Selosari, Islamic education plays a role as a bridge to create harmony and mutual understanding between religious communities.

Islamic education in Selosari serves not only to transfer religious knowledge, but also to shape individual character and morality. An educational approach that prioritizes morals is integrated with a curriculum that includes religious and general education. Madrasahs such as Madrasah Ibtidaiyah Al-Hikmah and Madrasah Tsanawiyah Al-Munir offer a curriculum that not only focuses on theoretical aspects of religion, but also on the application of values in social life (Azizah 2021). By blending religious and general education, students are not only taught to understand the teachings of Islam, but are also trained to interact positively with their social environment, which consists of a variety of religious backgrounds. This is an important step in building a society that respects each other.

The Islamic education curriculum in Selosari has integrated themes of religious moderation that equip students with an understanding and appreciation of the importance of tolerance, mutual respect, and cooperation between religious communities. This is done through teaching that prioritizes the values of Pancasila in the context of Islamic teachings (Hidayat 2020). For example, in history lessons, students are taught about the contributions of various religions in building local cultures. In this way, they not only learn about their own religion, but also understand the role of other religions in the lives of people. This approach helps to reduce prejudices and stereotypes that often arise due to a lack of understanding of other religions.

Teachers as the main driving force in Islamic education have a great responsibility in instilling the values of moderation in students. Research shows that teachers at Selosari apply a variety of innovative teaching methods, such as project-based learning and classroom discussions that encourage students to think critically about different religious views. This method not only makes

students more active in learning but also makes them accustomed to listening to each other and respecting the opinions of others (Hasan 2016). For example, in a collaborative project, students from different religious backgrounds work together to complete tasks related to social issues, such as environmental cleanliness. This activity not only teaches practical skills, but also strengthens relationships between students and fosters mutual respect.

Through interviews with a number of students and students, it was found that they developed a high awareness of the importance of religious tolerance. They revealed that the recitation activities that are held regularly provide them with a deep understanding of not only defending their religion, but also respecting diversity in society (Rahmadani 2022). Students at the Al-Mubarak Islamic Boarding School emphasized that interfaith discussions that are carried out regularly with religious leaders from other religions are very helpful in fostering a moderate attitude in them. This discussion is not just a dialogue, but also creates a safe space for students to ask questions and discuss differences in beliefs, thereby reducing tensions that may arise due to incomprehension.

Selosari also has a variety of extracurricular activities that focus on character development and tolerance between religious communities. For example, routine recitation where the community is not only made up of Muslims, but also invites figures from other religions to certain events. This shows the collaboration and active involvement of various religions in building a harmonious society (Muhaimin 2011). Activities like this not only strengthen interfaith relationships but also provide a real example of how diversity can be a strength. In the event, each religious leader was given the opportunity to share their views and experiences, so that the community could learn to respect each other and understand differences.

The family is the first institution where the values of religious moderation are instilled. From interviews with students' parents, it was revealed that many of them support religious moderation education at the expense of time and care about a good home atmosphere. They seek to create an environment where their children feel safe to discuss differences of opinion without feeling pressured or overwhelmed (Abdullah 2019). This has a positive impact on the development of moderation and tolerance attitudes among the younger generation. By involving families in the educational process, the values of moderation can be strengthened and passed on to the next generation.

Although there are various efforts to build moderation attitudes, this study also identifies a number of challenges faced by the Selosari community. One of them is the influence of groups that have radical understandings, which have the potential to erode the values of moderation that have been instilled through

Islamic education (Fatimah 2020). In addition, parents' limited knowledge and lack of involvement in children's religious education are also obstacles to the achievement of wider religious moderation (Zarkasyi 2021). This suggests that although formal education has sought to instill the values of moderation, external factors such as radical influences can be serious challenges that must be addressed.

The Selosari community plays an active role in strengthening moderation education through collaboration between educational institutions and social organizations. The community often holds awareness programs that focus on religious tolerance and harmony. Socialization activities and discussions about the values of moderation are held regularly and are able to involve various elements of society, including youth, parents, and community leaders. This makes the community more educated about the importance of harmonious coexistence in the midst of differences (A. Hanafi 2022) By involving all elements of society, this effort not only creates awareness, but also builds a sense of belonging to the values of moderation.

Evaluation of moderation education programs is very important to determine their effectiveness. The results of the study show that many of the students feel that the education they receive has equipped them with the ability to interact well with various parties without prioritizing religion as a barrier. The penetration of moderation values in the educational structure shows a positive effect on the level of harmony between religious communities in Selosari (Rahman 2020). This evaluation is very important to ensure that the efforts made are not only temporary, but can have a long-term impact on the community.

The researcher recommends that the education policy taken by the local government should be more supportive of the development of religious moderation education programs. Policymakers and educational institutions need to jointly design other programs that emphasize the importance of harmony and mutual respect (Kementerian Agama RI 2020). For example, the procurement of training for teachers in terms of teaching tolerance and interfaith activities can be an effective step in improving the quality of moderation education. With the right support from the government, these programs can be more effective and reach more individuals in the community.

From the results of these findings, it is very clear that Islamic education has great potential to contribute to the formation of moderation attitudes in society. Education based on the values of tolerance and harmony is expected not only to influence individuals but also serve as a catalyst for creating a peaceful social environment (Zuhdi 2005). Moderation education programs must continue to be carried out and integrated into every aspect of people's lives, so that a

generation emerges that not only believes, but also does good to others. In this context, Islamic education is not only a tool for transferring knowledge, but also a means to build a harmonious and respectful society.

Conclusion

From the results of this study, it can be concluded that Islamic education in Selosari Village has a crucial role in shaping religious moderation attitudes in the community. Through the integration of moderation values in the educational curriculum, the application of inclusive teaching methods, and the active involvement of the community, Islamic educational institutions not only function as a place for the transfer of religious knowledge, but also as a forum to build a tolerant social character and identity. The existence of community leaders and religious leaders who support the values of moderation also strengthens these efforts, creating an environment conducive to dialogue and harmony between religious communities.

However, challenges remain, especially related to the influence of extreme ideologies that can affect the understanding of the younger generation. Therefore, it is important to continue to improve educational programs that are based on moderation, involving all elements of society, and strengthening cooperation between educational institutions and the government. With these strategic steps, it is hoped that Islamic education in Selosari can become an inspiring model in creating a harmonious and tolerant society, as well as make a positive contribution to the development of education in other regions in Indonesia.

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