

Building Tolerance from an Early Age: Instilling Religious Moderation Values in Elementary Schools

Mahrus¹, Nur Kholik Afandi²

¹ Universtias Islam Negeri Sultan Aji Muhammad Idris, Samarinda, Indonesia; masmahrus4646@gmail.com

² Universtias Islam Negeri Sultan Aji Muhammad Idris, Samarinda, Indonesia; nurkholikafandi@gmail.com

ARTICLE INFO

Keywords:

Religious Moderation;
Elementary Education;
Tolerance

Article history:

Received 2024-10-18
Revised 2024-11-29
Accepted 2024-12-24

ABSTRACT

This study analyzes methods for instilling religious moderation values in public elementary schools to foster tolerance from an early age. Education can introduce students to values of diversity and inclusivity at a young age, as elementary schools serve as a strategic platform to cultivate an understanding of differences. Using a literature review method, data was collected from various relevant sources, including scholarly articles, books, and related documents discussing religious moderation education and tolerance attitudes. Data collection was conducted through literature searches in scientific databases and other credible sources using specific keywords to ensure the relevance of the gathered material. The data was then analyzed descriptively using a thematic analysis approach to identify key themes, such as the integration of religious moderation values into the elementary school curriculum, the role of teachers in guiding students to understand moderate values, the use of extracurricular activities to reinforce tolerance practices, and the creation of an inclusive and diversity-supporting school environment. The study's findings indicate that collaboration among schools, teachers, and parents plays a crucial role in shaping attitudes of tolerance and inclusivity through religious moderation education in elementary schools. The study concludes that instilling religious moderation values at the elementary level is a practical approach to fostering a more peaceful and harmonious society in the future.

This is an open-access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Mahrus

Universtias Islam Negeri Sultan Aji Muhammad Idris, Samarinda, Indonesia; masmahrus4646@gmail.com

1. INTRODUCTION

Indonesia is a country rich in diverse cultures nurtured and preserved by its people. The country is home to over 740 ethnic groups and 583 languages and dialects derived from 67 parent languages spoken by various communities. In addition, Indonesians practice a wide range of religions, including Islam, Catholicism, Protestantism, Hinduism, Buddhism, Confucianism, and various local beliefs that are integral to the region's cultural heritage (Nurdin, 2021). Cultural diversity (multiculturalism) is a natural phenomenon arising from different cultures' interactions. It involves the exchange between individuals and groups who bring their own cultural behaviors, lifestyles, and unique traditions. This diversity encompasses differences in culture, family background, religion, and ethnicity, which all interact within the fabric of Indonesian society. (Rahmawati and Hariyati 2024)

Religious and belief diversity has long been an integral part of Indonesian society. Amidst this diversity, Islam is the majority religion most of the population embraced. Islam, both objectively and subjectively, is a religion that aligns with human values, upholds human rights, and respects differences in gender, ethnicity, religion, and beliefs. The teachings of Islam are also rational and in harmony with the development of modern science. As Muslims in Indonesia, the community is important in creating a harmonious and respectful interfaith life. In this regard, Indonesian Muslims are responsible for applying religious moderation values in their daily lives. (Anwar 2023)

Religious moderation should be taught to all Indonesian citizens, as it is more than compromising or taking a middle ground between various beliefs. Religious moderation is an approach that teaches universal values such as tolerance, mutual respect, and inclusivity. Education based on religious moderation aims to shape the character of the nation's children, enabling them to communicate wisely, accept differences with an open heart, and collaborate harmoniously without disregarding their own religious identities. (Maula 2023)

Therefore, education in Indonesia is crucial in shaping children's character as the nation's future generation. However, at times, tolerance and respect for religious differences should be emphasized more in the educational curriculum. This can lead to prejudice and misunderstandings toward other religions, harming social harmony. (Tobe, Tafuli, and Topayung 2024) Thus, it is important to strengthen the role of education in fostering social harmony by incorporating a religious moderation approach into the learning process. A moderate or balanced attitude in practicing religion is essential for society to live harmoniously. Children need to be taught from an early age to appreciate differences. Hence, they grow up tolerant, open-minded individuals who can live peacefully with others who may have differing views. Religious moderation education is an effort to teach a non-extremist approach to religion that can accept diversity. (Harmi 2022)(Ananda, Puspita, and Lidia 2024)

In today's era, the advancement of information technology has made children more quickly exposed to various views and ideologies worldwide. This progress has two sides: on the one hand, children can learn many new things, but on the other hand, they can also be influenced by views or attitudes that do not respect differences. Therefore, at the elementary school age, children should be introduced to the values of religious moderation so that extreme views or intolerant attitudes do not easily sway them. This is especially important since elementary school is a critical stage for character formation. (Tantowi 2022) The values they learn at this age will significantly impact their perspective and attitude in the future

However, religious moderation education at the elementary school level still needs to be fully integrated. The focus of religious education in elementary schools often leans more toward normative and ritualistic aspects rather than on values of moderation, such as tolerance, respect for differences, and acceptance of diversity. Some previous studies, such as the one conducted by Arifin and Huda titled "*Moderasi Beragama Sebagai Pendekatan Dalam Pendidikan Islam Indonesia*," have highlighted this issue. (Arifin and Huda 2024) It is stated that religious moderation education is more commonly applied at the secondary and higher education levels, where students are considered more capable of understanding the concept of diversity in a complex manner. In their study, religious moderation education for adolescents effectively reduced intolerant attitudes and enhanced cross-cultural

understanding. However, their research did not explore much about the application of religious moderation in elementary schools, which is a crucial stage for building a strong character foundation. Another study by Salim titled "*Moderasi Beragama: Implementasi Dalam Pendidikan, Agama Dan Budaya Lokal*" also touches upon this issue. (Salim et al. 2023) They emphasize the importance of an inclusive educational environment in shaping students' tolerance and respect for differences. They found that integrating the values of moderation into the curriculum and extracurricular activities positively impacted students' attitudes. However, their research focused more on implementing religious moderation in multicultural school environments without providing specific attention to concrete methods that can be applied in elementary schools. This highlights a gap in the research, where comprehensive practical guidelines for teaching religious moderation to elementary school students still need to be improved.

The gap in this research highlights the need to explore further ways to integrate religious moderation in elementary schools. Currently, there are few comprehensive guides on the best ways to teach religious moderation to students at the elementary level. Many schools may have good intentions but need more practical guidelines to apply in daily activities. Furthermore, as key educational figures, teachers need to play an active role as role models in teaching tolerant attitudes. Support from extracurricular activities that involve students from diverse backgrounds can also strengthen their understanding of the importance of living together in diversity.

This research aims to fill that gap by offering practical guidelines and steps that can be applied in elementary schools. The novelty of this study lies in its approach, which not only identifies the main concepts but also provides a more structured methodology. This research proposes methods that include integrating religious moderation values into the elementary school curriculum, the role of teachers as role models, extracurricular activities that encourage cooperation, and creating a school environment that supports diversity. With this approach, the research is expected to offer tangible benefits for elementary schools in shaping children's character to be more open and tolerant.

Therefore, this research aims to analyze and formulate effective methods for instilling the values of religious moderation in public elementary schools. Through this guide, this research is expected to make a meaningful contribution, not only to fill the knowledge gap in this field but also to assist educators and policymakers in building a harmonious and peaceful society in the future.

2. METHOD

This study uses a literature review design that collects and analyzes data from various written sources such as scholarly articles, books, research reports, and other related documents. The data in this research consists of information from literature discussing the application of religious moderation values in public elementary schools. The primary data sources are from journal articles, textbooks, and academic publications relevant to the research topic. (Zed 2008)

Data collection techniques were done through a systematic literature search across various scholarly databases such as Google Scholar and ScienceDirect, using appropriate keywords to ensure relevant and up-to-date results. To develop the instruments, the researcher applied literature selection criteria that included timeliness, quality, and relevance to the research topic, ensuring that only the most pertinent literature was analyzed further. The collected data was then analyzed using thematic analysis techniques, which focused on identifying key themes, similarities, and differences in the findings related to religious moderation values. This process provides a comprehensive and in-depth understanding of the application of these values in elementary education.

3. FINDINGS AND DISCUSSION

Religious Moderation Values in the Elementary School Curriculum

Religious moderation is an attitude that avoids extremism, respects diversity, and allows individuals to live peacefully alongside various beliefs. In elementary education, this theory is an important foundation for instilling inclusive values that support tolerant attitudes toward religious and

cultural differences among children. This attitude is crucial in shaping students' character to be open-minded and respectful of differences in their social environment. (Sihotang 2024)

The values of religious moderation are an essential aspect that can be applied in the elementary school curriculum to foster inclusive and tolerant attitudes in children from an early age. (Salima 2024) The goal of religious moderation education at the elementary level is for students to understand and practice religious teachings in a balanced way, avoid extremist attitudes, and learn to accept and respect differences. Within the curriculum, religious moderation can be integrated through subjects such as Religious Education, Pancasila Education, and Citizenship Education, as well as extracurricular activities that promote diversity. (Adji, Asri, and Prasasti 2023)

In Religious Education, the values of religious moderation can be introduced through an understanding of society's religious and cultural diversity. Students are taught to understand the basic teachings of their religion without judging or imposing their beliefs on others. Through activities such as discussions, storytelling, and reflection, students can be introduced to the concepts of mutual respect and acceptance of diversity as part of community life. (Musfah 2021)

In Pancasila Education and Citizenship Education, religious moderation can be taught through an understanding of the values of Pancasila, especially the first and third principles, which emphasize the importance of divinity and unity in diversity. Teachers can guide students to respect the right to worship according to their beliefs and foster unity without discriminating against different religious backgrounds. This can be implemented through simple democratic simulations or group discussions prioritizing inclusive attitudes and respect. (Ramadhan 2023)

In addition to the core curriculum, religious moderation can be integrated into extracurricular activities supporting inclusivity, such as discussion groups, interfaith events, or community service programs. (Huda and Adlina 2021) These activities introduce students to diversity and provide them with opportunities to interact and collaborate with peers from different backgrounds. In this way, students learn the importance of mutual respect and working together despite differences.

Applying religious moderation values in the elementary school curriculum requires support and understanding from teachers. Teachers play a role as facilitators who teach theory and provide concrete examples in daily school life. Teachers can help students build a moderate and open mindset through a friendly approach and open communication, which will later become an essential foundation for their life in society. (Kamal 2023)

Here are the values of religious moderation that can be integrated into the elementary school curriculum:

a. Tolerance

Tolerance is the attitude of valuing and respecting differences in terms of religion, ethnicity, or culture. Religious Education and Citizenship Education can teach this value in elementary schools. Students are encouraged to recognize the diversity around them and learn to accept differences as something positive. Activities such as discussions about various religious traditions, cultural practices, and holidays help students understand and respect differences. These discussions foster an environment where students learn about the diversity in their community and develop a sense of appreciation for the unique aspects of other people's beliefs and customs. (Sipuan et al. 2022)

b. Balance

Balance in religion teaches students to understand religious teachings moderately, avoiding extremes and excess. This value can be introduced through the curriculum emphasizing the importance of aligning personal beliefs with respect for others. (Sihotang 2024) For example, students can be encouraged to understand that in practicing their religious rituals, they must also respect the rights of others. This helps them learn that religious devotion should not come at the expense of others' freedoms or well-being, fostering a balanced and respectful approach to both faith and social harmony.

c. Justice

The value of justice emphasizes the importance of treating everyone fairly without discrimination, including in religious matters. Teachers can provide examples of justice in everyday life and how this value relates to respecting others' religious rights. In classroom activities, students can learn to share responsibilities equitably and appreciate differing opinions. For instance, group work can allow students to practice fairness in distributing tasks. At the same time, discussions can help them understand that different viewpoints, including religious beliefs, should be respected and treated equally. This teaches students the foundational principle of justice in creating a fair and harmonious society. (Lubis 2019)

d. Unity

Religious moderation also teaches the importance of unity in diversity. Students are encouraged to feel part of a larger community while respecting their identities. In elementary schools, unity can be introduced through cooperative group activities, team games, or social events that involve all students. These activities provide opportunities for students to work together, fostering a sense of shared purpose and teaching them to appreciate the value of togetherness amidst diversity. By engaging in such collaborative efforts, students learn that unity does not require uniformity but rather the acceptance and celebration of differences. (Suharto 2021)

e. Respect for the rights of others

Respecting the religious rights of others is a key aspect of religious moderation. This value can be instilled by teaching students not to impose their views or beliefs on others and to provide space for others to practice their religion according to their convictions. Through open dialogue, teachers can guide students to understand that everyone has the right to their beliefs. This encourages empathy and promotes a respectful environment where students learn to coexist peacefully despite differences in faith, recognizing that respecting others' religious freedoms is fundamental to living in a diverse society. (Irmi 2024)

f. Openness

Openness teaches students to listen to and understand different perspectives. In the curriculum, openness can be taught through class discussions, where students are encouraged to listen to their classmates' opinions, even if they differ. This openness helps them learn that differing views or understandings are natural and enrich their knowledge. By engaging in such discussions, students develop critical thinking skills and the ability to approach disagreements with respect and curiosity. This fosters an environment where diversity of thought is appreciated and valued. (Ixfina 2024)

g. Wisdom

Wisdom in religion teaches students to approach differences with patience, self-control, and empathy. This value can be introduced through stories or wise teachings from religious traditions emphasizing patience, self-discipline, and understanding. Teachers can invite students to reflect on the importance of wise behavior when facing various situations, encouraging them to consider responding thoughtfully and respectfully to differences in belief, opinion, or culture. By discussing these examples, students can learn that wisdom involves understanding others' perspectives and managing their emotions and reactions in a way that fosters harmony and mutual respect. (Huriani, Zulaiha, and Dilawati 2022)

Integrating the values of religious moderation into the elementary school curriculum aims to shape a generation that understands and practices religion peacefully and inclusively. As a result, students are expected to have a strong foundation of intolerance, justice, and respect for diversity, which are essential in social life. (Al Hadiq et al. 2023) By embedding the values of religious moderation into the elementary school curriculum, several key outcomes are expected, including an improvement in

tolerance, inclusivity, and mutual respect among students from an early age. Students will develop a deeper understanding of the importance of diversity and learn to accept differences as a natural part of life. (Ningtias 2024) They will also be expected to enhance their social skills, including empathy and effective communication, which will strengthen relationships among individuals within the school community.

The Role of Elementary Schools in Instilling Religious Moderation Values

Tolerance and religious moderation are crucial in maintaining harmony in a pluralistic society, especially in a diverse country like Indonesia. Tolerance can be understood as respecting and accepting differences in beliefs, cultures, and traditions between individuals or groups. It includes living peacefully with others, even with different beliefs or values. (Darmiyati Zuchdi 2023) On the other hand, religious moderation is an approach that promotes a moderate, balanced, and non-extreme religious attitude. Religious moderation avoids fanaticism and radicalism, thus fostering a more inclusive and adaptive understanding of religion in the face of diversity. (Arikarani et al. 2024)

Elementary school is the first place children interact with peers from diverse social, cultural, and religious backgrounds. Therefore, tolerance and moderation are essential for helping students understand and accept differences from an early age. This aligns with Indonesia's educational principles, which aim to produce an intelligent generation with strong character and a national perspective. Furthermore, as a country that firmly upholds the values of Pancasila, instilling tolerant and moderate attitudes in children from an early age supports the national vision of fostering unity in diversity. (Halizah et al. 2024)

Instilling values of tolerance and religious moderation from a young age has long-term benefits for children's character development. At an early age, children are more receptive to new habits and understandings that will shape their behavior in the future. (Pertiwi 2023) By habituating children to be open-minded and accepting of differences, they will grow into individuals who respect others, can cooperate in diversity, and are less likely to develop intolerant or radical attitudes. Early education on tolerance and religious moderation also significantly prevents interfaith conflicts, fosters a peaceful society, and builds a strong nation amid diversity. (Silvia, Harmi, and Putra 2024)

One significant impact of religious moderation education is developing students' balanced character in understanding religious teachings, helping them avoid extremist or intolerant attitudes. Students will become wiser in addressing differences and are more likely to respect others' rights to worship and express themselves. This benefits the individual and creates a harmonious and peaceful school environment where students feel safe expressing themselves without fear of discrimination or prejudice. (Sari 2023)

After implementing the values of religious moderation, significant changes in students' attitudes are expected. The results of integrated learning, open dialogue, and cooperative activities will manifest in increased student tolerance (Munif et al., 2022). They will be better able to appreciate their peers' religious and cultural differences and show empathy for their experiences and beliefs. This mutual respect will create a more positive atmosphere in the classroom and the broader school environment.

Strategies for Implementing Tolerance and Religious Moderation Values in Elementary Schools

a. Effective Teaching Methods for Teaching Tolerance and Moderation

To instill the values of tolerance and religious moderation effectively, teaching methods must be interactive and easily understood by students. One approach that can be used is the narrative approach, where teachers use stories or fables that carry messages of tolerance and moderation. Stories can illustrate societal differences and how the characters in the story resolve conflicts through mutual respect and cooperation. Group discussions also teach students to accept differences and listen to other perspectives. Students can speak and share their views on diversity-related topics in these discussions. Role-playing is another method that can be applied to help students understand other people's feelings, enhance empathy, and encourage understanding of differing viewpoints. Through role-playing,

students can directly experience how someone feels when mistreated or when confronted with differences. Additionally, project-based learning that involves students from diverse backgrounds can strengthen their understanding of the importance of cooperation and acceptance of diversity. For example, a project that requires students to work together in heterogeneous groups to solve a particular task or problem will encourage them to value the differences in how they interact and work together. (Hajar and Syarifah 2024)

b. Using a Curriculum and Lesson Materials That Support Tolerance Values

A curriculum that supports teaching tolerance and religious moderation values is key to learning in elementary schools. Designing lesson materials that include topics such as cultural, religious, and linguistic diversity in Indonesia can help students recognize and appreciate the differences around them. Citizenship education, for instance, can focus on understanding the values of Pancasila as a foundation for living together in a diverse society. (Lubis 2023)

Religious education materials can also be designed with an inclusive approach, emphasizing the common values shared across religions, such as love, helping others, and justice. Teachers can teach students that despite religious differences, many shared teachings focus on humanitarian values and peace. By teaching these universal values, students can understand that religious diversity is not something to be contested but rather something that complements one another. (Ramadhan 2023) This value-based material teaches students that religious diversity should be celebrated, not feared.

c. Extracurricular Activities or Daily Activities that Reinforce Children's Understanding of Religious Moderation

Extracurricular activities such as cross-cultural discussions or social service clubs can reinforce students' understanding of tolerance and moderation values. These activities allow students to interact with peers from different backgrounds, foster empathy, and practice cooperation despite differences. Through extracurriculars, students can become more open to diversity and learn to appreciate the differences in their community. (Juwan, Maharani, and Siswadi 2024)

Additionally, daily activities that are simple yet meaningful, such as joint prayers or inclusive celebrations of religious holidays, can create spaces for students to experience and apply moderation values in their daily lives. These activities can be conducted in a way that does not pressure students to participate in specific religious practices but still respects every belief. For instance, celebrating religious holidays can involve inviting students to share stories or experiences about their religious celebrations, helping everyone learn to appreciate rituals from different faiths. Through daily activities that promote respect for differences, students can learn to appreciate diversity and practice moderation in their lives. (Juwan et al. 2024) Thus, schools teach academic knowledge and shape students' character, enabling them to live harmoniously in a pluralistic society.

Impact and Benefits of Instilling Tolerance Values in Elementary School Students

a. Long-Term Impact of Early Tolerance Education

In the long term, religious moderation education can shape a generation with high tolerance levels and open-mindedness. This generation will become the foundation for creating a harmonious society where diversity is appreciated and viewed as a strength. (Daulay 2024) Another positive impact is the reduction of potential conflicts based on religious or cultural differences in the future, as children learn values such as diversity, wisdom, and inclusiveness from an early age.

Moreover, effective collaboration between teachers, parents, and the community in supporting religious moderation education is expected to strengthen society's commitment to nurturing a moderate, tolerant, and peaceful generation. (Mukhibat, Istiqomah, and Hidayah 2023)

Instilling tolerance values from an early age has positive effects both in the short term and the long term. In the short term, students who learn tolerance in elementary school tend to exhibit empathy,

mutual respect, and the ability to interact harmoniously with their peers. They are more open to accepting differences in culture, religion, and social background, which minimizes conflicts among individuals in the school environment. (Sakti, Adha, and Siswanto 2023)

b. The Influence of Tolerant Attitudes on Students' Social and Academic Development

Better relationships among students reduce the likelihood of conflict and enhance the learning environment. Students from diverse backgrounds will collaborate in various activities, both academic and non-academic. Schools prioritizing mutual respect will reduce conflicts, harassment, or discrimination, allowing students to learn from each other. (Istianah, Maftuh, and Malihah 2023) A harmonious learning environment supports the development of students' character and mental well-being, helping them feel more comfortable and secure in their interactions.

Tolerant attitudes affect not only students' social aspects but also their academic development. Socially tolerant children find it easier to socialize, cooperate, and be accepted by their peers, ultimately strengthening their social skills and communication abilities. This can increase their self-confidence and sense of security in the school environment, which is crucial for their emotional development. Academically, students with an open attitude toward different ideas and perspectives tend to be more creative and critical in their thinking. They are better at problem-solving and collaborating on group tasks, which can enhance their academic performance. (Pongpalilu et al. 2023) With a tolerant attitude, students are also more receptive to feedback and criticism, allowing them to continue growing academically and personally.

c. Benefits for Society through a Generation with a Moderate Understanding of Differences

Religious moderation education has a far-reaching positive impact, not only within the school environment but also in society at large. Students equipped with tolerance and moderation values from an early age will grow into individuals who support harmony in diversity. They will be better prepared to face societal challenges and actively contribute to creating a peaceful and harmonious environment. (Zulkarnain and Azis 2024)

A generation educated in the spirit of religious moderation will become agents of change, capable of promoting interfaith dialogue and cross-cultural cooperation in the future, helping to reduce potential conflicts arising from differences. Instilling tolerance values at the elementary school level significantly impacts the wider community. A generation that grows up with a moderate understanding of differences will be more prepared to engage in diverse environments, reduce the potential for social conflict, and enhance harmony in interactions among citizens. (Ainah and Iderus 2023) They will become change agents who advocate for diversity and inclusivity across various sectors, including workplaces, social environments, and other institutions. As a result, society will have more individuals capable of bridging differences, making fair decisions, and supporting peace and harmony.

4. CONCLUSION

In a multicultural environment like Indonesia, instilling these values at the elementary education level significantly impacts students' attitudes toward social and religious diversity in the future. This research shows that teachers play a crucial role as role models in introducing moderate attitudes, supported by extracurricular activities promoting interaction among students from diverse backgrounds and integrating religious moderation values in the curriculum. An inclusive school environment also plays a significant role in creating a peaceful learning atmosphere where students feel valued and are free to express themselves without fear of discrimination.

The implications of this study emphasize the importance of collaboration between schools, parents, and communities in supporting the continuous education of religious moderation. This collaboration should be realized through active parental involvement in discussing tolerance values at home and the community's role in creating a socially supportive environment for diversity.

Furthermore, developing school policies that encourage open dialogue on diversity and activities that facilitate interaction among students from different religious backgrounds is also a crucial recommendation.

REFERENCES

- Adji, Bayu, Dahlia Novarianing Asri, and Pinkan Amita Tri Prasasti. 2023. "Penerapan Pendidikan Multikultural Pada Pembelajaran PPKN Di Sekolah Dasar." Pp. 569–79 in *SEMINAR NASIONAL SOSIAL, SAINS, PENDIDIKAN, HUMANIORA (SENASSDRA)*. Vol. 2.
- Ainah, Noor, and Muhammad Hasan Said Iderus. 2023. "Revitalisasi Cinta Tanah Air Dalam Mengembangkan Moderasi Beragama." *INJIRE* 1(2):175–90.
- Ananda, Dhea Gita, Aisyah Puspita, and Dewi Lidia. 2024. "Pendidikan Moderasi Beragama: Membangun Toleransi Dan Keberagaman." *AL-Ikhtiar: Jurnal Studi Islam* 1(3):192–203.
- Anwar, Khairil. 2023. "Moderasi Beragama: Sebuah Diskursus Dinamika Keagamaan Di Era Kontemporer."
- Arifin, Badrul, and Hairul Huda. 2024. "Moderasi Beragama Sebagai Pendekatan Dalam Pendidikan Islam Indonesia." *TARLIM: JURNAL PENDIDIKAN AGAMA ISLAM* 7(2):143–54.
- Arikarani, Yesi, Zainal Azman, Siti Aisyah, Fadillah Putri Ansyah, and Tri Dinigrat Zakia Kirti. 2024. "Konsep Pendidikan Islam Dalam Penguatan Moderasi Beragama." *Edification Journal: Pendidikan Agama Islam* 7(1):71–88.
- Darmiyati Zuchdi, Ed D. 2023. *Humanisasi Pendidikan: Menemukan Kembali Pendidikan Yang Manusiawi*. Bumi Aksara.
- Daulay, Lily Sardiani. (2024). "Pendidikan Karakter Sebagai Wadah Anak Menjadi Generasi Toleran Dan Moderat Dalam Menghormati Keberagaman." *Book Chapter of Proceedings Journey-Liaison Academia and Society* 1(1):275–83.
- Al Hadiq, Afifudin, Afinda Rahayu, Muhamad Akif Ardiyansah, Muhamad Nahrowy, and Ulya Ziyatuzzahro. 2023. "Internalisasi Nilai-Nilai PAI Dalam Meningkatkan Pemahaman Moderasi Beragama Di Sekolah Dasar." *IJoIS: Indonesian Journal of Islamic Studies* 4(1):1–8.
- Hajar, Aprilita, and Syarifah Syarifah. 2024. "Era Digital Dan Pendidikan Islam: Membangun Moderasi Beragama Melalui Pendekatan Wasathiyah." Pp. 1–13 in *SEMINAR PENDIDIKAN AGAMA ISLAM*. Vol. 3.
- Halizah, Firdha, Najwa Haya Karin, Reisha Ayu Maharani, and Arita Marini. 2024. "ANALISIS PERAN MANAJEMEN PENDIDIKAN BERBASIS MULTIKULTURAL DALAM MENGURANGI DISKRIMINASI DAN BULLYING DI SEKOLAH DASAR." *Jurnal Pendidikan Dasar Dan Sosial Humaniora* 3(9):559–68.
- Harmi, Hendra. 2022. "Model Pembelajaran Pendidikan Agama Islam Berbasis Moderasi Beragama." *Jurnal Riset Tindakan Indonesia* 7(2):228–34.
- Huda, Misbakhul, and Rini Adlina. 2021. "Didikan Seorang Guru Cerminan Masa Depan." *Pembelajaran Untuk Menjaga Ketertarikan Siswa Di Masa Pandemi (Antologi Esai Mahasiswa Pendidikan Biologi)* 100.
- Huriani, Yeni, Eni Zulaiha, and Rika Dilawati. 2022. *Buku Saku Moderasi Beragama Untuk Perempuan Muslim*. Prodi S2 Studi Agama-agama UIN Sunan Gunung Djati Bandung.
- Irmu, Rana Farras. 2024. "Peran Guru Agama Dalam Menanamkan Moderasi Beragama." *Book Chapter of Proceedings Journey-Liaison Academia and Society* 1(1):120–38.
- Istianah, Anif, Bunyamin Maftuh, and Elly Malihah. 2023. "Konsep Sekolah Damai: Harmonisasi Profil Pelajar Pancasila Dalam Implementasi Kurikulum Merdeka Belajar." *Jurnal Education and Development* 11(3):333–42.
- Ixfina, Ficky Dewi. 2024. "Harmoni Kebinekaan; Peran Moderasi Beragama Di Lembaga Pendidikan Islam." *At-Ta'dib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 1(01):25–38.
- Juwan, Dian Paula April, Septiana Dwiputri Maharani, and Gede Agus Siswadi. 2024. "PENDIDIKAN DAN KESETARAAN: IMPLEMENTASINYA PADA SEKOLAH INKLUSI PERSPEKTIF FILSAFAT MANUSIA." *Widya Aksara: Jurnal Agama Hindu* 29(2):94–106.

- Kamal, Kasya Kasya Ardina. 2023. "Implementasi Sikap Toleransi Siswa Di Sekolah Dasar." *Jurnal Gentala Pendidikan Dasar* 8(1):52–63.
- Lubis, M. Syukri Azwar. 2019. *Materi Pendidikan Agama Islam*. MEDIA SAHABAT CENDEKIA.
- Lubis, Siti Khairunnisa. 2023. "Implementasi Pendidikan Kewarganegaraan Dalam Meningkatkan Sikap Moderasi Beragama Siswa Di SD IT Al Munadi Medan Marelan." *Didaktika: Jurnal Kependidikan* 12(3):373–90.
- Maula, Abiyyah Naufal. 2023. *Pendidikan Moderasi Beragama*. Penerbit P4I.
- Mukhibat, M., Ainul Nurhidayati Istiqomah, and Nurul Hidayah. 2023. "Pendidikan Moderasi Beragama Di Indonesia (Wacana Dan Kebijakan)." *Southeast Asian Journal of Islamic Education Management* 4(1):73–88.
- Munif, Miftahul, M. Sofyan Alnashr, Hidayatun Nikmah, and Ahmad Salamun. 2022. "Pesantren Kilat Islam Moderat Peningkatan Wawasan Dan Sikap Moderasi Beragama Bagi Remaja Muslim Di Desa Tiga Agama." Pp. 402–9 in *The 4th International Conference on University Community Engagement (ICON-UCE 2022)*. Vol. 4.
- Musfah, Jejen. 2021. *Analisis Kebijakan Pendidikan: Pendidikan Di Era Revolusi Industri 4.0*. Prenada Media.
- Ningtias, Ayu. 2024. "INTEGRASI MODERASI BERAGAMA DALAM KURIKULUM SD." *Analisis* 2(2):292–301.
- Nurdin, Fauziah. 2021. "Moderasi Beragama Menurut Al-Qur'an Dan Hadist." *Jurnal Ilmiah Al-Mu'ashirah: Media Kajian Al-Qur'an Dan Al-Hadits Multi Perspektif* 18(1):59–70.
- Pertiwi, Lintang. 2023. "Peran Guru PAI Dalam Menanamkan Moderasi Beragama Di Sekolah Dasar Negeri Cangkringan Banyudono Boyolali Tahun 2022." *Rayah Al-Islam* 7(1):347–57.
- Pongpalilu, Fien, Andi Hamsiah, Raharjo Raharjo, Fatmawati Sabur, Lela Nurlela, Lukmanul Hakim, Habiba Waliulu, Nur Hasanah, Raoda Tul Jannah Maruddani, and Suroso Suroso. 2023. *Perkembangan Peserta Didik: Teori & Konsep Perkembangan Peserta Didik Era Society 5.0*. PT. Sonpedia Publishing Indonesia.
- Rahmawati, Yulia, and Farida Hariyati. 2024. "Komunikasi Multikultural Badan Sosial Lintas Agama (BASOLIA) Dalam Merajut Toleransi Di Era Society 5.0." *Jurnal Komunikasi Universitas Garut: Hasil Pemikiran Dan Penelitian* 10(2):317–32.
- Ramadhan, Wandri. 2023. "Analisis Integrasi Nilai-Nilai Keislaman Dalam Pembelajaran Ilmu Pendidikan Alam Dan Sosial (IPAS) Pada Kurikulum Merdeka Di Sekolah Dasar." *El-Ibtidaiy: Journal of Primary Education* 6(1):81–92.
- Sakti, M. Bima, M. Mona Adha, and Edi Siswanto. 2023. "Implementasi Pendidikan Berbasis Multikultural Sebagai Upaya Penguatan Nilai Karakter Toleransi Dan Cinta Damai." *Jurnal Kultur Demokrasi* 12(1).
- Salim, Arhanuddin, Wawan Hermawan, Rosdalina Bukido, Mardani Umar, Nuraliah Ali, Muh Idris, Evra Willya, Acep Zoni Saeful Mubarak, Ari Farizal Rasyid, and Nasruddin Yusuf. 2023. "Moderasi Beragama: Implementasi Dalam Pendidikan, Agama Dan Budaya Lokal."
- Salima, Dinda Maryam. 2024. "Analisis Ekstrakurikuler Wajib Di Sekolah Dasar Sebagai Penguatan Karakter Pada Kurikulum Merdeka." *Jurnal Pendidikan Tambusai* 8(1):330–35.
- Sari, Iin Novika. 2023. "Nilai-Nilai Moderasi Pada Pendidikan Agama Islam Dala Membentuk Sikap Toleransi Siswa Sekolah Dasar Di Kota Semarang." *Semarang: Dinas Arsip Dan Perpustakaan Kota Semarang*.
- Sihotang, Din Oloan. 2024. *HARMONI MODERASI BERAGAMA: Pemahaman, Kesadaran, Dan Penerapannya*. Penerbit P4I.
- Silvia, Rani, Hendra Harmi, and Alven Putra. 2024. "Peran Guru Dalam Penanaman Sikap Moderasi Beragama Pada Siswa SD Negeri 27 Lebong."
- Sipuan, Sipuan, Idi Warsah, Alfauzan Amin, and Adisel Adisel. 2022. "Pendekatan Pendidikan Multikultural." *Aksara: Jurnal Ilmu Pendidikan Nonformal* 8(2):815–30.
- Suharto, Babun. 2021. *Moderasi Beragama; Dari Indonesia Untuk Dunia*. Lkis Pelangi Aksara.
- Tantowi, H. Ahmad. 2022. *Pendidikan Islam Di Era Transformasi Global*. PT. Pustaka Rizki Putra.

- Tobe, Yuni, Jindry Tafuli, and Samuel Linggi Topayung. 2024. "Pendidikan Agama Kristen Sebagai Sarana Pembentukan Karakter Dalam Konteks Multikulturalisme." *Berkat: Jurnal Pendidikan Agama Dan Katolik* 1(4):25–37.
- Zed, Mestika. 2008. *Metode Penelitian Kepustakaan*. Yayasan Pustaka Obor Indonesia.
- Zulkarnain, Ali Iskandar, and Abdul Azis. 2024. "Internalisasi Nilai-Nilai Moderasi Beragama Dalam Pembelajaran Pendidikan Agama Islam."