Research Article

Building Moderation in Islamic Education: Curriculum Perspectives and Model Development

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Article Info	Abstract
	This research aims to examine the concept of moderation (wasathiyah) in Islamic education, identify the challenges in its implementation, and explore strategies to strengthen a moderate curriculum across various educational institutions. A qualitative research approach was employed, utilizing literature study techniques and content analysis of academic literature, books, and relevant documents related to Islamic education and moderation. The study found that moderate Islamic education emphasizes a balance between the textual and contextual understanding of Islamic teachings, promoting values such as tolerance, justice, and openness. Implementation of moderation in the curriculum is achieved through integrating universal human values, adopting contextual learning approaches, and enhancing educator competence. Key challenges include the influence of exclusive ideologies, curriculum limitations, and negative impacts of social media. Addressing these challenges requires comprehensive strategies such as educator training, digital literacy programs, and collaboration among government, educational institutions, and communities. As a qualitative literature-based study, the findings are limited by the availability and scope of existing academic sources. Further empirical research involving field studies and stakeholder interviews is recommended to validate and expand upon these insights. This research contributes to the discourse on Islamic education by highlighting the critical role of moderation in curriculum development. It offers practical recommendations for policymakers and educators to foster a generation of Muslims who are tolerant, inclusive, and capable of thriving in pluralistic societies, thereby supporting the construction of a peaceful and just civilization..

INTRODUCTION

Islamic education plays a vital role in shaping the character, mindset, and religious attitudes of Muslim students. However, in the context of globalization and rising religious radicalism, the need for moderation within Islamic education has become increasingly urgent. Researchers have found that exclusive and extreme religious interpretations often stem from rigid curricula that lack a balanced approach between textual fidelity and contextual relevance (Azra, 2019). This phenomenon highlights the importance of integrating moderation (wasathiyah) into the Islamic education curriculum to prevent intolerance and extremism.

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The purpose of this research is to investigate how moderation is conceptualized and implemented within the Islamic education curriculum, identify the challenges faced, and propose strategies to strengthen a moderate curriculum model. This study is urgent because the increasing prevalence of radicalism, particularly in Indonesia, is often linked to narrow religious understandings promoted through educational channels (Anzaikhan et al., 2023). Therefore, embedding values such as tolerance, nationalism, and interfaith dialogue in the curriculum is essential for deradicalization efforts (Khoirunnissa & Syahidin, 2023).

Several previous studies have explored aspects of moderation in Islamic education. For instance, S. Arifin (2023) emphasizes the integration of moderation values into teaching materials and methods. B. Arifin and Huda (2024) highlight the role of moderate education in fostering appreciation for diversity and reducing intolerance. Research by Siregar et al. (n.d.) advocates for pedagogical approaches that encourage critical thinking and openness to differences. Hermawan (2020) and Husna et al. (2022) discuss models of Islamic education based on wasathiyah principles applicable across formal and non-formal institutions. These studies collectively underscore curriculum reform and educator competence as key factors in promoting moderation.

Despite these contributions, this research offers novelty by specifically focusing on the curriculum perspective and model development for moderate Islamic education, addressing contemporary challenges such as digital literacy and social media influence. It also emphasizes cooperation among government, educational institutions, and communities as a comprehensive strategy—a dimension less explored in earlier works. By filling these gaps, this study aims to provide actionable insights for policymakers and educators to develop an inclusive, tolerant, and contextually relevant Islamic education curriculum that prepares students to live harmoniously in pluralistic societies.

METHOD

This study employs a qualitative research approach combined with a descriptive analytical method to thoroughly explore the concept of moderation (wasathiyah) in Islamic education. The research focuses on understanding the theoretical foundations of moderation, identifying the challenges encountered in its practical implementation, and examining potential solutions and their broader implications within educational settings.

Data were collected primarily through an extensive literature study. This involved systematically gathering information from a wide range of credible and relevant sources, including academic journals, books, theses, policy documents, and official reports related to moderate Islamic education. The selection criteria for these sources emphasized their academic rigor, relevance to the research topic, and contribution to understanding both the theoretical and practical aspects of moderation in Islamic curricula. The collected data were analyzed using content analysis, a qualitative technique that allows for an in-depth examination of textual materials. Through this approach, the study identified recurring patterns, themes, and relationships concerning the concept of wasathiyah and its integration into Islamic educational curricula and practices. Content analysis enabled a systematic categorization of information, helping to clarify how moderation is conceptualized and operationalized across different educational contexts.

Additionally, a comparative analysis was conducted to examine similarities and differences in the implementation of moderate Islamic education across various social and cultural environments. This comparative perspective provided insights into how contextual factors influence the adaptation and effectiveness of moderation principles in diverse educational settings. To ensure the validity and reliability of the findings, the research applied rigorous source evaluation, cross-referencing multiple documents, and triangulating data from different types of literature. This approach helped to mitigate biases and strengthen the credibility of the conclusions drawn. The findings of this study are intended to contribute academically by deepening the understanding of moderate Islamic education, particularly from a curriculum perspective. Moreover, the research aims to provide practical policy recommendations for educational institutions, government bodies, and religious organizations. These recommendations seek to support the sustainable

integration of moderation values into Islamic education systems, fostering a balanced, inclusive, and contextually relevant learning environment..

RESULTS AND DISCUSSION

The Concept of Moderation in Islamic Education

Moderation in Islamic education is a principle that emphasises the balance between textual and contextual understanding of Islamic teachings. This concept aims to avoid extremism on the one hand and excessive liberalism on the other (Azra, 2019). Moderate Islamic education instils wasathiyah values that include tolerance, justice, and balance in thinking and acting (Chadidjah et al., 2021). Islam teaches its followers to avoid exaggeration or extremes in practising religion. This concept is known as wasathiyah, which means being in the middle or balanced. Allah SWT says in the Qur'an letter al Baqarah verse 143 which reads: (Kemenag RI, n.d.)

وَكَذٰلِكَ جَعَلْنٰكُمْ أُمَّةً وَّسَطًا لِّتَكُوْنُوْا شُهَدَاۤءَ عَلَى النَّاسِ وَيَكُوْنَ الرَّسُوْلُ عَلَيْكُمْ شَهِيْدًا

This verse shows that Muslims are required to be moderate, not inclined towards extremism or towards unlimited freedom.

In Islamic education, moderation means teaching learners to understand Islam comprehensively, not only based on text alone but also paying attention to the social and cultural context (Nursyamsiyah et al., 2023) The Prophet said:

إِنَّ الدِّينَ يُسْرٌ ، وَلَنْ يُشَادَّ الدِّينَ أَحَدٌ إِلاَّ غَلَبَهُ ، فَسَدِّدُوا وَقَارِبُوا وَأَبْشِرُوا ، وَاسْتَعِينُوا بِالْغَدْوَةِ وَالرَّوْحَةِ وَشَىْءٍ مِنَ الدُّلْجَةِ.

Meaning: Verily, religion is a light thing. Religion will never make things difficult for anyone, rather it makes things easy. Therefore, be upright, draw near, and convey good news. Seek help in the morning, at the break of day, and at the beginning of the night. (HR. al-Bukhari [39] dan Muslim [2816]).

This Hadith affirms that Islam advocates ease rather than hardship, which can lead to fanaticism or extremism. Therefore, the Islamic education system must instill balanced values in the understanding of religious teachings. One practical application of moderation in Islamic education is encouraging students to think critically and respect diverse opinions. Historically, many Islamic scholars have held differing interpretations of Islamic law, yet they consistently maintained an attitude of tolerance and respect toward alternative viewpoints. This is in line with the words of the Prophet Muhammad SAW: "The difference among my Ummah is Mercy." (HR. Al-Baihaqi). Therefore, Islamic education must form a generation that is open to differences, without losing fundamental values in Islam (Madhar Amin, 2024).

In addition, moderation in Islamic education also means balancing between religious and general knowledge. The Prophet SAW encouraged his people to pursue knowledge in various fields. He said: 'Demanding knowledge is obligatory for every Muslim' (HR. Ibn Majah No. 224) (Dinata & Setyaningsih, 2024). Thus, Islamic education should encourage students to master religious knowledge as well as science and technology in order to provide benefits to society.

In conclusion, the concept of moderation in Islamic education emphasises balance in understanding Islamic teachings, both in theological, social and intellectual aspects. Moderate education cultivates a generation of Muslims who are intellectually capable, ethically grounded, and equipped to coexist harmoniously within pluralistic societies. fostering moderation in Islamic education is essential for developing intellectually capable, ethically grounded individuals who can thrive in diverse societies. Achieving this requires the collaborative efforts of educators, parents, and the government to integrate balanced values, critical thinking, and respect for diversity throughout the educational process.

The Role of Curriculum in Instilling Moderation

The curriculum has a strategic role in shaping the mindset and character of students. In the context of Islamic education, the curriculum not only serves as a guide for learning, but also as a tool to instil the values of moderation. Moderation in Islamic education means balancing religious understanding with social reality so that there is no deviation towards extremism or excessive liberalism (Hanifatulloh, 2021). With a curriculum designed based on wasathiyah, students can understand Islam comprehensively, both from the aspects of belief, worship, and social interaction.

One important aspect of a moderate curriculum is the integration of religious and basic knowledge. A good Islamic education not only teaches understanding of religious texts, but also encourages learners to develop critical and analytical thinking skills. Thus, they can interpret Islamic teachings more contextually in accordance with the contemporary challenges. A curriculum that emphasises moderation should also teach universal human values such as tolerance, justice and brotherhood, so that learners can interact with various groups of society in harmony.

In its implementation, the moderation curriculum should include learning methods based on dialogue and openness. Learning should not only be doctrinal, but should provide space for learners to ask questions, discuss, and understand various points of view in Islam. This is in line with the concept of ijtihad advocated in Islam, which is using reason and thought in understanding religious teachings. In this way, learners will avoid exclusive thinking and have a more inclusive attitude towards different views within Islam and in society at large. A curriculum that instils moderation must also emphasise the importance of role models from educators. Teachers and lecturers as agents of change must have a broad understanding of moderate Islam and be able to teach it with a thoughtful and prudent approach. They must also be able to demonstrate moderate attitudes in their daily lives so that students can use them as role models. Moderation-based character education should not only be taught through theory, but should also be realised in the practice of daily life, both in the school environment and in the community.

With such a A balanced curriculum integrates religious knowledge with critical thinking, moral values, and openness, providing students a well-rounded education that fosters both faith and social harmony, learners can understand the teachings of Islam in a way that is inclusive, tolerant, and relevant to modern life (Dalimunthe, 2023). Therefore, moderation-based curriculum reform must continue to be carried out so that Islamic education can produce a generation that has broad insight, is open-minded, and is able to maintain a balance between religious values and social reality.

Implementation of the Moderate Islamic Education Model

The moderate Islamic education model aims to create a generation of Muslims who have a balanced, tolerant and inclusive understanding of religion. The implementation of this model is done by integrating moderation values into the education system, all of terms of curriculum, learning methods, and educational environment. Moderate Islamic education emphasises the importance of understanding religious teachings contextually without ignoring the very essence of Islamic teachings (Azra, 2019). Thus, learners not only understand Islam from the textual aspect, but also able to apply it in diverse social life.

One of the main steps in implementing moderate Islamic education is by applying dialogue-based learning methods and critical thinking. Learners are given space to ask questions, discuss, and analyse various points of view in Islam so that they are not trapped in a narrow understanding or fanaticism (et al., 2023). In addition, the curriculum must also include subjects that instil national values, interfaith tolerance, and respect for local culture as part of the *rahmatan lil 'alamin* teachings of Islam.

In addition to curriculum and learning methods, the role of educators is very important in shaping the character of moderate students. Teachers and lecturers must have a deep understanding of inclusive Islam and be able to convey material with a wise and wise approach (Sumirah et al., 2023). Training for educators in the

field of moderate Islamic thought is a strategic step so that they can be a real example in applying wasathiyah principles in everyday life.

The educational environment must also support the creation of an inclusive and harmonious atmosphere. Islamic schools and universities need to build ecosystems that encourage constructive social interactions, both inside and outside the classroom. Extracurricular programmes such as interfaith discussions, social activities, and collaboration with diverse communities can be effective means of instilling moderation values among students. (Aluf et al., 2024). With a conducive environment, students will be accustomed to a culture of openness and mutual respect for differences.

In conclusion, the implementation of a moderate Islamic education model must be done comprehensively by integrating wasathiyah values in the curriculum, learning methods, the role of educators, and the educational environment. With these steps, it is expected that the generation of Muslims born from the Islamic education system will have a deep understanding of religion while being able to coexist with a diverse society. Moderate Islamic education is not only an academic necessity, but also a strategy in maintaining social harmony and building a more peaceful civilisation. (Rosyad et al., 2021).

Challenges in Implementing Moderation in Islamic Education

The implementation of moderation in Islamic education faces various challenges stemming from internal and external factors. One of the main challenges is the persistence of exclusive religious understanding among the community. Some groups still maintain a rigid textual approach and are less open to differences in understanding within Islam. This can hamper the efforts of Islamic education in instilling moderation values, especially if the teachings taught in schools or universities are more inclined towards narrow thinking.

In addition, the development of technology and social media is also a challenge in the application of moderation in Islamic education. Students are increasingly easy to access religious information from various sources that are not necessarily credible. It is not uncommon for them to be exposed to extreme content that can influence their way of thinking about Islam. In this condition, the role of educators becomes very important in guiding students to sort out and understand Islamic teachings that are in accordance with the principles of wasathiyah or moderation. (Purbajati, 2020). The next challenge is the limited curriculum and educators who understand the concept of Islamic moderation deeply. There are still many Islamic educational institutions that have not integrated the concept of moderation in their curriculum systematically. Curricula that are still orientated towards conservative approaches tend not to provide space for students to develop critical and inclusive thinking. In addition, not all educators have sufficient competence in conveying Islamic teachings with a moderate approach.

Another challenge is the resistance of some groups who consider that moderation in Islam is a form of compromise on religious teachings. Some consider the concept of moderation as an attempt to weaken Islam or keep people away from pure teachings. Such views can hamper efforts to strengthen moderation in Islamic education, especially if there is no good communication strategy in explaining the concept of wasathiyah as part of authentic Islamic teachings. To overcome these challenges, concrete steps are needed such as strengthening the moderation-based curriculum, increasing digital literacy for students, and training for educators in understanding and applying the concept of Islamic moderation (Ixfina, 2024).

In addition, cooperation between educational institutions, the government and religious organisations is also needed to ensure that moderation in Islamic education can be implemented effectively and sustainably. With these steps, it is hoped that Islamic education can continue to develop into an inclusive system and be able to answer the challenges of the times without losing the essence of Islamic teachings.

Solutions and Recommendations for Implementing Moderation in Islamic Education

To ensure the successful implementation of moderation in Islamic education, various comprehensive solutions are needed. One of the main steps is to strengthen the moderation-based curriculum so that

wasathiyah values can be systematically internalised in the learning process (Hermawan, 2020). The curriculum must be designed so that it does not only emphasise the cognitive aspects of understanding Islamic teachings, but also shapes the character of students to have an inclusive, tolerant and critical attitude in dealing with religious and social issues. With a moderation-based curriculum, students can understand Islam more broadly and not be trapped in extreme thinking.

In addition, increasing digital literacy is also an important solution in facing moderation challenges in Islamic education. Learners must be given an understanding of how to sort out credible Islamic information and avoid exposure to extreme content that is widely circulated on social media. Educational institutions need to collaborate with media and technology experts to develop digital-based learning platforms that present moderate Islamic material in accordance with wasathiyah principles. Thus, students can have access to authentic sources of Islamic teachings and are not easily influenced by extreme narratives. Training for educators is also an important recommendation in implementing moderation in Islamic education. Teachers and lecturers should be given an in-depth understanding of the concept of moderation in Islam as well as effective teaching methods to instil these values in students (Purbajati, 2020).

Training programmes and workshops can be conducted regularly to improve the competence of educators in teaching Islam with an inclusive approach that is relevant to the challenges of the times. In addition, educators must also be role models in applying moderation in their daily lives so that students can learn from real examples. Cooperation between educational institutions, the government and religious organisations is also a solution that needs to be implemented. The synergy between various parties will strengthen the implementation of moderate Islamic education at various levels of education. The government can play a role in providing regulations that support the implementation of moderation in the curriculum, while religious organisations can provide guidance and assistance for schools and madrasas in instilling moderate values. With this cooperation, the implementation of moderation in Islamic education can be more effective and sustainable.

In conclusion, the implementation of moderation in Islamic education requires a comprehensive strategy, ranging from strengthening the curriculum, improving digital literacy, training for educators, to cooperation between stakeholders. By consistently implementing these solutions and recommendations, it is hoped that Islamic education can continue to develop into a system that is inclusive, tolerant and relevant to changing social dynamics. A moderate Islamic education will not only form individuals who have a broad understanding of religion, but also be able to contribute to creating a peaceful and harmonious society.

Implications of Moderate Islamic Education for Society

Moderate Islamic education has broad implications for social life, especially in creating a harmonious and inclusive environment. One of the main impacts of implementing moderate Islamic education is the formation of a society that has a balanced understanding of religion, not leaning towards extremism or liberalism. (Azra, 2019). With education based on wasathiyah, individuals can understand Islamic teachings contextually and are not easily provoked by radical ideologies that can divide social unity.

Moderate Islamic education contributes to strengthening the values of tolerance and diversity in a heterogeneous society. By instilling the understanding that differences are part of the sunnatullah, individuals will be more open to accepting the diversity of tribes, cultures, and religions around them. This attitude will encourage the creation of more harmonious social relations, where each individual is able to appreciate differences without losing their religious identity. This also helps in building unity in a pluralistic society. Another implication of moderate Islamic education is the creation of a generation that thinks critically and rationally in understanding Islamic teachings. Students who are equipped with a moderate understanding of Islam are not only able to practice religious teachings well, but can also contribute to solving various social

problems. They are not easily trapped in provocative or biased religious narratives, so they can become agents of change in building a more just and civilized society (Hidayat, 2019).

In addition to the social aspect, moderate Islamic education also has implications for political stability and security. People who have a moderate understanding of Islam tend to be more open in accepting differences in political views and are not easily influenced by radical or intolerant ideologies. Thus, moderation in Islamic education plays a role in preventing social conflicts based on differences in religion or belief, as well as strengthening democratic values in national life. In conclusion, moderate Islamic education has a very large impact in creating a peaceful, tolerant, and open-minded society. With an educational approach that instills the values of balance, tolerance, and critical thinking, society can develop into a more harmonious and highly competitive community. Therefore, efforts to strengthen moderate Islamic education must continue to be carried out in order to produce individuals who contribute to building a more advanced and civilized civilization.

The Moderate Islamic Education Curriculum Model is grounded in the principle of wasathiyah, which emphasizes balance, justice, and tolerance. It integrates balanced textual and contextual teachings of Islam with universal values such as tolerance, justice, and openness, alongside nationalism and pluralism. The pedagogical approach focuses on contextual and experiential learning, critical thinking, dialogue, and social skills development. Educator competence is strengthened through training on moderation principles, digital literacy, and inclusive teaching methods. Additionally, a supportive and inclusive learning environment is fostered through the use of technology and collaboration between educational institutions, communities, and government. This model aims to produce students who are tolerant, inclusive, and capable of practicing moderate Islamic teachings in a pluralistic society, thereby resisting extremism and contributing to social harmony.

CONCLUSION

This research is important because it addresses a critical need in contemporary Islamic education: fostering moderation (wasathiyah) to counteract the rising tide of religious extremism and social fragmentation. By emphasizing the balance between textual fidelity and contextual relevance, moderate Islamic education cultivates students who are not only knowledgeable but also morally grounded and socially adaptable. This approach contributes significantly to producing a generation capable of living harmoniously within diverse and pluralistic societies. The study's findings underscore the pivotal role of the curriculum as a vehicle for embedding moderation values, demonstrating that the integration of religious and general knowledge, supported by exemplary educators and dialogical teaching methods, effectively shapes tolerant and wise learners. Importantly, the research highlights that successful implementation requires a comprehensive strategy strengthening curriculum content, enhancing digital literacy, continuous educator training, and fostering collaboration among educational institutions, government bodies, and religious organizations.

The implications of these findings extend beyond the classroom. Moderate Islamic education emerges as a powerful tool to prevent radicalism, promote social cohesion, and nurture active citizenship grounded in justice and inclusivity. This research contributes to the academic discourse by providing a nuanced understanding of how moderation can be operationalized within Islamic education systems and offers practical policy recommendations to ensure these values are sustained. Ultimately, the study affirms that consistent and holistic application of moderate Islamic education is essential for building peaceful, tolerant, and civilized societies in an increasingly complex and interconnected world..

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