

The Discourse of Islamic Religious Education in Strengthening Students' Moderate Attitudes

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ABSTRACT

The discourse of Islamic Religious Education (PAI) plays a strategic role in strengthening the moderate attitudes of students amidst the dynamics of social and religious diversity. This article aims to conceptually examine the role of Islamic Religious Education (PAI) discourse in shaping students' moderate attitudes thru an academic approach. This research uses the library research method by analyzing various sources of literature in the form of books, scientific journal articles, and educational policy documents relevant to the theme of PAI discourse and religious moderation. Data analysis is conducted descriptively-analytically to identify concepts, thot patterns, and main findings from the reviewed literature. The study results show that the dialogical, inclusive, and critical discourse of PAI can encourage students to understand differences rationally and instill values of religious moderation, such as tolerance, justice, and balance. Furthermore, academic discourse in Islamic Religious Education (PAI) provides a reflective space for students to understand Islamic teachings contextually without neglecting normative values. Thus, strengthening the discourse of Islamic Religious Education becomes a relevant approach in fostering moderate attitudes among students in the educational environment.

1. INTRODUCTION

Islamic Religious Education (PAI) plays a strategic role in shaping students' religious attitudes, especially in facing the increasingly diverse social, cultural, and religious realities of society. Amid the emergence of exclusive and intolerant religious attitudes, strengthening the values of religious moderation thru education has become an urgent necessity. In this context, Islamic Religious Education (PAI) learning not only serves as a means of transmitting religious knowledge but also as a space for shaping moderate ways of thinking, behaving, and interacting. One of the relevant approaches in strengthening students' moderate attitudes is thru the development of dialogical, inclusive, and critical Islamic Religious Education discourse. Academic discourse in Islamic Religious Education (PAI) allows for the exchange of ideas, rational arguments, and contextual reflection on Islamic teachings without neglecting its normative values. Therefore, the study of the discourse on Islamic Religious Education becomes important to understand how the PAI learning process can contribute to instilling the values of tolerance, justice, and balance as the main characteristics of the students' moderate attitudes. Based on this background, this article examines the role of Islamic Religious Education discourse in strengthening students' moderate attitudes thru a literature study approach. Islamic Religious Education (PAI) has a strategic position in shaping students' perspectives on religiousness amidst the complexity of plural and dynamic social realities. In the context of education, Islamic Religious Education (PAI) not only serves as a medium for transmitting normative teachings but also as a space for dialectical thinking that enables students to understand Islamic teachings reflectively and

contextually. Contemporary challenges such as the strengthening of exclusive and less dialogical religious tendencies make the reinforcement of moderate attitudes thru education an increasingly relevant agenda. Various previous studies on Islamic Religious Education generally emphasize aspects of the curriculum, teaching methods, or the internalization of religious moderation values in a normative and applicative manner. However, studies that specifically place the discourse of Islamic Religious Education as the main analytical framework are still relatively limited. However, academic discourse which includes critical dialog, exchange of ideas, and rational argumentation plays an important role in shaping inclusive and balanced religious awareness. The absence of this study indicates a research gap that needs to be filled, particularly regarding how the discourse of Islamic Religious Education (PAI) is constructed and its contribution to strengthening students' moderate attitudes.

Based on that background, this article aims to conceptually examine the role of Islamic Religious Education discourse in strengthening students' moderate attitudes thru a literature study approach. This study is expected to enrich the intellectual heritage of Islamic Religious Education, particularly in developing a discursive approach that can bridge Islamic normative values with the reality of diversity in a critical and reflective manner. Based on these conditions, this paper aims to (1) Analyze the concept of discourse in Islamic Religious Education as a dialogical, critical, and reflective learning approach within the educational context, (2) Examine the role of discourse in Islamic Religious Education in strengthening students' moderate attitudes thru the theoretical perspectives of Jürgen Habermas and Paulo Freire, (3) Explain the concept of wasathiyah as a normative foundation for religious moderation in Islamic Religious Education, and Synthesize the discursive approach and the value of wasathiyah as a conceptual framework for Islamic Religious Education oriented toward fostering students' moderate attitudes. Providing theoretical contributions to the development of Islamic Religious Education studies, particularly in strengthening religious moderation thru an academic discourse approach. This study uses a literature review of the latest literature and implementative case studies as the basis for analysis. The significance of this research is both theoretical and practical. Theoretically, the study proposes an operational Islamic ecotheology framework for Islamic Religious Education; practically, the research results provide recommendations for curriculum development, learning design, and empowerment programs for Islamic educational institutions (including pesantren and madrasah) to foster tolerant behavior among students. The findings and recommendations are expected to assist education policymakers, academics, and Islamic education practitioners in designing relevant and sustainable interventions. The discourse on Islamic religious education in strengthening students' moderate attitudes involves discussions and practices of Islamic education that instill values of balance, tolerance, and fairness so that students adopt a moderate approach in their religious and social lives. Irda Setyaningsih (2025) Strengthening religious moderation thru Islamic Religious Education in elementary schools. *Islamic Religious Education Journal*, studies the strengthening of religious moderation in elementary schools and finds that the integration of moderate values into the curriculum and extracurricular activities of Islamic Religious Education significantly fosters moderate character and tolerance among students, with schools actively playing the role of facilitators in teaching these values in daily school life. These findings emphasize that strengthening religious moderation should begin at the elementary education level so that values of tolerance and religious balance can be instilled early on. Thru a conducive school environment and the habituation of moderate values in both curricular and extracurricular activities, students are shaped to have an open attitude and appreciate differences as part of social life.

Hasanuddin, Atika, & Khodijah (2025) Pendidikan Agama Islam sebagai Pilar Moderasi Beragama di Era Digital. *International Journal of Islamic Education Studies*, in an international

journal, presents that Islamic Religious Education serves as a main pillar of religious moderation by developing a contextual understanding of Islamic teachings, integrating tolerance values into the Islamic Religious Education curriculum, and the role of teachers as moderation agents who help students critically filter religious information in the digital era. The results of this study indicate that the challenges of the digital era require Islamic Religious Education to not only focus on mastering the material but also on strengthening students' religious literacy. With the guidance of Islamic Religious Education teachers acting as moderation agents, students are directed to be critical, selective, and not easily influenced by extremist or intolerant religious content. Ikhwan, A., et al. (2025). The role of Islamic education in strengthening religious moderation in Indonesia. *Journal of Islamic Education and Social Integration*, describes the role of Islamic Education in strengthening religious moderation in Indonesia, emphasizing that this education is important for promoting tolerance, national commitment, and social integration amidst the challenges of pluralism, making Islamic education a strategic medium in the national discourse of religious moderation. This study reinforces the view that Islamic Education has a strategic contribution to maintaining social harmony in a multicultural society. Thru the internalization of tolerance values and national commitment, Islamic Religious Education (PAI) serves as a means of shaping religious yet moderate citizens, thereby maintaining unity and social integration in Indonesia. Lailiyatus Sa'adah & Zulfatul Mufidah (2025) Digitalization of Islamic religious education in strengthening students' religious moderation. *Contemporary Islamic Education Journal*, examines the use of digitalization in Islamic Religious Education at Muhammadiyah High School and shows that the use of technology in learning not only increases student engagement but is also effective in instilling the values of Islam rahmatan lil-'alamin, which strengthen moderate attitudes, openness, and respect for differences. This research indicates that the digitalization of Islamic Religious Education (PAI) can be an effective medium for strengthening religious moderation if utilized wisely and purposefully. The use of technology allows students to gain a more contextual learning experience, while also instilling humanistic Islamic values that are relevant to the realities of modern life.

Yusuf Al-Qardhawi (in the study of moderation) As a contemporary Islamic thinker, Al-Qardhawi emphasizes that religious moderation is a middle path that can mediate differences in religious interpretations without eliminating the substance of Islamic teachings. This view has implications for moderate Islamic education, which is an educational process that avoids extreme fanaticism and instead fosters values of tolerance and open-mindedness among students, enabling them to live peacefully in a pluralistic society. Based on the literature review, the discourse on Islamic Religious Education (PAI) in strengthening students' moderate attitudes is understood as a systematic effort to instill the values of religious moderation thru a planned and sustainable educational process. Various research findings indicate that Islamic Religious Education (PAI) plays a strategic role in shaping balanced, tolerant, inclusive, and difference-respecting religious attitudes, especially thru the integration of moderation values in the curriculum, teaching materials, and contextual learning methods. Previous studies also emphasize that dialogical and reflective PAI learning can encourage students to understand Islamic teachings comprehensively, not just textually, and prevent them from adopting extreme and intolerant attitudes. In addition, the role of PAI teachers as facilitators and exemplars of religious moderation is an important factor in the successful internalization of these values. However, the literature also reveals challenges, such as the influence of religious information flows in digital media and the diverse backgrounds of students' religious understanding. Therefore, this literature review emphasizes that the discourse on Islamic Religious Education needs to be continuously developed as a theoretical and practical foundation to strengthen the moderate attitudes of students in a plural and dynamic society. Islamic

Religious Education is a learning process that integrates the values of Islamic teachings regarding human responsibility as stewards on earth. In general, this education not only focuses on strengthening aspects of faith, morals, and worship but also instills ecological awareness thru the understanding of Quranic verses and Hadiths that emphasize the importance of maintaining balance, cleanliness, and the preservation of Allah's creation. Thus, the discourse on Islamic Religious Education in Strengthening Students' Moderate Attitudes aims to shape students who possess religious behavior while being morally and practically responsible in maintaining tolerance and character in life. Based on the research conducted by Fasyiransyah, Idi Warsah, & Muhammad Istan (2025), their study found that the religious moderation-based PAI learning approach can significantly enhance students' tolerance attitudes and positive responses to inclusive values. This approach emphasizes contextual learning relevant to students' lives, so that learners not only understand the concept of moderation academically but also apply it in their daily interactions. Moreover, the success of the PAI learning approach based on religious moderation is greatly influenced by the role of the teacher as a role model in being open-minded, fair, and respectful of differences. Islamic Education teachers do not only function as conveyors of material but also as facilitators of dialog that encourage students to think critically and reflectively on the religious issues developing in society. Thru the habituation of moderate attitudes in the learning process and school interactions, the values of religious moderation can be continuously internalized within the students. In daily life, humans are never free from activities or tasks. The activities carried out are referred to as behavior. Behavior is an activity or action that can be observed directly or indirectly. Behavior is the identity of humans in interacting with others. In the university, community, and family environments. With the numerous activities carried out, especially in a non-formal manner, how does he interact with the environment he is in. Prof. HM Quraish Shihab, an Indonesian Islamic scholar and intellectual, is well-known for emphasizing that religious moderation (*wasathiyyah*) is a principle of balance in Islam that avoids extremism and encourages tolerance and respect for differences. In the context of education, his views indicate that a moderate understanding of Islam needs to be built from an early age thru an educational process that integrates contextual and humanistic Qur'anic values, so that students can combine strong beliefs with an open attitude toward social diversity. Based on previous research findings, the author wishes to study "The Discourse of Islamic Religious Education in Strengthening Students' Moderate Attitudes."

2. METHODS

The type of research in the journal titled "Islamic Religious Education Discourse in Strengthening Students' Moderate Attitudes" is a qualitative method with a library research approach. This research focuses on the study and analysis of various relevant written sources, such as scientific journal articles, academic books, educational policy documents, and previous research results related to Islamic Religious Education and religious moderation. Data collection techniques were carried out thru systematic literature review, while data analysis used content analysis techniques to identify concepts, themes, and patterns of that among experts related to strengthening students' moderate attitudes. The validity of the data is maintained thru source triangulation, by comparing various references to obtain a comprehensive and objective understanding. The results of the analysis are then presented descriptively-analytically to provide a comprehensive picture of the role and contribution of Islamic Religious Education in fostering moderate attitudes among students in a pluralistic society. The main data were obtained from scientific books, national and international journal articles, thesis/dissertation results, proceedings, Islamic education policy documents, as well as interpretations of the Qur'an and hadith that discuss ecological values. The

researcher employed documentation techniques as the primary method, which involved collecting data in the form of texts, theories, and previous research findings that encompass the discourse on Islamic religious education, the strengthening of moderate attitudes among students, and the relationship between the two within the perspective of Islamic education. Additionally, the researcher applied content analysis to identify themes, main ideas, and patterns of relationship between Islamic teachings and moderate attitudes in those sources. This process is carried out systematically through keyword searches, selection of relevant literature, recording important data, and formulating theoretical interpretations, resulting in comprehensive and in-depth findings related to the theoretical construction of Islamic religious education in strengthening moderate attitudes among students. Meanwhile, data were collected through: Identification and selection of articles via Google Scholar, DOAJ, Scopus, Sinta, systematic literature review focusing on definitions, theories, methodologies, and research findings, analysis of curriculum documents and PAI textbooks.

The data collection method used primary data sources: such as, verses from the Qur'an and hadith related to strengthening moderate attitudes (e.g., Qur'an Surah Al-Hujurat verse 13, and HR. al-Baihaqi). PAI textbooks, curricula, and religious documents related to ecology. And secondary data: such as, national and international journal articles (2023–2025) on PAI, Islamic religious education, strengthening moderate attitudes, and Islamic ecotheology. Research reports on eco-schools, eco-boarding schools, and PAI learning practices. Books and academic works on Islamic education and ethics, oral and written statements. Research that aims to describe, summarize various conditions, as situations or various phenomena of social reality that exist in society which become the object of research and strive to bring that reality to the surface as a characteristic, character, model, sign, or depiction of certain conditions, situations, or phenomena. The data analysis technique in this study uses the Miles and Huberman model, which includes the stages of data reduction, data presentation, and conclusion drawing. In the data reduction stage, the researcher selects, groups, and categorizes data based on key themes related to the discourse of Islamic Religious Education in strengthening students' moderate attitudes, such as the values of religious moderation (*wasathiyyah*), tolerance, balance, inclusivity, and the integration of these values into the curriculum and PAI learning practices. The data presentation stage is carried out by mapping conceptual models, compiling findings tables, and identifying patterns of relationships between concepts that illustrate the role of Islamic Religious Education in shaping students' moderate attitudes. Next, the conclusion is drawn by formulating theoretical and practical implications as well as recommendations for strengthening religious moderation through Islamic Religious Education in the educational environment. In addition, data analysis is also strengthened through a content analysis approach, particularly toward verses of the Qur'an, hadith, and Islamic Religious Education literature that discuss the values of religious moderation. The validity of the data is maintained through source triangulation, which involves religious texts, scientific journals, and curriculum documents, as well as through expert judgment based on Islamic education theory and religious moderation. To ensure consistency and accuracy of interpretation, cross-checks among authors were also conducted on the obtained analysis results.

3. RESULTS AND DISCUSSION

3.1. Integration of Moderation Values in Religious Education Curriculum

The analysis results show that the integration of religious moderation values into the Islamic Religious Education (PAI) curriculum is an important step in shaping a balanced attitude among students. Moderation values, such as tolerance, justice, and openness, are implemented through

teaching materials that are relevant to the social context of the students. Observations from the literature and previous studies (Setyaningsih, 2025; Hasanuddin, Atika, & Khodijah, 2025) emphasize that a curriculum incorporating the discourse of moderation not only provides theoretical understanding but also equips students to make ethical decisions in social interactions. Furthermore, the integration of moderation values into the PAI curriculum helps students recognize and appreciate differences both in the school environment and in a pluralistic society. This creates opportunities for students to practice the principle of *wasathiyah*, which is balance in thinking and acting, thereby reducing the risk of extreme or intolerant attitudes emerging. This approach is in line with the principles of Islamic education, which emphasize the holistic development of students' character, not just the mastery of religious material in a textual manner. Furthermore, the study results show that the success of integrating moderation values highly depends on the teacher's ability to present contextual, dialogical, and applicative material. Teachers serve as role models of religious moderation and facilitators who encourage students to think critically about religious issues. With this approach, the PAI curriculum becomes a strategic medium to foster tolerant, inclusive attitudes and readiness to interact harmoniously in society.

3.2. The Role of Teachers as Agents of Moderation.

Data analysis reveals that Islamic Religious Education teachers play a key role in strengthening students' moderate attitudes. Teachers not only deliver educational material but also serve as role models in being fair, tolerant, and respecting differences. Previous research (Ikhwan et al., 2025; Lailiyatus Sa'adah & Zulfatul Mufidah, 2025) shows that when teachers exemplify moderation values, students tend to imitate these attitudes in their daily interactions, both at school and outside the educational environment. In addition, teachers act as facilitators of dialog and reflection, helping students critically analyze social and religious issues. With discussion-based learning methods and case studies, students learn to balance religious beliefs with tolerance toward different viewpoints. This approach enables the strengthening of moderate character not only in the cognitive realm but also in the actual attitudes and behaviors of the learners. Furthermore, the use of digital technology in PAI learning also supports the role of teachers as agents of moderation. Through digital platforms, teachers can present contextual and interactive religious moderation materials, as well as facilitate discussions that broaden students' understanding of pluralism and inclusive values. Thus, teachers become a bridge between the theory of moderation and the social life practices of students.

3.3. The Impact of Moderation-Based PAI Learning on Student Attitudes

The research results show that PAI learning emphasizing religious moderation has a positive impact on student attitudes. Students showed an increase in tolerance, openness to differences, and the ability to balance religious principles with social norms. Research by Fasyiransyah, Idi Warsah, & Muhammad Istan (2025) emphasizes that contextual and relevant learning with everyday life enables students to internalize the values of moderation, not just understand them theoretically. Furthermore, strengthening moderate attitudes through Islamic Religious Education also contributes to the creation of a harmonious school climate. Students are more capable of managing conflicts, appreciating peer differences, and actively participating in inclusive social activities. This impact shows that PAI is not just an academic subject, but also a medium for shaping moderate and responsible social character. Furthermore, the strengthening of moderate attitudes through PAI also has long-term implications for society. Students who are accustomed to adopting a moderate attitude tend to become critical, fair, and tolerant individuals in facing social dynamics. This shows that the discourse on Islamic Religious Education in

strengthening moderate attitudes is not only important at the school level but also serves as a foundation for building a pluralistic, harmonious, and peaceful society.

Mualimul Huda (2025) states that the effective management of Islamic Religious Education learning must internalize the values of religious moderation, namely tolerance, mutual respect, and anti-violence, into all teaching and learning activities. With a comprehensive and systematic approach, students are encouraged to actualize moderate understanding in their daily lives, so that Islamic education not only imparts theoretical knowledge but also shapes inclusive social attitudes. The results of the literature review also show that Islamic religious education has great potential to be a driving force in the formation of ethics in schools. Thru the strengthening of the value of rahmatan lil 'alamin, students are directed to see nature as part of Allah's mercy and creation that must be respected. Strengthening this perspective can expand students' spiritual orientation, not only in relation to the relationship between humans and God (habluminallah), but also the relationship between humans and humans (hablumin-NAS). Overall, the discussion shows that Islamic religious education can make a significant contribution to addressing the issue of strengthening moderate attitudes thru the formation of ecological character based on Islamic teachings. However, the integration of discourse values into Islamic Religious Education (PAI) requires the development of a more systematic curriculum, interactive learning models, and the role of teachers as exemplars. Therefore, collaboration between PAI teachers, schools, and the community needs to be strengthened to build a sustainable ecological culture.

Discussion

The discussion in this writing shows that Islamic religious education plays a strategic role in shaping ecological awareness thru religious values derived from the Qur'an and Hadith. Islamic teachings theologically encompass the principle of trust (amanah), prohibition against corruption (fasad), and the responsibility of humans as khalifah fil ardh, which requires humans to manage nature without causing damage (Faruqi, 2020). Understanding these values is an important foundation for integrating discourse into Islamic Religious Education (PAI). Literature analysis shows research concepts that explain that Islamic Religious Education plays a fundamental role in strengthening students' religious moderation by instilling values of tolerance and appreciation for differences from an early age. In the pluralistic social context of Indonesia, Islamic education is viewed as a strategic means to create a peaceful and respectful school environment, enabling students to understand the importance of balance (wasathiyyah) in their attitudes and behaviors. It is further explained that the learning of Islamic Religious Education (PAI) does not only focus on mastering religious material, but also on the formation of moderate character thru a holistic and contextual approach. The values of religious moderation incorporated into the teaching materials help students internalize the principles of balance and tolerance, which in turn strengthen their ability to act justly and accept diversity in everyday life. (Arikarani et al. 2024).

The integration of religious moderation in the Islamic education curriculum to strengthen inclusive religious literacy and support the Sustainable Development Goals (SDGs). This study emphasizes that an inclusive and moderation-oriented curriculum helps students develop a balanced understanding of religion and a positive attitude toward social diversity. Furthermore, this study shows that the integration of religious moderation values into the curriculum is not only relevant for formal education but also has a wide-ranging impact on achieving broader social goals, such as solidarity, respect for human rights, and increased social cohesion in society. This illustrates that the discourse on moderate Islamic education has strategic relevance in the character development of a more tolerant and inclusive future generation (Ridho, A., Kholisol Muhlis, R.,

Lailaturrohmah, L., Kholifatul Alam, F., & Yaacob, M. 2025). The strategy of integrating religious moderation in the school context, which involves innovative teaching methods and character development approaches. This research highlights that systematically and integratively designed moderation learning in school education helps build "tolerant minds" or the tolerant mindset of students. This study also reveals that the strategy not only enhances tolerant attitudes but also strengthens students' understanding of the importance of living harmoniously in a pluralistic society. An approach that prioritizes interactive and contextual learning experiences allows moderation values to be more easily accepted and applied by students in real social situations. (Nisa, I. H., Rahmawati, D., & Komalasari, D. T. 2025). In addition, Islamic religious education is a key pillar in strengthening students' religious moderation in the digital era, where the challenges to religious values are becoming increasingly complex. The implementation of religious moderation thru Islamic Religious Education (PAI) helps students develop attitudes of tolerance, balance, and religious responsibility in facing the flow of information and technological influences. Moreover, this study emphasizes that PAI learning needs to present a contextual and reflective approach, so that students not only understand religion textually but are also able to integrate it into their daily lives with a moderate attitude. (Hasanuddin, M., Atika Rizki, C., & Siti Khodijah, 2025). This is important to encourage students to become agents of peace and bearers of inclusivity values in a pluralistic society.

In the institutional context, strengthening religious moderation in elementary schools can enhance students' moderate character, especially thru the integration of moderation values into the curriculum and extracurricular activities. These findings emphasize that the school environment plays a crucial role as a facilitator of value education, allowing students to directly learn about attitudes of tolerance and mutual respect. This research also emphasizes the importance of the school's role in implementing learning strategies that can continuously foster moderate character (Irda Setyaningsih 2025). With a participatory educational approach focused on students' real experiences, religious moderation not only becomes a theoretical concept but also a tangible practice in students' lives at school and in broader social interactions. Overall, the discussion shows that Islamic Religious Education has great potential in building the Discourse of Islamic Religious Education in Strengthening Students' Moderate Attitudes if Islamic values are systematically applied in the curriculum, teaching strategies, and school culture. By integrating Islamic teachings on amanah, khalifah, and rahmatan lil 'alamin, PAI can become a foundation for sustainable character development. This emphasizes the importance of collaboration between teachers, educational institutions, and the community in education that supports the comprehensive development of moderate awareness (Ningsih & Saputra, 2023).

4. CONCLUSION

Based on the results of the presentation above, it can be concluded that, first, the integration of religious moderation values into the Islamic Religious Education curriculum has proven effective in fostering tolerant, balanced, and inclusive attitudes among students. The integration of values such as tolerance, justice, and openness into teaching materials and learning practices helps students understand Islamic teachings contextually and applicably, enabling them to internalize the principle of wasathiyyah in their daily lives. Secondly, PAI teachers have a strategic role as agents of moderation in guiding students. Teachers not only deliver the material but also exemplify moderate attitudes thru daily behavior, facilitate reflective discussions, and encourage critical thinking. This approach positions the teacher as both a role model and a mediator between the theory of religious moderation and the social life practices of students, thereby enabling the strengthening of moderate character to occur in a tangible and sustainable manner.

Third, PAI learning based on religious moderation has a positive impact on students' attitudes, including increased tolerance, openness to differences, and the ability to balance religious beliefs with social norms. Students are able to apply the values of moderation in their daily interactions and actively contribute to creating a harmonious school environment. This shows that Islamic Religious Education (PAI) is not only an academic subject but also a means of fostering moderate and inclusive social character. This research emphasizes that Islamic religious education has the potential to become a strategic instrument in shaping sustainable ecological character. Thru the strengthening of moral values, spiritual education, and behavioral habituation, Islamic Religious Education (PAI) can encourage the formation of a generation that is not only ritualistically religious but also responsible for fostering moderate attitudes. Therefore, collaboration between PAI teachers, educational institutions, the community, and policymakers becomes very important in building an ecological culture based on Islamic values that can address the challenges of Islamic religious education discourse in the modern era. Based on the study's findings, it is recommended that Islamic Religious Education in schools continue to be developed to emphasize the strengthening of students' moderate attitudes thru the integration of religious moderation values in the curriculum, contextual and participatory learning methods, and the utilization of digital technology. Islamic Education teachers need to be empowered as exemplars of moderation who can guide students to think critically, appreciate differences, and apply the principle of wasathiyyah in their daily lives. In addition, extracurricular activities, cross-subject projects, and inclusive social interactions can be used to strengthen the internalization of moderate values, so that students not only understand the concept academically but also apply it in social interactions and pluralistic community life.

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