

Integration of Religious Moderation Value in Social Science Learning at *Madrasah Tsanawiyah*

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Abstract: This study aims to analyze the integration of religious moderation values in Social Science learning at *Madrasah Tsanawiyah* in Indonesia, with case studies conducted at MTsN 1 Pontianak, West Kalimantan, and MTsN 1 Bukittinggi, West Sumatra. The research employs a qualitative approach through classroom observations, in-depth interviews with teachers and students, and curriculum document analysis to explore the strategies used in embedding moderation values within instructional practices. The findings reveal that both schools implement religious moderation through contextual learning models, dialogic discussions on diversity, local wisdom-based materials, and teacher-led role modeling that emphasizes tolerance, mutual respect, and non-violence. Despite differences in sociocultural settings between Pontianak and Bukittinggi, the integration process demonstrates similar patterns in strengthening students' ability to appreciate pluralism and avoid exclusive or radical attitudes. The study concludes that incorporating moderation values into Social Science learning contributes significantly to shaping students' social awareness and inclusive civic identity within Indonesia's multicultural society. This research provides an empirical comparison of implementation models across regions, offering a pedagogical framework for integrating religious moderation in Social Science education at the junior secondary level and serving as a reference for policymakers and educators in Islamic schools.

Keywords: Religious moderation, social science, *Madrasah Tsanawiyah*.

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INTRODUCTION

Madrasah Tsanawiyah, as an Islamic educational institution, bears a significant responsibility in shaping the character of the younger generation based on high religious and moral values (Rasyid et al., 2022). This role cannot be underestimated, as education in madrasahs is not merely about teaching general knowledge such as mathematics, science, or social studies; it also provides a strong spiritual foundation for students. One of the core concepts upheld by *Madrasah Tsanawiyah* is the principle of *Rahmatan Lil Alamin*, which emphasizes that Islam is not only a religion for Muslims but also a blessing for the entire universe (Ma'arif et al., 2024). Character education grounded in this concept teaches students to develop attitudes of compassion, tolerance, and empathy, both towards fellow humans and their surrounding environment. This becomes increasingly important in the modern era, characterized by differences and diversity, where inclusive and tolerant attitudes are vital for creating harmonious and peaceful societies. *Madrasah Tsanawiyah* plays a crucial role in instilling these values through a holistic educational approach, integrating religious teachings into every aspect of students' lives, enabling them to

understand that Islam is a religion that promotes peace, justice, and well-being for all (Basri et al., 2022).

Education at *Madrasah Tsanawiyah* emphasizes the importance of balancing academic knowledge with the cultivation of noble character, an approach aimed at producing a generation that is not only intellectually outstanding but also possesses high moral integrity. By offering a curriculum that encompasses various disciplines, this madrasah strives to combine worldly knowledge with religious values so that students not only acquire academic intelligence but also a deep understanding of Islamic values that will guide them in their daily lives (K. et al., 2023). One subject that plays a strategic role in this process is Social Studies, where students not only learn about social, historical, and cultural aspects but are also taught to apply Islamic moral principles in addressing the social phenomena around them. Through social science, students are invited to critically and empathetically examine various social issues, merging intellectual insights with a strong ethical awareness. They are equipped not only with social theories but also trained to develop critical thinking skills and the ability to interact and adapt in an increasingly complex and global social environment (Sutarja et al., 2024). This approach is essential in shaping students into individuals who can not only compete academically but also possess a strong moral understanding to become positive agents of change in society.

The urgency of the values of religious moderation in social science at *Madrasah Tsanawiyah* is increasingly relevant amid the evolving challenges of the times. In this era of globalization, interactions among individuals from diverse backgrounds are becoming more intense, requiring students to not only understand social dynamics but also to respond with inclusive and tolerant attitudes (Rusyana et al., 2023). The integration of values of religious moderation in social science plays a crucial role as a strategy to shape students' character that can adapt to diversity and differences. Education that emphasizes not only academic aspects but also the importance of moderate attitudes in daily life will help students understand that differences in religion, culture, and worldviews are not threats but rather a part of the reality that must be accepted and wisely managed. The values of religious moderation teach students to avoid extremism, steer clear of fanaticism, and encourage them to act as agents of change promoting peace, dialogue, and tolerance amidst diversity (Mohajan & Mohajan, 2022). The moderation in religiosity, serving as a foundation for character development in *Madrasah Tsanawiyah*, emphasizes a middle ground or *tawassuth*, which is a core tenet of Islamic teachings. This attitude teaches students not to get trapped in extreme mindsets, whether in beliefs or behaviors, but to be open and appreciate differences. In the context of social science, the values of religious moderation are crucial in providing a strong moral foundation for students so that they can live by Islamic teachings with love and peace (Fisher et al., 2022). Education that integrates these moderation principles not only prepares students academically but also mentally and spiritually to be individuals who can coexist with diversity without losing their Islamic identity. Moreover, character development based on religious moderation enables students to be part of an inclusive society, where they can interact and collaborate with individuals from various backgrounds without causing conflict or tension.

Previous research that seeks to understand and analyse the implementation of religious moderation values in Islamic education. *First*, the findings of this study indicate that students' religious moderation is enhanced through the teaching of Islamic aspects of Aqidah in Madrasah Aliyah by implementing higher-order thinking skills (HOTS) that connect the values of moderation in Aqidah to everyday life (Basri et al., 2022). *Second*, the

findings reveal that the integration of religious moderation values has a noticeable effect on students' knowledge, attitudes, and skills, facilitated by the significant roles of social networks and inter-organizational collaborations in Sampang Regency (Wardi et al., 2023). Third, the findings also indicate that each sub-lesson material on Walisongo in the textbook contains indicators of religious moderation (national commitment, tolerance, non-violence, and accommodation of local culture), except for the sub-lessons on Sunan Bonang, which lack indicators of national commitment, and the sub-lessons on Sunan Giri, which do not include indicators of tolerance (Rofik & Pratidinal Jadid, 2021).

The aim of this research is to analyze the integration of values of religious moderation in the learning processes at *Madrasah Tsanawiyah* in the era of globalization, with the hope of making a significant contribution to the development of a relevant and effective educational curriculum. This research intends to identify how the incorporation of values of religious moderation can shape students into individuals who excel academically while also maintaining peace, tolerance, and intercultural cooperation within the framework of *Rahmatan Lil Alamin*. Additionally, this research will examine the role of *Madrasah Tsanawiyah* in equipping students with essential moderation values to face the increasingly complex and interconnected global dynamics. The implications of this research are expected to serve as a reference for educators and madrasah administrators in designing effective learning strategies to create an inclusive and conducive educational environment for character development. By systematically incorporating values of religious moderation into the curriculum, it is hoped that students will not only possess good academic abilities but also the social and emotional skills needed to interact harmoniously in a diverse society. This research is also anticipated to provide recommendations for decision-making in broader educational policies, strengthening the position of *Madrasah Tsanawiyah* as an educational institution that not only focuses on academic achievements but also on character formation oriented towards peace and intercultural cooperation at both local and global levels.

METHOD

This study employs a mixed-methods approach by integrating qualitative and quantitative procedures to obtain a comprehensive understanding of the integration of religious moderation values in social science learning at *Madrasah Tsanawiyah* in Indonesia, with the case study specifically focused on MTsN 1 Pontianak and MTsN 1 Bukittinggi. Data collection was conducted from January to February 2024 in ten purposively selected *Madrasah Tsanawiyah*, chosen based on geographical distribution and demographic diversity to allow broad representation of school characteristics across West Sumatra. The mixed-methods design was selected to ensure methodological rigor and enable triangulation between qualitative and quantitative data. The qualitative component focuses on exploring the perceptions and experiences of teachers, school principals, and students regarding the implementation of religious moderation in classroom practices. Qualitative data were obtained through in-depth semi-structured interviews conducted with social science teachers, school principals, and selected students who had direct involvement in learning activities related to religious moderation. Direct classroom observations were carried out to examine how teachers incorporated moderation values such as tolerance, appreciation of diversity, and balanced reasoning into discussions and teaching strategies. The researcher also analyzed teaching materials and instructional documents to determine the extent to which curriculum content supports the

internalization of religious moderation values. All qualitative procedures were documented using interview guides, observation sheets, and field notes to ensure replicability.

The quantitative component aims to measure students' understanding of religious moderation and to evaluate the effectiveness of its integration in social science learning. Quantitative data were collected through a structured questionnaire distributed to students in the ten selected *Madrasah Tsanawiyah*. The questionnaire consisted of Likert-scale items designed to assess students' comprehension of moderation values, including tolerance toward differing beliefs, the ability to engage harmoniously in pluralistic environments, and their perceptions of the learning process. Quantitative data were analyzed using descriptive statistical techniques, employing spreadsheet-based statistical software to generate frequency distributions, mean scores, and overall patterns of student responses. To ensure methodological rigor, both data types were processed through a triangulation procedure in which qualitative findings were compared with quantitative results to strengthen validity and reliability. The integration of qualitative and quantitative analyses provides a holistic understanding of how religious moderation values are applied, the challenges that arise in the learning process, and the strategies needed to enhance the effectiveness of their implementation in *Madrasah Tsanawiyah*.

RESULT AND DISCUSSION

The Role of Religious Moderation in *Madrasah Tsanawiyah* in Building Tolerant and Inclusive Students

Religious moderation in education at *Madrasah Tsanawiyah* is a crucial foundation for shaping a generation that not only understands religious teachings deeply but also has the ability to apply them in a pluralistic and diverse life (Zainiyati, 2016). In this context, religious moderation is not just about teaching religious doctrines rigidly, but also guiding students to comprehend religion in a more flexible and adaptive manner, in line with the social dynamics they face outside of school. Religious moderation at *Madrasah Tsanawiyah* emphasizes the importance of a tolerant, open, and inclusive attitude, where students are encouraged to avoid fanaticism or exclusivity, which could potentially trigger social conflict (Muqowim et al., 2022). This concept of moderation introduces students to universal values embedded in Islam, such as justice, compassion, and broad brotherhood, which can be applied in societal life (Syahnan & Ja'far, 2021). Thus, students are guided to become individuals who can understand and appreciate differences in religion, culture, and social backgrounds without losing the essence of their belief as Muslims. This is in line with the goals of Islamic education, which aims not only to produce academically intelligent individuals but also those with noble character who contribute to creating social harmony.

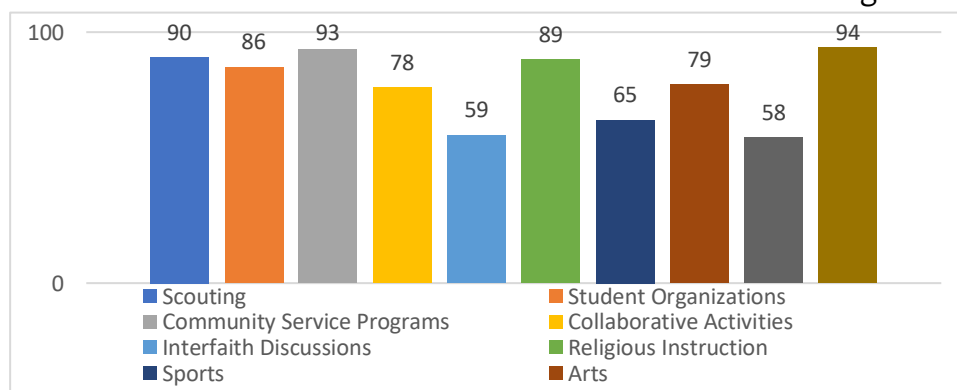


Figure 1: Effectiveness of Various Activities in Promoting Religious Moderation

The implementation of religious moderation values at *Madrasah Tsanawiyah* is not limited to the formal curriculum but is also applied through various extracurricular activities designed to strengthen students' inclusive character. Activities such as scouting, student organizations (OSIM), and community service programs become effective means of practicing religious moderation in a more practical context. In scouting activities, for instance, students are taught to cooperate regardless of religious or background differences, fostering a strong sense of brotherhood and solidarity. Students learn that diversity is a strength, and through cooperation and moderate leadership, they can contribute to the broader society. Additionally, community service programs also play a vital role in reinforcing religious moderation values, where students participate in humanitarian activities emphasizing care for others without discrimination. Through these direct experiences, students realize that religion is not just about rituals and worship but also about how they interact and contribute to society. These extracurricular activities significantly help students internalize the values of moderation so that they can apply moderate principles in their daily lives, both in school and in the community.

The school environment plays a very important role in shaping students' character, especially in instilling tolerant and inclusive attitudes. In *Madrasah Tsanawiyah*, where religious education is integrated with general teaching, a school atmosphere that is conducive to cultural, religious, and social differences becomes a key element in developing students' character (Nirwana et al., 2024). A safe and supportive environment encourages students to be more open to understanding that diversity is not something to be avoided but rather to be appreciated and celebrated. A school that can create an atmosphere encouraging interaction among students from various backgrounds, such as organizing collaborative activities or interfaith discussions, indirectly teaches the importance of mutual respect. Social interactions in this educational context greatly assist in shaping an inclusive mindset, where students understand that despite differences, each individual deserves to be respected and treated fairly (Tapung, 2024). A school environment rich in dialogue and open discussions also accelerates the process of developing a tolerant character. Students not only learn to express their opinions but also learn to listen and understand other people's perspectives. This fosters an attitude of mutual respect and tolerance in everyday life. Teachers and other educational staff play a crucial role in moderating these discussions so that every student feels safe and heard, without fear of discrimination or negative judgment (Cholil, 2023). Such an environment builds an inclusive character that can endure beyond the school setting, where students will eventually face a more complex and diverse society.

In terms of implementing religious moderation values, the role of teachers at *Madrasah Tsanawiyah* is crucial, especially through religious instruction. Teachers not only act as conveyors of information but also as moral authority figures who can shape students' attitudes and views on religion and diversity. Through teaching methods that emphasize the importance of tolerance, openness, and moderation, teachers can encourage students to understand that Islam, as a religion of "rahmatan lil 'alamin" (a mercy to all worlds), teaches universal goodness, including respect for all human beings, regardless of religion or ethnicity. This religious teaching focused on moderation not only touches on theological aspects but also moral and social ones, where students are taught that religious practices must be carried out with wisdom and tolerance (Abdul Hopid et al., 2023). For example, teachers can introduce examples from the life of Prophet Muhammad (PBUH), which demonstrate extraordinary tolerance towards people of different beliefs,

and teach that in Islam, maintaining social peace is one of its core teachings. In this way, teachers not only provide lessons about religion but also shape students' thinking to be more moderate, open, and inclusive in facing the plural social realities around them.

Aside from formal instruction, the values of religious moderation can also be instilled through extracurricular activities held at *Madrasah Tsanawiyah*. Extracurricular activities such as scouting, sports, arts, or cross-cultural discussions can serve as very effective platforms for internalizing values of tolerance, cooperation, and mutual respect. In the context of scouting, for example, students are taught to work together in teams regardless of religious or ethnic backgrounds (Humaizi et al., 2024). These scouting activities provide opportunities for students to interact more personally and openly with peers who may have different beliefs or cultures. This interaction helps dispel any existing prejudices and negative stereotypes. Moreover, social activities such as visits to orphanages or community service reinforce universal humanitarian values, where students are taught to view others as fellow human beings worthy of respect and assistance, regardless of religious or social differences. The implementation of moderation values through these extracurricular activities offers students practical experiences on how to be tolerant and inclusive in everyday life, enabling them to become a generation that not only understands religious teachings but can also apply them in a broader social context.

Integration of Religious Moderation Value in Social Science Learning

The integration of religious moderation values into the social science curriculum at *Madrasah Tsanawiyah* requires a systematic and holistic strategy. One effective approach is to incorporate materials related to religious and cultural diversity into various learning topics within the social science. For instance, in history classes, teachers can explore the evolution of major world religions and the contributions of influential figures who have promoted interfaith tolerance (Sudrajat et al., 2021). By discussing significant events, such as the historical coexistence of diverse religious communities and their roles in societal development, students gain a deeper understanding of how these elements shape our contemporary world. Additionally, within sociology lessons, educators can facilitate discussions on multicultural social structures, emphasizing the importance of moderation when navigating societal diversity. By encouraging students to examine real-life scenarios that demonstrate the challenges and triumphs of living in a pluralistic society, they can better appreciate the nuances of cultural interactions (Naim et al., 2022). The integration of religious moderation can be enriched by introducing case studies that highlight the positive impacts of tolerance and moderation in social contexts, both locally and globally. This comprehensive approach ensures that students not only learn social facts and theories but also grasp the relevance of moderation values in their everyday lives, fostering a sense of responsibility toward promoting harmony within their communities.

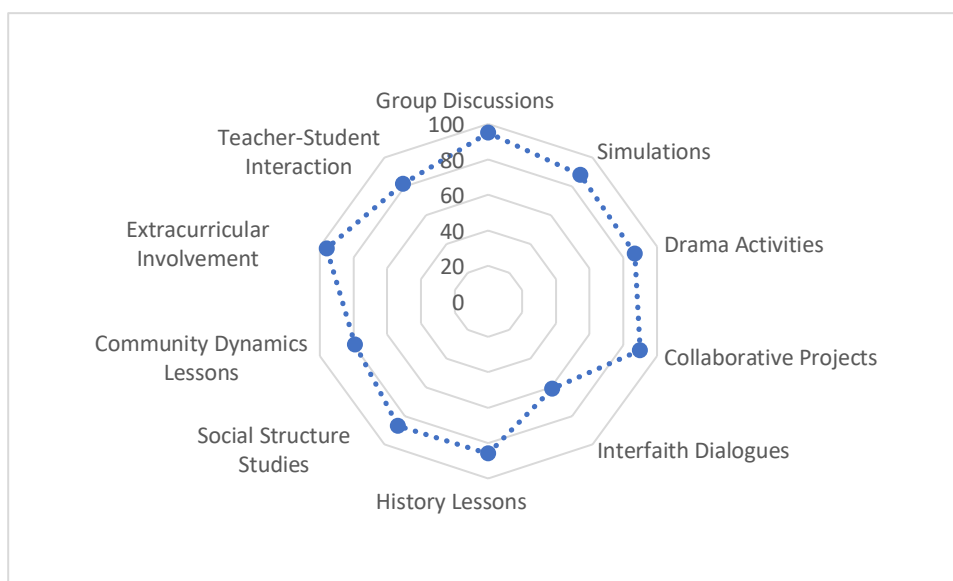


Figure 2: Learning Methods and Their Effectiveness in Instilling Religious Moderation.

Multicultural learning in the social science serves as an effective medium for understanding and appreciating cultural and religious diversity. Given the broad scope of social science, it can effectively introduce the concept of multiculturalism, which emphasizes the recognition of differences as a source of wealth to be celebrated rather than avoided. Teachers can utilize various pedagogical approaches such as group discussions, simulations, or drama activities that invite students to explore situations requiring collaboration with individuals from diverse backgrounds. These interactive activities not only enhance students' cognitive understanding of diversity but also develop their empathy toward individuals or groups that may hold differing beliefs or cultural practices. For example, in lessons focused on social conflict, educators can delve into the root causes that often stem from ignorance or an inability to appreciate differences. By guiding students to identify these issues, teachers can introduce moderation-based solutions that can foster peace and cooperation among diverse communities. Additionally, through discussions about historical conflicts and resolutions, students can learn the importance of dialogue and negotiation in addressing differences. This holistic approach to multicultural education equips students with the tools they need to navigate an increasingly interconnected world while fostering a sense of respect and understanding for one another.

The role of social science in instilling mutual respect among religious communities is especially crucial in Indonesia, a nation rich in religious and cultural diversity (Indainanto et al., 2023). Through social science, students can comprehend that coexisting in a pluralistic society necessitates mutual respect and collaboration (Ibda et al., 2024). One of the key contributions of social science to this understanding is its ability to highlight universal values shared across all religions, such as the importance of peace, justice, and humanity. When students are encouraged to recognize that these fundamental principles are present in every faith, they are more likely to accept and appreciate the beliefs of others without feeling threatened by their differences. Social science can facilitate student involvement in collaborative projects that transcend religious boundaries, such as social initiatives or interfaith dialogues, which directly teach the significance of communication and teamwork in fostering a harmonious community (Arifin, 2016). By engaging in such activities, students not only learn about the facts of social diversity but also experience

firsthand the power of collective action and understanding in overcoming prejudices. In this way, social science transcends the role of a mere academic subject; it becomes a robust instrument for shaping students' moderate and inclusive character, ultimately empowering them to contribute positively to the social fabric of their diverse society.

The study of social science materials that support moderate attitudes in the social life of society is crucial in the context of education at *Madrasah Tsanawiyah*. Social science content, which encompasses various aspects of social, economic, and cultural life, can serve as a tool to build a deeper understanding of the importance of tolerant and inclusive attitudes (Zulfatmi, 2023). For example, in history lessons, students can learn about significant events that involved interfaith cooperation in building the nation, such as during Indonesia's struggle for independence, where various groups united despite their different backgrounds. Additionally, studying social structures and community dynamics provides opportunities for students to understand how diversity can become a strength in building solidarity and unity. Content that addresses contemporary issues, such as social conflicts arising from religious and cultural differences, can also serve as valuable lessons, where students are taught to identify the root causes of these problems and seek dialogue-based and moderate solutions (Syaifuddin et al., 2024). With this approach, students not only learn social facts but also develop critical thinking skills and build moderate attitudes that are relevant in facing social challenges in society.

The involvement of social science teachers in instilling values of religious moderation in students is a key factor in the success of character education at *Madrasah Tsanawiyah*. As educators, teachers have the responsibility not only to teach academic material but also to shape students' characters to adopt tolerant and inclusive attitudes. Teachers can achieve this by integrating values of religious moderation into every aspect of their teaching, from the way material is delivered to their interactions with students. For instance, in class discussions, teachers can facilitate constructive dialogues among students from different backgrounds, encouraging them to share perspectives and respect one another (Zamzami et al., 2023). Additionally, teachers can employ interactive teaching methods, such as group projects that involve students from diverse backgrounds, allowing them to learn to collaborate and appreciate differences. Teachers' involvement in extracurricular activities, such as discussion clubs or social initiatives, can also reinforce the message of religious moderation they aim to convey. In this way, teachers serve not only as educators but also as role models in applying values of religious moderation in everyday life, enabling students to see and experience firsthand how these attitudes can strengthen relationships among individuals in a diverse society.

The Urgency of Incorporating Religious Moderation Values in Social Science Learning as a Character Education Strategy

Religious moderation serves as a vital cornerstone in enhancing character education within *Madrasah Tsanawiyah*, particularly as our society becomes increasingly diverse and complex. In this educational context, it is essential to cultivate an environment where students can learn and practice values that promote tolerance, respect, and understanding across various religious and cultural backgrounds. The integration of religious moderation into the curriculum is not merely an academic exercise; it is a comprehensive approach that shapes students' worldview and prepares them for the realities of living in a pluralistic society (Mutawali, 2023). By embedding the principles of moderation into daily lessons, educators can provide students with a framework for

understanding and appreciating differences, both in beliefs and cultural practices. This is particularly important in a nation like Indonesia, where the rich tapestry of ethnicities and religions contributes to its social fabric (Somer, 2014). A well-structured curriculum that emphasizes moderation encourages students to engage critically with the world around them, fostering an environment where dialogue and respectful discourse are the norms rather than the exceptions (Kurniawan et al., 2023). Furthermore, religious moderation encompasses not just cognitive learning but also affective and psychomotor dimensions, prompting students to internalize these values through active participation in social interactions that are grounded in mutual respect and empathy. The classroom thus becomes a microcosm of the broader society, where students can practice moderation and learn the importance of coexistence in a safe and supportive environment.

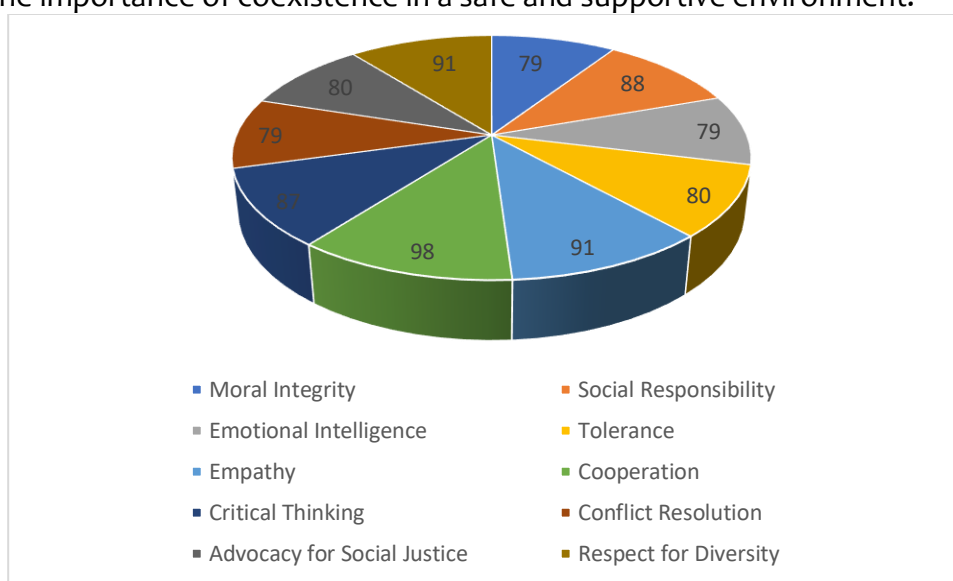


Figure 3: Aspects Affecting Student Character Formation.

The interconnection between character education and the teaching of religious moderation is profoundly reciprocal, offering a robust framework for personal development and social cohesion. Character education strives to cultivate well-rounded individuals who embody moral integrity, social responsibility, and emotional intelligence. In this regard, the teaching of religious moderation enriches character education by providing students with a context to explore and understand the values of tolerance, empathy, and cooperation in depth (Gray & Kontos, 2019). For instance, when students study historical examples of interfaith cooperation, they not only learn about significant events but also reflect on the qualities that made such collaboration possible. Engaging students in discussions about current issues related to religious tolerance can help them articulate their thoughts and feelings, developing their capacity for critical thinking and self-reflection. Moreover, interactive teaching methods such as role-playing and group projects can facilitate deeper engagement, allowing students to experience firsthand the dynamics of working alongside peers from diverse backgrounds. This hands-on approach nurtures a sense of community within the classroom, where students learn the value of collaboration and understanding, which are essential for harmonious coexistence in society (Hanafi et al., 2023). By situating religious moderation within the broader context of character education, *Madrasah Tsanawiyah* can cultivate a generation that is not only

knowledgeable about their own beliefs but also open to understanding and appreciating the beliefs of others, ultimately contributing to social harmony and peace.

The impact of religious moderation on shaping students' moral and ethical perspectives is both profound and far-reaching, influencing their behavior and interactions in various social contexts (Muhlisin et al., 2023). As students learn about the importance of moderation, they develop a strong moral compass that guides their actions and decisions in everyday life. The principles of mutual respect, empathy, and tolerance fostered through religious moderation are essential tools for navigating the complexities of human relationships. For example, students equipped with these values are better prepared to engage in constructive dialogues when faced with conflicts or disagreements, rather than resorting to hostility or intolerance (Meyers et al., 2019). Religious moderation helps students recognize and confront issues of discrimination and extremism, empowering them to become advocates for social justice and inclusion. The understanding that every individual, regardless of their background (Burhanuddin & Ilmi, 2022), deserves respect and dignity is a fundamental lesson that transcends the classroom and permeates the larger community. This approach not only enhances individual character but also fosters a collective sense of responsibility towards creating an inclusive environment where everyone can thrive. In the long run, as these students become active members of society, they carry with them the ideals of moderation, thereby contributing to a culture of peace and understanding that is essential for a harmonious and prosperous nation (Carroll et al., 2020). The role of religious moderation in character education extends beyond mere academic learning; it is a transformative process that shapes the moral and ethical framework of future generations, enabling them to face the challenges of a diverse world with confidence, compassion, and wisdom.

The analysis of the role of character education in preventing radicalism through a social science approach becomes increasingly relevant in the face of the social challenges faced by today's youth (Massarella et al., 2021). Character education in *Madrasah Tsanawiyah*, which focuses on strengthening moral and ethical values, is crucial in equipping students with a better understanding of diversity and the social challenges present in society. By integrating a social science approach into the curriculum, students are not only taught social facts but are also encouraged to reflect on and discuss various issues related to radicalization, extremism, and intolerance (Burga & Damopolii, 2022). Through critical analysis of social dynamics, students can understand how radical ideologies often emerge from a narrow understanding of religious teachings and group identities. Thus, character education that emphasizes tolerance and inclusivity serves as a tool to create individuals who are resilient against negative influences and capable of contributing to the promotion of peace and harmony in their surroundings (Hasan & Juhannis, 2024). In this regard, character education not only acts as a barrier against radicalization but also functions as a foundation for building a more tolerant and ethical society.

The urgency of instilling the values of religious moderation in the era of globalization and current social challenges cannot be overlooked (Subchi et al., 2022). Globalization has significantly impacted the way we interact and communicate with others, making us more exposed to various cultures, ideologies, and differing values. In this context, religious moderation becomes vital as a strategy to address the shifting values and potential conflicts that may arise from such differences. Through education in *Madrasah Tsanawiyah*, students are taught to appreciate diversity and understand that

differences are a strength, not a weakness (Mulyana, 2023). Instilling the values of religious moderation helps students develop a balanced attitude toward differences and encourages them to seek common ground and build bridges between diverse groups (Hernawan et al., 2021). When confronting social challenges such as intolerance, discrimination, and violence, education that prioritizes religious moderation can help create individuals who are not only committed to their beliefs but also respect and appreciate the beliefs of others. In this way, the urgency of instilling the values of religious moderation becomes clear, as it aims not only to shape the character of students but also to prepare them to face social complexities and challenges in the era of globalization in a constructive and peaceful manner.

Challenges and Obstacles in Embedding the Value of Religious Moderation in Social Science Learning at *Madrasah Tsanawiyah*

The lack of teachers' understanding of the concept of religious moderation in social science education is a significant challenge that can hinder the implementation of moderation values in *Madrasah Tsanawiyah*. Many teachers, despite having a good grasp of their teaching materials, may not fully comprehend how to apply the concept of religious moderation in everyday learning contexts. This gap in understanding can often be attributed to a lack of specific training or workshops focused on religious moderation, leaving teachers struggling to connect these principles with the existing social science curriculum (Fuadi et al., 2024). Students may not receive comprehensive instruction on the importance of tolerance, cooperation, and appreciation of differences within a social context (Nurul Azizah et al., 2023). This lack of understanding can also impact how teachers assess their students, leading to approaches that do not reflect moderation values but rather focus on quantitative academic outcomes (Afwadzi et al., 2024). In light of this situation, it is crucial to enhance teachers' understanding and capacity regarding religious moderation so they can become effective agents of change in creating an inclusive and tolerant learning environment.

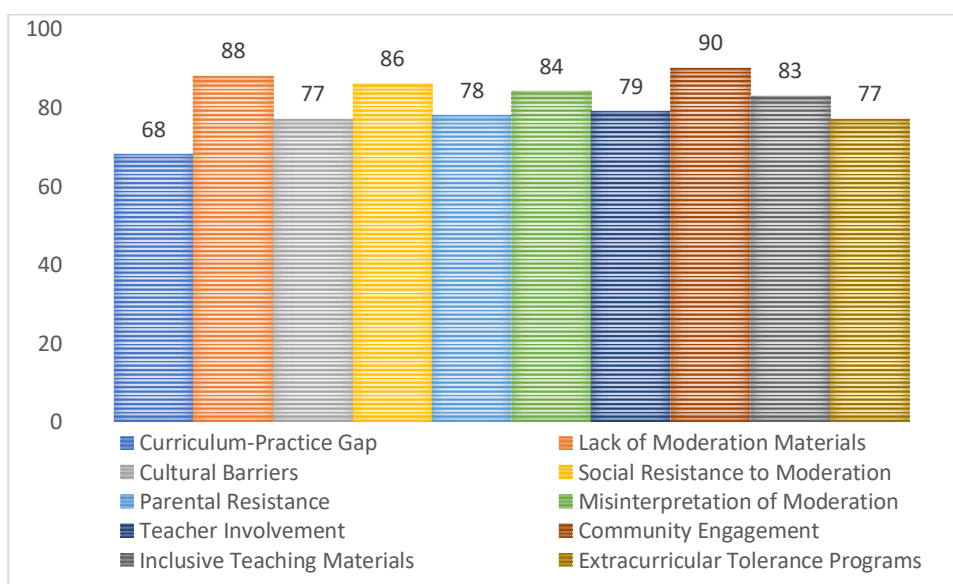


Figure 4: Impact Levels of Challenges in Instilling Religious Moderation.

Another challenge lies in the curriculum's ability to accommodate the values of religious moderation, which is an issue that deserves attention within the context of

education in *Madrasah Tsanawiyah*. While the curriculum has been established by the government, there is often a disconnect between the curriculum's objectives and actual practice on the ground. The social science curriculum may not explicitly integrate the values of religious moderation, making it difficult for teachers to align their teaching materials with these concepts. This gap necessitates a review and development of a curriculum that is more responsive to the urgent need to instill moderate attitudes among students (Deutsch et al., 2023). The lack of resources and teaching materials that support religious moderation further compounds the issue. Teachers often lack access to relevant teaching materials or may not know how to develop resources that can strengthen the values of religious moderation within a local context (Captari et al., 2022). Therefore, it is essential to foster collaboration between the government, schools, and the educational community to ensure that the curriculum encompasses not only academic knowledge but also equips students with the social and emotional skills needed to thrive in a diverse society.

Cultural and social barriers to instilling moderate values within the *Madrasah* environment also significantly influence students' character formation (Pajariantio et al., 2022). In many communities, traditional values and social norms may contribute to the emergence of exclusive and intolerant attitudes, which contradict the principles of religious moderation. For instance, there are times when pressure from certain groups can lead students to feel compelled to adopt extremist or intolerant views, which can undermine the educational efforts made by teachers (Daheri et al., 2023). The community's lack of understanding of religious moderation often results in stigma and resistance toward teachings that promote tolerance. Therefore, it is vital to engage all stakeholders including parents, community members, and religious leaders in efforts to instill moderation values within the *Madrasah* environment. Awareness campaigns that involve interfaith dialogue and social interaction can help reduce stigma and foster a better understanding of the importance of religious moderation in creating a harmonious society (Purwanto et al., 2024). By addressing these cultural and social barriers, *Madrasah* can more effectively instill religious moderation values in students, ultimately contributing to the formation of a more tolerant and inclusive generation.

Resistance from the school community or parents toward the values of religious moderation often presents a significant challenge in implementing inclusive and tolerant character education in *Madrasah Tsanawiyah*. Misunderstandings or misinterpretations of the concept of religious moderation can lead to skepticism or even rejection from some parents and community members (Syawaludin & Fikri, 2024). Many among them feel that the values of religious moderation may dilute the religious or cultural identity that is deeply ingrained in their daily lives (Ibrahim et al., 2023). This perception may be exacerbated by personal or collective experiences that make them inclined to reject differing viewpoints, leading them to see moderation as a compromise of their existing beliefs. For example, conservative parents may worry that education emphasizing tolerance and inclusivity will obscure the values of religious teachings they consider to be true (Kustati et al., 2023). In this context, it is essential for educational institutions to build good communication with parents and the community, explaining the goals and benefits of religious moderation education and how it does not contradict religious teachings but can actually strengthen a more holistic and tolerant understanding of diversity.

To address the barriers in embedding the values of religious moderation, a comprehensive and sustainable approach is needed (Astuti & Ismail, 2023). One applicable

solution is to actively involve all stakeholders, including teachers, parents, and community members, in the educational process (Bibri, 2022). Organizing seminars, workshops, or discussion forums that include community leaders, religious figures, and educational experts can help clarify the importance of religious moderation in the educational context and how it can assist children in facing challenges in the era of globalization (Yusuf et al., 2023). Developing inclusive and contextually relevant teaching materials is crucial so that students can directly see the relevance of moderation values in their daily lives. Extracurricular programs that promote intergroup cooperation and interfaith dialogue can also serve as effective means to instill these values (Purniadi Putra et al., 2024). Through good collaboration among schools, parents, and the community, it is hoped that a supportive environment for teaching religious moderation can be created, thereby reducing resistance and fostering awareness of the importance of tolerance in social life. In this way, education in *Madrasah Tsanawiyah* can become not only a place to acquire academic knowledge but also a venue for building a strong and moderate character, which is essential in an increasingly complex and diverse society.

CONCLUSION

The findings of this study demonstrate that the integration of religious moderation values in social science learning at *Madrasah Tsanawiyah*, with specific case studies at MTsN 1 Pontianak and MTsN 1 Bukittinggi, has begun to take shape through various pedagogical practices and curriculum-based efforts. Teachers increasingly incorporate values such as tolerance, balanced reasoning, and appreciation of diversity into classroom discussions, supported by lesson plans and instructional materials that partially reflect moderation principles. Qualitative data show that teachers and school leaders recognize the urgency of embedding these values to prepare students for social interactions within a pluralistic society. Quantitative results further reveal that students possess a moderate level of understanding of religious moderation concepts, although their perceptions indicate a need for clearer instructional guidance. The triangulation of qualitative and quantitative findings highlights that, while significant progress has been made, the implementation remains inconsistent due to varying levels of teacher competence, differences in school resources, and limited structural support. Overall, the study concludes that the integration of religious moderation in social science learning is progressing but still requires more systematic reinforcement to achieve optimal and sustainable outcomes.

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