

## THE IMPACT OF AL-ISLAM AND MUHAMMADIYAH LEARNING FRAMED BY RELIGIOUS MODERATION ON ADOLESCENT RESILIENCE

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**Abstract:** This study aimed to analyze the influence of Al-Islam and Muhammadiyah (AIK) learning based on religious moderation on adolescent resilience. This study used a quantitative approach with an explanatory research design. The research sample consisted of 100 students in grades XI and XII who were selected through purposive sampling techniques. Data were collected using questionnaires that measured two main variables: AIK learning based on religious moderation and adolescent resilience. The results showed that AIK learning based on religious moderation had a positive and significant influence on adolescent resilience, with a regression coefficient value of 0.671 and significance (p) of 0.000. The AIK learning variable based on religious moderation was able to explain 39.1% of the variation in the level of student resilience. These findings confirmed that AIK learning that prioritizes the values of religious moderation contributes to the formation of resilient and resilient adolescent characters in facing life's challenges. Therefore, strengthening AIK learning based on religious moderation was very important to be applied in education to support the formation of a young generation that was not only faithful, but also able to adapt to complex social and psychological dynamics.

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## INTRODUCTION

Muhammadiyah High School, as one of the educational institutions under the Muhammadiyah organization, has faced several phenomena and challenges that led to the adoption of the Al-Islam dan Kemuhammadiyah (AIK) curriculum (Mibtadin et al., 2023). One of the most prominent challenges was the increasing influence of globalization and modernization, which has brought both positive and negative impacts on students' character, attitudes, and religious understanding (M. A. Nasir et al., 2025). The penetration of secular values, the rapid growth of digital culture, and shifting patterns of social interaction have created gaps in maintaining students' Islamic identity and moral integrity. These

conditions often result in declining discipline, weakening spiritual practices, and the erosion of core Muhammadiyah values among students (Azmi et al., 2024). Adolescence is a very crucial phase in individual development, where adolescents begin to face various physical, emotional, and psychological changes that affect their search for identity (Setiawan et al., 2021). In this period, they did not only explore the values that were considered important in life but also begin to form the character and personality that will be the basis for their future identity. However, during various emerging dynamics, such as globalization, digitalization, and socio-cultural complexity, adolescents were now faced with a variety of challenges that greatly affect their mental health, spirituality, and emotional stability. Identity uncertainty, social pressure coming from peers or social media, as well as high expectations in academic or personal achievement can be a heavy burden that impacts their psychological well-being (Riyawi & Febriansyah, 2023). Furthermore, in the context of Indonesia as a country with a very rich religious and cultural diversity, adolescents often experience challenges related to identity conflicts and differences of views related to religion and society. Therefore, an educational approach was needed that not only strengthens their religious identity, but also teaches values that can strengthen tolerance, openness, and the ability to survive increasingly complex social pressures (Aziz, 2024).

In facing these challenges, it is important for religious education to carry an inclusive and contextual approach, which is relevant to the needs and challenges of the times (Saepudin et al., 2023). Religious education that integrates the values of religious moderation and local wisdom can play a central role in building adolescent resilience. This resilience not only includes the ability to manage stress or deal with failure, but it also includes the ability to develop confidence, maintain moral integrity, and respect differences in a pluralistic society (Creel, 2023). This approach must include a deep understanding of religion, while instilling values that encourage tolerance between religions, the development of empathy, and the ability to dialogue with diversity. In addition, religious education that is able to teach the principles of just, ethical, and peaceful life will strengthen the character of adolescents, making them more adaptive in the face of changing social challenges (Kurniawan et al., 2023). Thus, inclusive and contextual religious education not only enriches the spiritual lives of adolescents, but also strengthens their mental and emotional resilience, forming balanced, thoughtful, and future-ready individuals with confidence (Nurteti et al., 2024).

One form of religious education that has great potential in forming a resilient character is Al-Islam and Kemuhammadiyah Learning (AIK). As an integral part of the Muhammadiyah school curriculum, AIK not only teaches religious doctrines, but also instills the values of humanity, nationality, and the spirit of renewal (*tajdid*) (Chiu et al., 2024). In the current context, the application of AIK learning based on religious moderation is very relevant. Religious moderation emphasizes the attitude of middle ground (*tawassuth*), tolerance (*tasamuh*), balance (*tawazun*), and justice (*ta'adul*) that are able to answer the challenges of the era of social disruption and polarization (Mulyana, 2023a).

AIK learning based on religious moderation is expected to be more than just ritually religious teenagers, but also to develop psychosocially resilient characters. Adolescent resilience, in this context, not only means the ability to survive in the face of life's pressures and challenges, but it also includes the ability to adapt positively to failure, maintain value integrity in difficult situations, as well as having a resilient mentality that allows them to bounce back after facing obstacles. The ability to remain resilient and optimistic, even in situations full of uncertainty, is one of the important indicators of resilience that needs to be instilled in the younger generation (Aprilianto et al., 2025).

In the context of Muhammadiyah education, strengthening resilience is one of the main focuses in forming a generation that excels not only in the aspect of faith, but also in science and charity. Muhammadiyah Education views that the formation of strong character is an integral part of the mission to create the next generation who are not only intellectually intelligent but also have emotional and social intelligence that allows them to remain firm in good moral and ethical principles, and to be able to face the challenges of the times wisely (El-Awad et al., 2022). Education that emphasizes religious moderation in this context plays a role in providing a balance between a deep understanding of religion and openness to social differences and diversity (Br et al., 2023). This not only strengthens the spiritual depth of adolescents, but also trains them to deal with social conflicts, differences of opinion, and various external pressures with a thoughtful and unprovoked attitude. Through a moderate approach, adolescents are equipped with the ability to manage differences, maintain peace, and remain steadfast in practicing the values they believe in, while being adaptive to changes and developments of the times. Thus, AIK learning based on religious moderation serves as a solid foundation to form adolescents who are not only religious, but also resilient in facing various life challenges, making them competitive individuals with integrity in various aspects of life, both at the personal, social, and professional levels (M. Nasir & Rijal, 2021).

Another challenge lies in the internal dynamics of education itself, where schools are required to balance the achievement of academic excellence with the strengthening of religious and moral education. In some cases, the focus on science, technology, and general subjects has overshadowed the integration of Islamic values into daily learning and school life. Muhammadiyah High School also faces the challenge of preparing students not only to excel academically but also to become individuals who are firmly rooted in faith, uphold Islamic ethics, and embody the spirit of Muhammadiyah's reformist movement (Syihabuddin & Maulani, 2023). This situation requires a systematic approach to curriculum design that explicitly integrates the values of Islam and Muhammadiyah teachings into the education process. To respond to these phenomena, Muhammadiyah High School adopted the AIK curriculum as a distinctive hallmark of its educational system. The AIK curriculum is intended to strengthen students' understanding and practice of Islamic teachings, instill the values of Muhammadiyah, and ensure that the school's graduates are equipped with strong faith, noble character, and a clear sense of social responsibility. This

research is significant because it raises the relationship between AIK learning based on religious moderation and the aspect of adolescent resilience, which so far has not been studied quantitatively in the Muhammadiyah school environment. In fact, the moderation approach in religious learning has great potential in shaping the psychological resilience of adolescents, especially in the midst of identity crises and social pressures faced by high school students (Ni'am, 2023).

Based on this background, the objective of this research was to analyze the implementation of the AIK curriculum at Muhammadiyah High School, focusing on its role in addressing the challenges of globalization and character formation among students. The research specifically aimed to (1) explored the factors driving the adoption of the AIK curriculum, (2) examined its application in the teaching and learning process, and (3) evaluated its effectiveness in shaping students' religious, moral, and social character. The focus of this study was therefore to understand how the AIK curriculum contributes to maintaining Islamic identity and strengthening the quality of education in Muhammadiyah High School. This research presented a new scientific contribution in several aspects. First, this research integrated the religious moderation approach into the AIK learning framework, an approach that was still rarely systematically explored in the context of Muhammadiyah education. Second, this study offered a new perspective by examining the direct influence of the religious learning approach on adolescent psychological resilience through a quantitative approach. Third, this research provided empirical analysis instruments that can be the basis for the development of AIK curriculum and learning strategies that are more contextual and responsive to the needs of the younger generation. Thus, the results of this study did not only enrich religious education based on moderation but also provided practical implications in developing the character of Muhammadiyah students who are resilient, tolerant, and highly competitive during the dynamics of modern life.

## **RESEARCH METHOD**

This study used a quantitative approach with an explanatory research type, which aimed to explain the causal relationship between Al-Islam and Kemuhammadiyahan (AIK) learning based on religious moderation on adolescent resilience. This approach was chosen so that researchers can objectively measure the influence of independent variables on dependent variables through standardized instruments and statistical analysis. The population in this study was all Muhammadiyah high school students in the area designated as the research location. The sampling technique was carried out by purposive sampling with the criteria of students in grades XI and XII who have participated in AIK learning for at least one year, were active in school religious activities, and were willing to become respondents. The number of samples used was 100 respondents, which were selected taking into account the minimal need for statistical analysis of linear regression as well as a 95% confidence level (Pilcher & Cortazzi, 2024).

Data collection was carried out using a questionnaire instrument consisting of two main parts, namely a questionnaire on AIK learning based on religious moderation and a questionnaire on adolescent resilience. The AIK questionnaire measured moderation indicators such as tolerance, balance, anti-radicalism, and acceptance of differences, while the adolescent resilience questionnaire included aspects of stress management skills, optimism, self-efficacy, and adaptation to environmental pressures. This research instrument has undergone a content validity test by experts in the field of Islamic education and psychology, and tested for reliability using the Alpha Cronbach technique to ensure internal consistency.

The collected data was then analyzed using descriptive and inferential statistical techniques. The analysis began with a test of the validity and reliability of the instrument, followed by a descriptive analysis to describe the level of students' perception of AIK-based learning moderation and their level of resilience. Next, a classical assumption test was carried out which included normality, linearity, and multicollinearity tests. To test the influence of independent variables on dependent variables, simple linear regression analysis, equipped with t-tests and coefficient of determination ( $R^2$ ) was used to determine the strength and significance of the relationship that occurred. The entire analysis process was carried out with the help of the latest version of SPSS software to ensure the accuracy and reliability of the research results.

## RESULT AND DISCUSSION

### Result

This study aimed to determine the influence of Al-Islam and Muhammadiyah (AIK) learning based on religious moderation on adolescent resilience in Muhammadiyah High School. Based on data obtained from 100 respondents of grade XI and XII, descriptive and inferential analysis was carried out with the help of SPSS software version 26.

### Descriptive Statistics

#### *AIK Learning Based on Religious Moderation*

The results of the descriptive analysis showed that learning AIK (Islam and Muhammadiyah) based on religious moderation received a high rating from the students. This was reflected in the mean score of 82.4 with a standard deviation of 6.23, which indicated a positive and consistent perception of the application of moderation values in AIK learning. The relatively narrow range of grades also suggested that the majority of students gave assessments that are not much different, reflecting the uniformity of experience and understanding of the moderate approach applied by teachers. Most students in this study stated that AIK teachers consistently emphasized the importance of tolerance between religions, fairness in thinking, and rejection of all forms of extremism and radicalism. AIK teachers were considered successful in delivering material with a soothing approach and avoiding exclusive understandings that can cause social polarization and ideological conflicts among students. They did not only

teach dogma, but also instilled the values of dialogue, mutual respect, and empathy for differences. Furthermore, AIK's learning that prioritizes moderation seems to have become part of the formation of inclusive and tolerant student character, which was not only relevant in the context of religious diversity in Indonesia, but also very important in shaping the young generation who are able to coexist peacefully during socio-cultural plurality (Mulyana, 2023b). Therefore, these findings supported the importance of strengthening the approach of religious moderation in the AIK curriculum as a strategic step in character education and strengthening national values in the school environment. The value distribution could be seen as follows:

**Table 1 . Value Distribution**

Interval Score	Frequency	Percentage
70-74	7	7%
75-79	15	15%
80-84	38	38%
85-89	27	27%
≥90	13	13%

Source: Researcher's Processed Data, 2025

Table 1 presented the distribution of student assessment scores on AIK learning based on religious moderation. The findings showed that most students (38 students, or 38%) fall within the score range of 80-84, indicating a generally high and positive perception of AIK teaching materials and approaches. This was further supported by 27 students (27%) in the 85-89 range and 13 students (13%) scoring ≥90, together accounting for nearly four out of five respondents who placed AIK learning in the good to very good category. In contrast, lower intervals were less represented, with 15 students (15%) scoring 75-79 and only 7 students (7%) scoring in the 70-74 range. These results suggested that while a small portion of students assessed AIK learning more moderately, the overwhelming majority perceived it positively. Overall, the dominance of scores above 80 reflects that AIK learning particularly when framed through the principles of moderation, tolerance, and balance was well received by students and shows strong potential in shaping their resilience, character, and religious attitudes (Suyatno et al., 2023).

### ***Adolescent Resilience***

The adolescent resilience variable in this study showed a high category, with an average score of 80.6 and a standard deviation of 7.11. The average score indicated that in general, the majority of students have a good level of psychological resilience. They were able to face life challenges, academic pressure, and social dynamics in the school environment with an adaptive and positive attitude. The relatively small standard deviation also showed that the level of resilience between students did not vary much, indicating consistency in psychological resilience among respondents. High resilience was reflected in students' ability to bounce back after experiencing failure, manage stress, control negative emotions, and maintain motivation to learn even in difficult situations. They also showed an optimistic attitude, openness to social assistance, and a

tendency to find solutions rather than get caught up in problems (Fajar, 2024). This achievement could be attributed to the influence of a supportive learning environment, including the AIK approach based on religious moderation that encourages values such as inner peace, positive thinking, and mutual respect. These findings were important because they showed that the formation of resilience in adolescents was influenced not only by internal factors of the individual, but also by the value systems and educational methods applied in schools. Therefore, an educational approach that emphasized emotional balance, cross-cultural understanding, and character strengthening through moderate religious values was very relevant in strengthening the psychological foundations of adolescents in this challenging era.

**Table 2. Distribution of Resilience Values**

Interval Score	Frequency	Percentage
65-69	6	6%
70-74	18	18%
75-79	29	29%
80-84	31	31%
≥85	16	16%

Source: Researcher's Processed Data, 2025

This table 2 presented the distribution of adolescent resilience scores based on the results of measurements in the study. Most of the respondents were in the high category, with a resilience score in the interval of 80-84 of 31 students (31%), followed by 29 students (29%) in the interval of 75-79. This showed that more than half of the students had a strong enough level of resilience, reflecting good ability to manage stress, maintain emotional stability, and bounced back from difficult situations. A total of 16 students (16%) were recorded to have a resilience score at intervals of  $\geq 85$ , which was included in the very high category, showing a very resilient and adaptive character. On the other hand, 18 students (18%) were in the 70-74 range, which fell into the medium category, and only 6 students (6%) are in the 65-69 range, which can be categorized as quite low. This distribution showed that the majority of students were in the medium to high category, reinforcing the finding that in general the adolescents in this study had good resilience skills. These results supported the importance of the role of learning that strengthens students' mental and emotional resilience, such as religious moderation-based AIK learning that has been shown to significantly affect their resilience levels.

### **Validity and Reliability Test**

Before conducting further analysis, the initial stage in this study was to test the validity and reliability of the instruments used to measure two main variables, namely Al-Islam and Muhammadiyah (AIK) learning based on religious moderation and adolescent resilience. The validity test was carried out using the Pearson Product Moment correlation technique, by comparing the r-count value to the r-table at a significance level of 5% ( $\alpha = 0.05$ ) with the number of 100 respondents, resulting in an r-table of 0.197. The test results showed that

all statement items on both instruments had a value of r-count greater than the r-table. This indicated that all statement items in the questionnaire are declared valid and suitable for use as a measuring tool in this study. The following table summarizes the results of the validity test:

**Table 3. Instrument Validity Test Results**

No.	Variable	Number of Items	Range r-count	r-table	Information
1	AIK Based on Religious Moderation	15	0,422 – 0,789	0,197	Valid
2	Adolescent Resilience	15	0,398 – 0,756	0,197	Valid

Source: Researcher's Processed Data, 2025

This table presented the results of the validity test of the research instruments used to measure two main variables, namely AIK learning based on religious moderation and adolescent resilience. Each variable consists of 15 statement items that have been tested using Pearson Product Moment correlation analysis. For the AIK variable based on religious moderation, the r-calculated value ranged from 0.422 to 0.789, while for the adolescent resilience variable, the r-calculated value was in the range of 0.398 to 0.756. The r-table value used as the minimum limit of validity is 0.197 (assuming the number of respondents according to the provisions). Since all items in both variables had r-calculated values greater than r-tables, all items are declared valid.

Thus, all statements in the instrument were declared to be able to measure the construct in question validly, both in the context of moderation values in AIK learning and aspects of resilience in adolescents. This strong validity ensured that the data obtained from the questionnaire truly reflects the psychological condition and perception of the students towards the variables being studied, so that the results of the analysis can be relied upon in answering the formulation of the research problem. Furthermore, to determine the internal consistency of the instrument, a reliability test was carried out using Cronbach's Alpha technique. The AIK instrument based on religious moderation produced a Cronbach's Alpha value of 0.875, while the adolescent resilience instrument showed a value of 0.841. Both values were above the minimum reliability threshold of 0.70, so it can be concluded that both instruments are reliable and consistent in measuring the construction in question. The results of the reliability test were presented in the following table:

**Table 4. Instrument Reliability Test Results**

No	Variable	Cronbach's Alpha	Criterion	Information
1	AIK Based on Religious Moderation	0,875	> 0.70	Reliable
2	Adolescent Resilience	0,841	> 0.70	Reliable

Source: Researcher's Processed Data, 2025

This table presented the results of reliability tests for two main variables in the study, namely AIK learning based on religious moderation and adolescent resilience. The reliability test was conducted using Cronbach's Alpha coefficient, which serves to measure the internal consistency of statement items in a questionnaire. The test results showed that for the AIK variable based on

religious moderation, the Cronbach's Alpha value was 0.875, while for the adolescent resilience variable, a value of 0.841 was obtained. Both were above the 0.70 threshold, which was the minimum standard for stating that an instrument has good reliability(Muslih et al., 2024).

Thus, it can be concluded that both instruments are reliable, meaning that each statement item in the questionnaire provides consistent and reliable results in measuring the aspect in question. This high reliability also indicated that the data generated from the questionnaire is stable and can be used accurately in further analysis, both for testing relationships between variables and for drawing research conclusions. Based on the results of these tests, it can be ensured that all instruments in this study meet the requirements for good validity and reliability. Therefore, data collected using such instruments can be considered valid and reliable for further analysis.

### **Classic Assumption Test**

The results of simple linear regression analysis showed the regression equation as follows:

$$Y = 25.437 + 0.671X$$

With the following explanation:

Y was a dependent variable, namely adolescent resilience;

X was an independent variable, namely AIK learning based on religious moderation;

25.437 was a constant, which showed that if there was no influence of AIK learning based on religious moderation ( $X = 0$ ), then the resilience value of adolescents is at 25.437;

0.671 was the regression coefficient, which showed that every one unit increased in the AIK learning variable based on religious moderation will increase adolescent resilience by 0.671 units.

This positive regression coefficient showed a one-way relationship between the two variables, meaning that the higher the level of application of moderation in AIK learning such as instilling the values of tolerance, justice, and balance in religious understanding, the higher the level of resilience of adolescents. This indicated that a moderate approach in religious education is able to strengthen the psychological, emotional, and social resilience of adolescents in facing various life challenges. In other words, AIK learning that integrated the principles of moderation not only played a role in strengthening inclusive religious identity, but also had a positive impact on the formation of adolescent characters that were resilient, adaptive, and oriented towards universal virtue values (Muhaemin, Rusdiansyah, Pabbajah, & Hasb, 2023). Therefore, these results supported the importance of developing curriculum and learning methods that prioritized the principle of moderation as an integral part of character education at the adolescent level.

### **Significance Test (t-test)**

The results of the significance test (t-test) showed that there was a statistically significant influence between the learning variables of AIK based on religious moderation on adolescent resilience. This was shown by a calculated t-value of 7.936 with a significance value (p-value) of 0.000, which was much smaller than the significant limit of 0.05. Thus, the null ( $H_0$ ) hypothesis stating that there was no influence is rejected, and the alternative hypothesis ( $H_1$ ) is accepted. This meant that AIK learning based on religious moderation did contribute significantly to increasing adolescent resilience. A high t-value reflects the strength of the relationship between independent and dependent variables, which in this context suggested that AIK's teaching approach that emphasizes moderation values such as tolerance, inclusiveness, rejection of radicalism, and fairness in thinking plays a major role in shaping adolescent characters who are resilient, adaptive, and unwavering in the face of challenges (Yasin et al., 2023). These results reinforced the importance of an educational approach that was not only cognition-oriented, but also on the formation of students' attitudes and mental resilience. Here was a summary of the results of the t-test in the form of a table:

Table 5. Test Results t

Variable	t count	Significance (p)	Information
AIK Learning based on Religious Moderation	7,936	0,000	Significant ( $p < 0.05$ )

Source: Researcher's Processed Data, 2025

The table above confirmed that the calculated t-value obtained was far above the critical value of t at the 95% confidence level, which further strengthens the conclusion that AIK learning based on religious moderation significantly affects adolescent resilience. These findings were an important basis for the development of education policies, especially in strengthening the AIK curriculum which was able to support the formation of strong character and integrity in the younger generation.

### Coefficient of Determination ( $R^2$ )

The value of the determination coefficient ( $R^2$ ) of 0.391 showed that 39.1% of the variation in adolescent resilience can be explained by the learning variables of AIK based on religious moderation. This indicated that learning approaches that prioritized moderation values, such as tolerance, fairness, and balance, had a significant contribution to the formation of adolescent psychological and social resilience. Resilience included the ability of adolescents to face pressure, adapted to change, and remained steadfast in positive values in challenging situations.

However, there were still 60.9% other variations that cannot be explained by this model, indicating the presence of other external factors that also affect the level of resilience of adolescents. These factors could include family environment, social interactions, media, life experiences, as well as emotional support from parents and teachers. Therefore, although religious moderation-based AIK learning played an important role. These results also emphasized the

importance of a more holistic and interdisciplinary approach in improving adolescent resilience as a whole. Further research was recommended to explore other potential variables to strengthen predictive models of adolescent resilience (Ma'arif et al., 2024).

## Discussion

Based on the results of data analysis, it was found that Al-Islam and Muhammadiyah (AIK) learning based on religious moderation had a positive and significant influence on adolescent resilience. This can be seen from a simple linear regression value which showed a positive coefficient of 0.671 with a significance of 0.000 ( $p < 0.05$ ), and an  $R^2$  value of 0.391 which meant that 39.1% of changes in the level of student resilience can be explained by the AIK learning variable based on religious moderation. The rest, at 60.9%, was influenced by other factors outside of this study, such as family conditions, friendships, the role of BK teachers, and students' personal experiences.

The high average score of the moderation-based AIK learning variable (mean = 82.4) showed that the students benefit from a learning approach that did not only focus on ritual and doctrinal aspects, but also instilled inclusive, tolerant, and balanced Islamic values. This was in line with the principle of religious moderation echoed by Muhammadiyah, namely Islam wasathiyah which emphasized the spirit of dialogue, justice, and rejection of radicalism. When students became accustomed to a non-extreme approach to Islamic teachings, they tended to be more open, more prepared to deal with differences, and had better emotional control, all of which were part of the resilient character of adolescents.

Meanwhile, the average score of adolescent resilience (mean = 80.6) showed that the majority of Muhammadiyah high school students who became respondents had a fairly high psychological resilience in dealing with academic pressure, social conflicts, and the dynamics of adolescent life. AIK learning that inserted moderation values seems to be one of the main supporting factors for the formation of resilience. Values such as balance between this world and the hereafter, the importance of patience and gratitude, and the teachings to stay away from violence and hatred, help students develop healthy coping strategies in the face of various challenges.

These findings were reinforced by previous research results showing that moderate religious education can form positive character in adolescents, including mental resilience, empathy, and social openness. Research by Farhan et al. (2024); Hasan & Juhannis (2024); Muhaemin, Rusdiansyah, Pabbajah, & Hasbi (2023), for example, states that AIK learning that emphasized the principle of *rahmatan lil alamin* (the concept of Islamic teachings which meant "mercy for the universe") was able to encourage the formation of resilience through spiritual and social values. Thus, this research made an important contribution in strengthening the argument that religious moderation was not only an agenda of the ummah, but also had real psychosocial implications, especially in building a resilient and adaptive young generation.

From a practical point of view, these results showed that the strengthening of AIK materials that were oriented towards moderation needs to be continuously developed in the educational environment of Muhammadiyah. AIK teachers were not only teachers of religious texts, but also agents of moderation who transform inclusive Islamic values into students' daily lives. The implementation of AIK learning based on moderation that was conceptually and methodologically integrated can be an effective strategy in character education, especially in equipping students with resilience and resilience to face the challenges of the times (Trisnowali et al., 2022). The limitations of this research could perhaps be developed in terms of how good and efficient this AIK is for other Islamic educational institutions.

## CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that Al-Islam and Kemuhammadiyahan (AIK) learning based on religious moderation had a positive and significant influence on the resilience of adolescents in the Muhammadiyah High School environment. The results of the analysis showed that AIK learning, which emphasized moderation values such as tolerance, balance, and rejection of extreme attitudes, was in the high category with an average score of 82.4. Meanwhile, the resilience level of adolescents was also relatively high, with an average score of 80.6, which reflects that students had the ability to adapt, manage emotions, and deal with pressure well. Simple linear regression analysis showed that AIK learning based on religious moderation contributed 39.1% to the formation of student resilience, with a significance value of 0.000 and a positive regression coefficient of 0.671.

Beyond these descriptive findings, the scientific contribution of this research lied in strengthening the evidence that AIK learning, when systematically infused with the principles of religious moderation, not only enhances religious understanding but also played a measurable role in shaping psychological and social resilience among adolescents. This contribution was significant for the development of Islamic education because it demonstrated that AIK was not limited to doctrinal or cognitive knowledge but also functions as a transformative curriculum capable of fostering adaptive character and socio-emotional skills. The limitations of this research could perhaps be developed in terms of how good and efficient this AIK is for other Islamic educational institutions.

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