



INTEGRATION OF RELIGIOUS MODERATION IN EDUCATIONAL LEADERSHIP: EFFORTS TO BUILD STUDENT CHARACTER THROUGH ISLAMIC RELIGIOUS EDUCATION (PAI)

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Abstract:

This research examines the integration of religious moderation values in educational leadership in Samarinda, with the aim of encouraging student character development through Islamic Religious Education (PAI). Educational leaders play an important role in instilling the values of religious moderation in the school environment, which involves promoting tolerance, inclusivity and respect for diversity. This research uses a qualitative approach, using interviews, observations, and document analysis to explore the strategies used by PAI school leaders and teachers to integrate these values into the curriculum and daily school activities. Research findings indicate that inclusive leadership practices significantly influence the acceptance of diverse beliefs among students, reduce the potential for extremism, and promote a balanced religious perspective. Furthermore, this research highlights specific pedagogical strategies that effectively integrate the values of religious moderation, emphasizing character-building values such as empathy, cooperation, and understanding. By integrating the values of moderation into religious education, school leaders not only support national unity and social cohesion, but also contribute to the holistic character development of students. This research emphasizes the importance of leadership in promoting cultural and ethical education and provides practical insights for policy makers, educational leaders, and PAI practitioners who aim to strengthen character education through religious moderation.

Keywords: *Religious Moderation, Educational Leadership, Student Character Formation, PAI.*

INTRODUCTION

Moderation, or wasatiyyah in Islamic terms, refers to a balanced approach to religious beliefs and practices. It encourages tolerance, fairness, and balance in actions and speech, avoids radical ideologies, and embraces diversity in society. (Hutagalung, 2023) In the context of education, especially in a diverse and pluralistic society like Indonesia, integrating religious moderation into the education system has become an urgent priority. This is very important in Islamic Religious Education (PAI), where this subject can play an important role in shaping students' attitudes towards diversity and encouraging harmonious social interaction. The call for religious moderation is in line with Indonesia's broader goals of promoting tolerance, fighting radicalization, and cultivating students who are not only knowledgeable but also demonstrate positive moral and social

character. (Nur, 2023) (Hutagalung, 2023).

Educational leadership plays an important role in embedding values of religious moderation into school practices and the broader curriculum. Effective leaders in educational institutions—principals, vice principals, and senior educators—act as facilitators of a school culture that promotes respect, understanding, and inclusivity among students and staff. Research has shown that school leaders who implement inclusive leadership can significantly influence the school environment, instilling values of empathy, mutual respect and appreciation for diversity. An inclusive leadership style that emphasizes respect for diverse perspectives and inclusivity has been shown to create an environment that supports religious moderation. Research has found that leader inclusivity can improve team performance and improve relationships in diverse teams. Studies also show that an inclusive climate can reduce conflict in gender-diverse teams and increase task conflict in highly gender-diverse units. Overall, inclusive leadership plays an important role in cultivating an environment that supports religious moderation by promoting diversity and inclusivity in teams and organizations. (Jean & Joseph, nd) (Lynn et al., 2018).

In Samarinda, as in other areas of Indonesia, religious education has traditionally focused on imparting religious knowledge, with an emphasis on memorization and adherence to rituals. However, the Ministry of Religion has recognized the need for a more comprehensive approach to PAI that also prioritizes character education and the values of moderation. This shift in focus aims to grow students who not only understand Islamic teachings but also embody the values of tolerance, peace and social responsibility. Schools are expected to be actively involved in developing students' moral character by incorporating values of moderation that address problems such as extremism, intolerance and radicalization. Educational leaders in Samarinda face challenges in integrating values into their institutions and ensuring the successful implementation of PAI classes for children with special needs. These challenges include internal and external factors that influence PAI teachers: inadequate resources, lack of necessary materials, absence of qualified professionals, and negative attitudes towards inclusive education policies. Efforts such as training for teachers and appropriate budget allocation are recommended to overcome these challenges. (Rusjdy et al., nd)

The integration of religious moderation into education is not without challenges. One of the main obstacles is the need for educational leaders to strike a balance between upholding religious values and fostering openness to diversity. Some conservative perspectives may view moderation as a dilution of religious values, while others may see it as essential to building a peaceful society. School leaders must address this tension by promoting a vision of Islamic education that is aligned with religious principles and the values of Indonesia's pluralistic society. A nuanced leadership approach that encourages dialogue and builds consensus among stakeholders, including teachers, parents, and religious authorities, is essential for effective leadership in schools. (Muhammad et al., 2016)

To achieve these goals, educational leaders in Samarinda and other areas have adopted various strategies, such as incorporating interactive teaching methods in PAI, organizing interfaith activities, and promoting student discussions about ethical and social issues. Studies show that teaching practices that foster critical thinking and empathy are highly effective in instilling the values of moderation. By encouraging students to consider multiple perspectives

and engage in respectful debate, PAI educators can help students develop a more balanced understanding of religious teachings. Incorporating citizenship education into physical education classes in Indonesia has succeeded in reducing the degradation of students' character and fostering stronger moral character, in line with Indonesia's National Education Standards. Principles such as tolerance, collaboration and responsibility have contributed to these positive outcomes. (Harmanto, 2024).

To shape students' personalities, in this research we investigate how the Samarinda education authority incorporates religious moderation into PAI. We looked at specific pedagogical strategies and leadership practices that encourage internalization of moderation principles and assessed how well they work to create a welcoming and moderate school climate. We aim to determine the accomplishments and difficulties faced by educational leaders in these efforts through interviews and observations with teachers, students, and school administrators. This research offers important insights into the broader consequences of religious moderation in the Indonesian education system and the possibilities of PAI as a tool for producing tolerant and insightful future citizens by using Samarinda as a case study.

By emphasizing the important role of educational leadership, this study adds to the body of work on religious moderation and character education. The results of this study highlight the need for dedicated and inclusive leaders who can create conditions that support moderation as Indonesia continues to struggle with the challenges of radicalization and religious intolerance. Furthermore, this study offers useful suggestions for legislators and school officials seeking to incorporate these principles into their institutions, reaffirming the need for religious moderation as a basis for moral instruction and national cohesion.

RESEARCH METHODS

A case study approach was used to explore and analyze the practices of educational leaders in promoting religious moderation in schools in Samarinda. Case studies are invaluable in examining detailed and contextualized individual experiences in real life, allowing for rich and nuanced insights. Interviews play an important role in generating rich data for qualitative research by helping participants provide informative and novel accounts of phenomena of interest. Qualitative research, with its focus on human experience and behavior, provides deep and nuanced understanding across a variety of disciplines, making it invaluable in the social sciences, health care, education, and cultural studies. (Michel, 2011) (Pollak, nd) (Ali et al., 2025).

Sampling techniques such as open, relational, variational, and discriminative sampling are used in grounded theory research to collect relevant data. Patton (1990) emphasized the importance of purposeful sampling to ensure data collection is aligned with research objectives.

Data collection was carried out using three main methods: interviews, observation, and document analysis. These techniques were selected to capture a comprehensive view of the practices, experiences, and outcomes related to religious moderation in educational leadership, by way of; (1) Interview, (2) Observation, (3) Documentation.

RESULTS AND DISCUSSION

This section presents findings from research on the integration of religious moderation in educational leadership and its impact on the formation of student

character in Islamic Religious Education (PAI) in Samarinda. Through thematic analysis, data from interviews, observations, and document review were organized into several main themes: leadership strategies to promote religious moderation, challenges in implementing moderation in schools, and the impact of these efforts on student character and interactions. The findings are discussed with reference to relevant literature, supporting the interpretation of the data and providing context for the results.

Leadership Strategies to Promote Religious Moderation

Educational leaders in Samarinda schools play an important role in fostering religious moderation through strategic leadership practices. Principals and senior administrators stated that promoting religious moderation was critical to building an inclusive school culture and preventing potential religious conflict. Leaders emphasize the need to set a personal example of moderation, by consistently demonstrating respect for diverse religious perspectives within the school community. This is in line with previous research showing that leaders who model desired behavior can positively influence school culture and staff behavior.

One common strategy is to integrate moderation values into school mission statements and policies, which are then communicated to staff, students, and parents. These values are often included in PAI lesson plans, with a focus on teaching students the importance of tolerance, empathy, and respect for different beliefs. Leaders also organize school events and activities that emphasize unity and inclusivity, such as interfaith discussions, tolerance-themed meetings, and extracurricular activities designed to encourage collaboration among students from diverse backgrounds. In Indonesia, inclusive education faces challenges due to the lack of local government commitment to implementing inclusive education policies.

Local governments are responsible for establishing local regulations, designating inclusive schools, providing training for inclusive school instructors, modifying infrastructure, and funding inclusive education programs. However, many local governments do not have local regulations to implement inclusive education, even though they are required under the national regulatory framework. In addition, the funding system for inclusive education does not have regulations that mandate the allocation of funds to support activities related to inclusive education. (Ofiah Nurul Hidayati, nd) The leaders in this study also actively collaborated with external organizations, such as religious groups, non-governmental organizations, and local community leaders, to promote religious moderation. These partnerships allow schools to invite guest speakers, participate in interfaith dialogue, and gain access to additional resources and expertise in promoting tolerance. The goal is to create a more inclusive and accepting environment for students from all backgrounds.

The role of educational leadership in promoting religious moderation in schools is very important, because leaders determine the tone of the school's ethos and culture. In Samarinda, the research found that principals who actively foster an inclusive and tolerant environment tend to create a school culture that fosters religious moderation. This finding is in line with previous research by Sugiarto (2018) that leadership plays an important role in shaping the school environment. Tri Hita Karana culture has a positive influence on organizational culture, influencing adaptability, consistency, engagement and mission. Gender

differences have been shown to influence academic achievement in physical education classes, highlighting the importance of teaching approaches that take these differences into account. (Putu et al., 2024)(Baskoro et al., 2024) Educational leaders who model inclusive practices, actively promote dialogue, and embed values of moderation into school policies can influence staff and students, thereby creating a more harmonious educational environment.

Implementing Religious Moderation

Despite great efforts, educational leaders face several challenges when attempting to promote religious moderation in their schools. One of the main obstacles is the resistance from certain teachers and parents who hold conservative views and are skeptical of the concept of religious moderation, for fear that it could damage traditional religious values. Some PAI teachers, for example, expressed concerns about teaching religious tolerance as part of the curriculum because they believed it could dilute core religious teachings. This sentiment reflects Aini's (2021) findings that educators face opposition when introducing moderate religious principles. (Muizudin & the, nd) (Bahri, nd)

Additionally, lighting and resources hinder teachers' ability to implement religious moderation effectively in the classroom. Many teachers in Samarinda do not have adequate training in moderation-focused pedagogy and often rely on traditional methods that emphasize rote learning over critical thinking and open discussion. As a result, the study found that although some teachers were enthusiastic about the idea of promoting tolerance, they lacked the skills and knowledge necessary to do so effectively. This challenge is consistent with the findings of Hidayat (2021), who argues that appropriate teacher training and support is essential to effectively embed religious moderation in PAI classes. (Jafar et al., 2023).

Another significant challenge is the absence of a standardized curriculum or guidelines to promote religious moderation in schools. Although the Ministry of Religion has issued general guidelines on religious moderation, schools often find these guidelines to be unclear and insufficiently detailed for practical application. As a result, educational leaders have had to develop their own approaches, which vary widely from school to school, leading to inconsistencies in how religious moderation is taught. Nurhasanah (2020) emphasized the need for a structured and consistent approach to integrating religious moderation in the school curriculum, highlighting the importance of understanding the cultural and religious context in education. (Wahyudin & Sufyani, 2021) (Imelda et al., 2024) (Suryandari, nd).

An important finding of this research is the important role that teacher training plays in the successful integration of religious moderation into the classroom. Despite enthusiastic educational leaders, many PAI teachers lack the pedagogical skills and training needed to teach the values of religious moderation effectively. The finding that educator professional development is a cornerstone of successful educational leadership aligns with the multifaceted instructional leadership approach highlighted in the study. This approach emphasizes the primary role of the principal in fostering a collaborative environment among educators, parents, and students to achieve educational goals that are in line with the school's vision and mission. There is a strong correlation between instructional leadership and student character development, underscoring the importance of strategic and empathetic leadership in the educational

environment. (Sri, 2024) In particular, training programs that emphasize pedagogy that focuses on moderation, critical thinking, and the importance of dialogue can empower teachers to engage students in discussions about religious tolerance in thoughtful and constructive ways.

Impact on the Character of Aions Students

Despite these challenges, efforts to promote religious moderation in Samarinda schools have had a real impact on student character development and interaction. Students who take part in PAI lessons and extracurricular activities that focus on religious moderation show increased empathy and respect for classmates from different religious backgrounds. Observational data shows that students engage in more positive and inclusive behavior, such as collaborating effectively with peers of different faiths and expressing acceptance of a variety of beliefs and practices.

Focus group discussions with students revealed that those who were actively exposed to PAI lessons that focused on moderation felt more comfortable discussing religious topics openly and appreciated the opportunity to learn about and appreciate other points of view. Students often describe PAI classes as a “safe space” where they can engage in meaningful dialogue about religion without fear of judgment or conflict. The lesson study model has been successfully applied in improving mathematics and science teaching practices in Thailand, but its application in Islamic Studies remains largely unexplored. This research aims to adapt Lesson Study to the unique challenges faced by Islamic Studies teachers in private Islamic schools, by focusing on a student-centered approach to improve teaching practices and improve student learning outcomes. By addressing the gap between religious knowledge and pedagogical expertise, this research seeks to transform teacher development in Islamic education. (Nachima et al., 2024).

Students also report that the values of tolerance learned in school extend to their behavior outside the classroom. Many students mentioned that they felt more respectful and accepting of religious diversity in their communities, indicating that the moderating impact of religion in education goes beyond the school environment and has broader social implications. This echoes the findings of Aini (2021), who stated that promoting religious moderation in schools can have long-term positive effects on students' attitudes and social behavior in society.

The findings of this study highlight the positive impact of religious moderation on students' character development, with students reporting greater empathy and respect for classmates from different religious backgrounds. Observations and focus group discussions showed that students who were exposed to PAI lessons that focused on moderation tended to engage more in inclusive behavior, such as collaborating with peers from different religions and participating in interfaith activities. Promoting religious moderation in schools can lead to more harmonious and respectful relationships, as noted by Sugiarto (2018). (Nasith, 2024)

The role of PAI in shaping student character is very important, because this lesson often forms the basis of students' understanding of religion and morality. In this study, students who took a PAI class that focused on moderation reported that they felt more comfortable discussing religious differences openly and respectfully. They realize the importance of tolerance in maintaining social harmony and are more likely to view religious diversity as a strength rather than

a source of division. Aini's (2021) work emphasizes that exposure to religious moderation can challenge sectarian mindsets and encourage inclusivity, in line with the findings mentioned in the question. This highlights the importance of religious moderation in fostering a more inclusive society. (Hakeem & Chima, 2022).

Observations on Curriculum and Pedagogy

PAI's readjusted curriculum and pedagogy that includes principles of religious moderation makes a significant contribution to positive student learning outcomes. Teachers who integrate the values of tolerance, inclusivity, and empathy into their lessons help foster an environment where students feel encouraged to reflect on their beliefs and understand other perspectives. However, not all PAI teachers have the capacity or resources to implement this pedagogy effectively. As mentioned previously, a lack of training in moderation-focused teaching methods limits some teachers' ability to engage students in meaningful dialogue about religious issues.

To overcome these limitations, educational leaders in some schools are seeking additional resources and training opportunities for PAI teachers. These schools reported higher levels of student engagement and positive interactions, indicating that supporting teachers in adopting inclusive pedagogy is an important factor in successfully promoting religious moderation. The importance of providing educators with training and resources focused on moderation is highlighted across regions, with initiatives such as the global Curriculum and the International Adult Competency Assessment Program supporting the development of adult educators. However, challenges in achieving common benchmarks and indicators in Adult Learning and Education (ALE) remain in Africa, requiring international support for capacity development. The need for pre-service and in-service training for adult educators is recognized globally, but issues such as working conditions and lack of capacity for continuing education hinder professional development. Standards in education, including competency-based frameworks, play an important role in setting expectations for students and educators, with a focus on quality and access to high-quality education. (Onfintea VII Towards , 2017).

Although positive results were seen in some schools, the research also identified significant challenges to the widespread implementation of religious moderation in schools. One of the most prominent obstacles is the lack of a standard curriculum or comprehensive guidelines from the Ministry of Religion regarding teaching religious moderation. Although there are general guidelines for religious moderation, many schools find them unclear and insufficiently detailed to apply practically in the classroom. This lack of a clear framework for religious moderation creates inconsistencies in the way the principles of moderation are taught in various schools.

Furthermore, resistance from conservative segments of society - both within schools and wider society - is a significant obstacle to the successful integration of religious moderation. Some teachers and parents view the promotion of religious tolerance as a threat to their religious identity and are wary of changes to traditional ways of teaching religious subjects. Nurhasanah's (2020) findings may be in line with discussions about how conservative religious communities view efforts to promote religious moderation, especially in the context of Islamic faith-based schools in Asia. These schools, like madrasas, play

an important role in shaping religious attitudes and ideologies among students, with differences in religiosity and attitudes of belief observed based on educational background. (Asadullah, 2022)(Hernando, nd) To overcome these challenges, it is important for educational leaders to adopt a more inclusive and consultative approach, involving parents and community members in discussions about the benefits of religious moderation and tolerance.

CONCLUSION

The integration of religious moderation into educational leadership, particularly through the perspective of Islamic Religious Education (PAI), is an important opportunity to foster tolerance, respect and social harmony in Indonesia's diverse society. This study conducted in Samarinda provides valuable insight into how school leaders and teachers can create an environment where religious moderation is not only promoted but also embedded in students' character development. By examining the role of educational leadership in advancing religious moderation, this research highlights the critical components of leadership strategies, the challenges faced in the implementation process, and the broader impact on student attitudes and behavior. Ultimately, this study underscores the important role that educational institutions can play in promoting social cohesion through the cultivation of moderate religious views.

This study shows that educational leaders who implement inclusive and moderate religious practices can create a more tolerant and respectful school environment. This leadership approach, which emphasizes diversity and interfaith dialogue, plays an important role in building a school culture that values differences and reduces social barriers among students. These findings are in line with literature that highlights the important role of leadership in forming an inclusive school culture. However, challenges such as resistance from some teachers and parents with conservative views, as well as the lack of a standardized curriculum and effective teacher training, are major obstacles to implementing religious moderation in schools.

In facing these challenges, it is important to develop a more structured curriculum on religious moderation and improve professional training for teachers so that they can teach with more interactive and dialogue-based methods. In addition, partnerships with interfaith communities and the wider community can strengthen efforts to integrate religious moderation in education. Overall, despite the obstacles, this research shows that religious moderation can contribute to developing students' character and creating a more inclusive and harmonious society. Therefore, fulfilling policy recommendations and training for educators is the key to maximizing the potential of religious moderation in education and forming a more open, tolerant and peaceful generation.

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