Religious Moderation as the Pillar of Islamic Education: A Cross-Disciplinary Approach for the Global Era

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Abstrak: Moderasi beragama menjadi fondasi penting dalam pendidikan Islam, khususnya dalam menghadapi tantangan era global yang ditandai oleh meningkatnya intoleransi dan konflik antarbudaya. Artikel ini mengeksplorasi konsep moderasi beragama sebagai pilar pendidikan Islam melalui pendekatan lintas disiplin, mencakup perspektif multi-, inter-, dan transdisipliner. Metode kajian literatur digunakan untuk menganalisis nilai-nilai moderasi beragama seperti tawazun, tasamuh, dan i'tidal, serta penerapannya dalam kurikulum pendidikan Islam. Hasil penelitian menunjukkan bahwa pendekatan lintas disiplin tidak hanya memperkaya pembelajaran, tetapi juga memperkuat integrasi nilai-nilai keislaman dengan kebutuhan global. Strategi penguatan moderasi beragama melalui pendidikan melibatkan pengembangan kurikulum berbasis nilai, metode pembelajaran dialogis, serta kolaborasi antar pihak terkait. Dengan pendekatan ini, pendidikan Islam diharapkan mampu mencetak generasi yang toleran, inklusif, dan berkontribusi dalam membangun harmoni global.

Abstract: Religious moderation serves as a vital foundation in Islamic education, especially in addressing the challenges of the global era marked by increasing intolerance and intercultural conflicts. This article explores the concept of religious moderation as a pillar of Islamic education through a multidisciplinary, interdisciplinary, and transdisciplinary approach. A literature review method is employed to analyze the values of religious moderation, such as balance (tawazun), tolerance (tasamuh), and justice (i'tidal), as well as their application in Islamic educational curricula. The findings reveal that a cross-disciplinary approach not only enriches learning experiences but also strengthens the integration of Islamic values with global demands. Strategies to enhance religious moderation in education include value-based curriculum development, dialogical teaching methods, and collaboration among relevant stakeholders. With this approach, Islamic education is expected to produce generations that are tolerant, inclusive, and capable of contributing to global harmony.

I. Introduction

Religious moderation has become one of the central issues in contemporary Islamic education discourse, particularly in the context of increasingly complex globalization challenges. Religious moderation, often understood as balanced, tolerant, and inclusive religious attitudes and practices, offers a response to the rising polarization, intolerance, and radicalism in various parts of the world.

Islamic education, as a principal pillar in character building, plays a strategic role in instilling the values of religious moderation(Guswenti et al., 2022). In this regard, Islamic education is tasked not only with imparting textual Islamic knowledge but also with fostering contextual understanding that bridges differences and promotes social harmony. As a pillar of Islamic education, religious moderation entails the inculcation of values such as tawazun (balance), tasamuh (tolerance), and i'tidal (justice) (Sari et al., 2023). These values are not merely supplementary but serve as the foundational principles guiding the character formation of students. Through a cross-disciplinary approach, Islamic education can position religious moderation as a strategic instrument to address global challenges, including intolerance, extremism, and intercultural conflicts.

In an increasingly complex global dynamic, religious moderation becomes a crucial answer to prevent extremism and intolerance. This concept has a theological foundation in the Qur'an and Hadith. For instance, the Qur'an describes Muslims as ummatan wasatha (a moderate nation):

$$وَكَذَٰلِكَ جَعَلْنَاكُمْ أُمَّةً وَسَطًا لِتَكُونُوا شُهَدَاءَ عَلَى ٱلنَّاسِ وَيَكُونَ ٱلرَّسُولُ عَلَيْكُمْ شَهِيدًا$$

Meaning: "And thus We have made you a just nation that you will be witnesses over the people and the Messenger will be a witness over you." (QS. Al-Baqarah [2]: 143)

This verse underscores that Islam teaches balance (moderation) in all aspects of life, including education.

Cross-disciplinary approaches in Islamic education, such as multi-, inter-, and transdisciplinary approaches, offer significant opportunities to strengthen religious moderation (Mardiah & Sabda, 2022). Multidisciplinary approaches allow for the exploration of various disciplines separately to enrich Islamic perspectives (Sholikah et al., 2022). Interdisciplinary approaches integrate different fields of knowledge to yield broader insights, while transdisciplinary approaches transcend disciplinary boundaries by involving communities and real-life contexts (Wada et al., 2021). These three approaches are highly relevant for developing Islamic education that focuses not only on knowledge transfer but also on character building and the values of religious moderation.

The rise of intolerance and radicalism reminds us of the Prophet Muhammad's warning in a hadith:

Hadith Narrated by Ahmad:

$$إِيَّاكُمْ وَالْغُلُوَّ فِي الدِّينِ، فَإِنَّمَا هَلَكَ مَنْ كَانَ قَبْلَكُمْ بِالْغُلُوِّ فِي الدِّينِ$$

Meaning: "Beware of extremism in religion, for it destroyed those who were before you." (HR. Ahmad)

This hadith emphasizes the importance of moderation as an integral part of fostering social and religious harmony.

Amid increasingly complex social dynamics, several key questions arise concerning religious moderation in education: 1) How can Islamic education establish religious moderation as a primary pillar in character formation? 2) How can cross-disciplinary approaches, particularly multi-, inter-, and transdisciplinary approaches, strengthen the implementation of religious moderation in Islamic education? 3) What are the challenges and opportunities in integrating religious moderation into Islamic educational curricula? These questions serve as a foundation for further exploration of how religious moderation can be effectively implemented in Islamic education through cross-disciplinary approaches.

This study aims to map out Islamic education strategies for instilling the values of moderation, such as tawazun (balance), tasamuh (tolerance), and i'tidal (justice) (Jamal, 2022). The principle of justice, central to moderation, is also highlighted in the following verse:

إِنَّ ٱللَّهَ يَأْمُرُكُمْ أَن تُؤَدُّواْ ٱلْأَمَٰنَٰتِ إِلَىٰٓ أَهْلِهَا وَإِذَا حَكَمْتُم بَيْنَ ٱلنَّاسِ أَن تَحْكُمُواْ بِٱلْعَدْلِ

Meaning: "Indeed, Allah commands you to render trusts to whom they are due and when you judge between people to judge with justice." (QS. An-Nisa [4]: 58)

Hence, this research seeks to elucidate and analyze: 1) The concept of religious moderation as a primary pillar of Islamic education. 2) The relevance and contribution of cross-disciplinary approaches in strengthening religious moderation education. 3) Strategies for implementing religious moderation in Islamic education through cross-disciplinary approaches.

Additionally, this study aims to offer practical recommendations for educators, policymakers, and Islamic educational institutions to develop curricula that support religious moderation.

II.   Literature Review

A. Islamic Education Theory

Islamic education holds a significant responsibility in preparing generations who not only possess deep religious knowledge but are also capable of implementing Islamic values in a harmonious and inclusive manner (Mustofa, 2020). This research contributes to several key aspects, including: 1) Theoretical Contribution: This study enriches academic discourse on religious moderation and cross-disciplinary approaches in Islamic education. 2) Practical Contribution: This study provides strategic guidelines for Islamic educational institutions to integrate religious moderation into curricula and teaching practices. 3) Social Contribution: This study supports efforts to create a more tolerant and harmonious society through education.

In the context of Indonesia, where cultural, religious, and ethnic diversity is a defining characteristic, religious moderation becomes an urgent necessity (Hasibuan et al., 2023)Islamic education can serve as an effective medium to strengthen inclusive national values without sacrificing Islamic identity (Andi Baso Malla et al., 2023). Therefore, this research holds high relevance, both nationally and globally.

Islamic education plays a crucial role in instilling religious moderation. The history of Islamic education shows that traditional institutions such as pesantren have long served as bastions of religious moderation in Indonesia (Thoyib et al., 2024). Pesantren teach the values of wasathiyyah through the study of classical Islamic texts, which include jurisprudence (fiqh), theology (tauhid), and mysticism (tasawuf). This holistic approach helps to cultivate a deep understanding of Islam, thus preventing narrow perspectives that can lead to extremism (Kawakip & Sulanam, 2023). However, the challenges of religious moderation in Islamic education have become more complex in the era of globalization. Information disseminated widely through digital media often contains intolerant narratives that influence students' religious outlooks (Mu'ti, 2023). Therefore, Islamic educational institutions need to develop new strategies to instill religious moderation that aligns with contemporary contexts. One such strategy is to update curricula to reflect values of inclusivity, tolerance, and social justice.

Studies suggest that religious moderation education can be effective if applied through interactive and dialogical approaches (Subhan, 2023). For instance, project-based learning that involves students in cross-cultural discussions has proven effective in instilling moderation values. Additionally, teacher training is a critical aspect, as teachers act as the main facilitators in imparting religious moderation values to students (Ashadi & Sefriyono, 2023).

B. Concept of Religious Moderation in Islamic Education

The concept of religious moderation in Islamic education can be understood through multi-, inter-, and transdisciplinary approaches. In the multidisciplinary approach, religious moderation is analyzed from various fields of knowledge, such as philosophy, sociology, and education (Sijamhodžić-Nadarević, 2024). For instance, Islamic philosophy provides normative foundations for the concept of moderation, while sociology helps to understand the social dynamics influencing

religious practices (Awaludin, 2024). The interdisciplinary approach integrates these fields to produce broader and deeper insights (Husni & Hayden, 2024). Meanwhile, the transdisciplinary approach involves real-life contexts, where religious moderation education is applied in society as a social laboratory (Abdul-Jabbar & Makki, 2024). Religious moderation in Islamic education can also be seen as an effort to harmonize the relationship between religion and science (Purniadi Putra et al., 2024). The history of Islamic civilization demonstrates that knowledge has always been an integral part of faith development ((Laabdi & Elbittioui, 2024). By adopting cross-disciplinary approaches, Islamic education can revive this tradition and create generations who are not only intellectually competent but also wise in their religious practices (Husni & Hayden, 2024).

Religious moderation in Islamic education also has global relevance, particularly in addressing challenges such as radicalization, Islamophobia, and interfaith conflicts (Thoyib et al., 2024). Values of moderation, such as tolerance, justice, and inclusivity, are universal principles that can serve as bridges between different religious traditions (Ebeidy & Abdellahi, 2024). Islamic education based on religious moderation can contribute to interfaith dialogue and world peace (Afwadzi et al., 2024). In the global era, Islamic education must also be capable of responding to technological challenges and digitalization (Khan, 2024). Technology can be an effective tool for disseminating values of religious moderation but may also pose challenges if not used wisely (Saada, 2023). Therefore, religious moderation education must be designed to remain relevant in digital and global contexts.

Religious moderation is often associated with efforts to create harmony among religious communities and prevent extremism in religious practices (Ebeidy & Abdellahi, 2024). In Islam, religious moderation is referred to as wasathiyyah, which denotes a middle ground or balance between two extremes (Syawaludin & Fikri, 2024). The Qur'an describes Muslims as ummatan wasatha (a just and balanced nation) in Surah Al-Baqarah [2:143]. This verse provides a normative basis that Islam teaches balance in practicing religion, avoiding the extremes of radicalism on one side and excessive liberalism on the other. In the educational context, religious moderation not only teaches tolerance but also instills universal ethical values such as justice, fraternity, and compassion. Religious moderation education aims to develop individuals capable of understanding, respecting, and appreciating differences in the plurality of society (Mibtadin et al., 2024). Thus, this concept serves as a strategy to prevent social conflicts often triggered by misunderstandings of religious teachings (Nasution et al., 2024). The foundation of religious moderation is also evident in the hadith of the Prophet Muhammad SAW, which teaches Muslims to avoid excessiveness (ghuluw) in religion. One such hadith states,

> *"Beware of extremism in religion, for it destroyed those before you"* (HR. Ahmad).

This message highlights the importance of living a religious life with principles of moderation, not only as a spiritual obligation but also as a social solution to prevent conflicts arising from fanaticism (Soebahar et al., 2023).

C. Cross-Disciplinary Approaches in Education

Cross-disciplinary approaches—encompassing multi-, inter-, and transdisciplinary strategies—integrate various disciplines to produce comprehensive solutions to complex problems. In education, these approaches offer broad perspectives for teaching religious moderation, enabling students to understand religion not only from a theological standpoint but also in relation to social, economic, and political contexts.

1) Multidisciplinary Approach

The multidisciplinary approach involves collaboration between two or more disciplines that work independently (Howell, 2022). In religious moderation education, this approach can combine religious studies with social sciences, such as sociology or anthropology (Thimm, 2025). For example, students can explore how values of religious moderation are practiced in plural societies. This approach helps students understand that religion is not merely an individual matter but also has broad social implications.

2) Interdisciplinary Approach

The interdisciplinary approach involves integration between two or more disciplines to produce deeper understanding (Karim, 2022). In the context of religious moderation, this approach can be applied by combining religious studies with environmental ethics (Rohmatulloh et al., 2023). For instance, the concept of moderation can be applied to environmental sustainability issues by teaching Islamic values of balance (mizan) and human responsibility as stewards (khalifah) of the earth (Al-Jayyousi et al., 2023). This approach not only enriches students' insights but also fosters greater social and ecological awareness.

3) Transdisciplinary Approach

The transdisciplinary approach transcends disciplinary boundaries by integrating various perspectives to create holistic solutions (Heinzmann et al., 2019). In religious moderation education, this approach can involve local communities in the learning process (Ely et al., 2020). For example, students can engage in dialogues with religious leaders or community leaders to understand how religious moderation is practiced in society. This approach not only teaches theory but also provides practical experiences that help students internalize moderation values in their daily lives.

D. Related Studies

Research on religious moderation has been conducted by various academics in the context of both Islamic education and cross-disciplinary approaches (Yasmadi et al., 2024). One study shows that religious moderation education based on wasathiyyah values can reduce intolerance among students (Qoumas et al., 2024). Another study highlights the importance of integrating religious education with character education to create a generation with an inclusive and critical perspective toward diversity (Saada, 2023). Additionally, cross-disciplinary approaches in education have been extensively explored (Afwadzi et al., 2024). For example, a study on the application of transdisciplinary approaches in education demonstrates that collaboration among academics, governments, and communities can create curricula that are more relevant to contemporary needs (Qoumas et al., 2024). This study also emphasizes the importance of cross-cultural dialogue as part of religious moderation education (Inayatillah et al., 2022).

III. Research Method

A. Research Approach

This research employs a qualitative approach with a literature review method. The qualitative approach is chosen because the primary objective is to explore, understand, and explain the concept of religious moderation as a pillar of Islamic education through multi-, inter-, and transdisciplinary approaches. Literature review enables the researcher to access various in-depth and relevant sources of knowledge related to the research theme. Additionally, this method facilitates comprehensive thematic analysis to integrate diverse perspectives from multiple disciplines. This approach provides flexibility to connect conceptual data from Islamic educational philosophy, Western philosophy, global education studies, and transdisciplinary theories. The results of this analysis are not only descriptive but also normative and prescriptive, offering concrete recommendations on how cross-disciplinary approaches can be applied in religious moderation education. The data sources for this research consist of:

1) Primary Literature

a) Islamic Texts: The Qur'an, Hadith, and works of classical and contemporary scholars relevant to Islamic education and religious moderation.

b) Islamic Educational Philosophy: Books and articles outlining the core values of moderation in Islam, including works by Al-Ghazali, Ibn Khaldun, and Fazlur Rahman.

c) Western Philosophy and Modern Education: Texts from Western philosophers like John Dewey, Paulo Freire, and Jürgen Habermas that discuss critical and dialogical educational theories.

2) Secondary Literature

a) Academic Articles and Books: Studies related to religious moderation education, cross-disciplinary approaches, and educational philosophy.

b) Policy Documents: Guidelines and policies on inclusive and moderation-oriented education issued by educational ministries or international organizations like UNESCO.

c) Research Reports: Empirical findings discussing the relationship between religious moderation and Islamic education.

These sources are selected for their relevance and contribution to the research theme. Selection is conducted meticulously to ensure the quality and validity of the data.

B. Data Collection Procedures

The data collection process involves several stages:

The first step is to identify literature relevant to the themes of religious moderation, Islamic education, and cross-disciplinary approaches. This involves searches in academic databases like Google Scholar, PubMed, JSTOR, and ProQuest, as well as university digital libraries. After collecting the literature, the researcher categorizes the data based on major themes: religious moderation, Islamic educational philosophy, Western philosophy, and cross-disciplinary approaches. The literature is organized using reference management software like Mendeley to facilitate citation and analysis.

The researcher validates the credibility of the sources by examining the authors' qualifications, the publishers, and the publication dates. Literature with excessive bias or that fails to meet academic standards is excluded from the dataset. Selected documents are analyzed in-depth to identify themes, patterns, and relationships between concepts. Thematic analysis techniques are employed to uncover the contributions of religious moderation values in Islamic education and their potential in cross-disciplinary approaches.

The data obtained from the literature are analyzed using thematic analysis. This technique helps the researcher identify patterns and relationships among the concepts of religious moderation, Islamic and Western philosophical values, and multi-, inter-, and transdisciplinary approaches. The steps in data analysis are as follows:

1) Initial Coding: Each document is manually analyzed to identify terms, phrases, and key concepts relevant to the research theme. This coding process is conducted using software like NVivo to ensure consistency.

2) Identification of Major Themes : The initial coding results are used to identify major themes. These themes include religious moderation as a core value of Islamic education, the integration of Western philosophical values into education, and the relevance of cross-disciplinary approaches in global education.

3) Theoretical Framework Development : The identified themes are used to build a theoretical framework that connects the concept of religious moderation with multi-, inter-, and transdisciplinary approaches in Islamic education.

4) Validation of Findings: The findings from thematic analysis are validated by comparing them with other literature to ensure consistency and accuracy of interpretation.

IV. Discussion

A. Religious Moderation as a Pillar of Islamic Education

Religious moderation is an essence of Islam, as emphasized in the Qur'an. The values of justice and tolerance lie at the heart of this concept:

يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُواْ كُونُواْ قَوَّٰمِينَ لِلَّهِ شُهَدَآءَ بِٱلْقِسْطِۖ وَلَا يَجْرِمَنَّكُمْ شَنَـَٔانُ قَوْمٍ عَلَىٰٓ أَلَّا تَعْدِلُواْۚ ٱعْدِلُواْ هُوَ

أَقْرَبُ لِلتَّقْوَىٰۖ

Meaning: "O you who have believed, be persistently standing firm for Allah, witnesses in justice, and do
not let the hatred of a people prevent you from being just. Be just; that is nearer to righteousness."
Surah Al-Maidah (5:8)

وَٱبْتَغِ فِيمَآ ءَاتَىٰكَ ٱللَّهُ ٱلدَّارَ ٱلْءَاخِرَةَ وَلَا تَنسَ نَصِيبَكَ مِنَ ٱلدُّنْيَاۖ وَأَحْسِن كَمَآ أَحْسَنَ ٱللَّهُ إِلَيْكَ وَلَا تَبْغِ

ٱلْفَسَادَ فِي ٱلْأَرْضِۖ إِنَّ ٱللَّهَ لَا يُحِبُّ ٱلْمُفْسِدِينَ

Meaning: "But seek, through that which Allah has given you, the home of the Hereafter; and [yet], do not
forget your share of the world. And do good as Allah has done good to you. And desire not
corruption in the land. Indeed, Allah does not like corrupters." Surah Al-Qasas (28:77)

These verses teach a balance between the needs of the hereafter and worldly life, which is
relevant to Islamic education. Tolerance in diversity is also emphasized by the Prophet Muhammad
SAW:

خَيْرُ ٱلْأُمُورِ أَوْسَطُهَا

Meaning: "The best of matters is that which is moderate." (HR. Tirmidhi)

These verses and hadith highlight that religious moderation is a universal value that forms the
foundation of Islamic education, equipping it to address global challenges such as radicalism and
intolerance. Religious moderation, often defined as a balanced, tolerant, and inclusive approach to
religion, plays a crucial role in Islamic education. In this context, religious moderation is not just a
value to be taught but also a foundational pillar shaping educational objectives and approaches. As
a concept, religious moderation finds its roots in Islamic teachings, especially in the principle of
wasathiyyah (balance) as taught in the Qur'an and Hadith. This principal positions Islam as a non-
extreme religion and emphasizes the importance of justice and tolerance.

B. Values of Religious Moderation in Islamic Education

The values of religious moderation encompass three main pillars: tawazun (balance), tasamuh
(tolerance), and i'tidal (justice). These three values are interconnected and form the philosophical
foundation of moderate Islamic education.

In education, tawazun teaches students to understand the importance of balancing spiritual and
material needs. This guides students to not only focus on worldly aspects but also to prioritize
spiritual aspects in their lives. Tasamuh is a foundation for building interfaith and intercultural
dialogue. In education, this value can be applied through teachings that encourage understanding
of diversity and respect for differences. This is particularly important in the interconnected global
world, where students must coexist with individuals from different backgrounds. I'tidal instills the
importance of fairness in all aspects of life. In Islamic education, this value is reflected in decision-
making processes, interactions between students and teachers, and assessments of student
achievements. By applying this value, Islamic education focuses not only on academic success but
also on fostering fair and responsible character.

C. Global Relevance of Religious Moderation

In the global era, religious moderation has even greater relevance. The world today faces
challenges such as increasing intolerance, radicalism, and interfaith conflicts. Islamic education,
through religious moderation, can serve as an effective tool to address these challenges. Religious
moderation not only provides students with an understanding of the importance of living

harmoniously in diversity but also equips them with the skills to contribute to building a peaceful and inclusive society. For example, in the context of globalization, students are expected to understand global issues such as climate change, social inequality, and human rights. The values of religious moderation can provide an ethical framework for understanding and contributing to these issues. For instance, the concept of tawazun can educate students about the importance of maintaining balance between exploiting natural resources and environmental conservation.

D. Islamic Education as a Medium for Religious Moderation

Islamic education plays a strategic role in internalizing the values of religious moderation. Through education, these values can be systematically and continuously instilled in younger generations. This process can be achieved through various means, including integrating the values of moderation into curricula and developing dialogical and inclusive teaching methods. An effective approach is value-based education. In this approach, values of religious moderation such as tolerance, justice, and balance are taught not only as theories but also as part of daily practice. Teachers can employ various methods, such as group discussions, simulations, and collaborative projects, to teach these values to students.

Additionally, Islamic educational institutions can serve as models of religious moderation. By creating inclusive learning environments that respect diversity, educational institutions can demonstrate to students how religious moderation is applied in real life. This includes developing fair policies, providing space for students to express their views, and encouraging constructive dialogue among students from different backgrounds.

E. Challenges in Implementing Religious Moderation

While religious moderation holds significant potential for strengthening Islamic education, its implementation does not come without challenges. One major challenge is the misconception that religious moderation compromises fundamental religious principles. This view often arises from groups that adopt extreme approaches to religion, perceiving moderation as a form of weakness.

Another challenge is the lack of deep understanding of the concept of religious moderation among educators. Many teachers still consider religious moderation an abstract concept that is difficult to apply in practice. Therefore, training and capacity building for educators are essential to help them understand and integrate religious moderation into their teaching. Additionally, social and political environments can also influence the implementation of religious moderation in education. In some cases, political and social polarization may create barriers to promoting religious moderation. Thus, religious moderation education must be supported by policies that encourage inclusivity and dialogue.

F. Islamic Education in a Cross-Disciplinary Perspective

Cross-disciplinary approaches, encompassing multi-, inter-, and transdisciplinary strategies, provide a new paradigm for the development of Islamic education that is relevant to global challenges. These approaches not only enable Islamic education to connect with various other disciplines but also enrich the understanding of religious moderation in broader contexts. Within this framework, the values of religious moderation are not only taught as moral principles but also as an integral part of cross-disciplinary thinking.

1) Multidisciplinary Approach: Providing Diverse Perspectives

The multidisciplinary approach in Islamic education allows the combination of various disciplines without eliminating the uniqueness of each. In the context of religious moderation, this approach can be used to integrate religious studies with social, political, and cultural sciences. For example, students can learn about religious moderation through historical analyses, such as peaceful coexistence between Muslims and non-Muslims in Islamic civilization, explained from historical, political, and theological perspectives. By utilizing the multidisciplinary approach, Islamic education can provide students with a broader understanding of religious moderation. For instance, studies on religious pluralism can be taught by involving perspectives from anthropology,

sociology, and political science. This enables students to understand pluralism not only from a religious perspective but also within social and political contexts.

2) *Interdisciplinary Approach: Building Connections Between Disciplines*

The interdisciplinary approach goes deeper than the multidisciplinary approach by involving interaction and integration between disciplines. In Islamic education, this approach can be used to combine religious moderation values with principles of modern science. For instance, the concept of tawazun (balance) in religious moderation can be integrated with principles of environmental sustainability from ecology. Students learn how Islamic values on maintaining balance can be applied in efforts to preserve the environment. The interdisciplinary approach can also be used to explore the relationship between Islamic education and human rights. By integrating principles of justice and tolerance from religious moderation with human rights concepts, students can understand how Islam supports social justice and respect for human dignity. This provides them with an ethical foundation to contribute to global issues such as poverty alleviation and minority rights protection.

3) *Transdisciplinary Approach: A Holistic Approach Beyond Disciplinary Boundaries*

The transdisciplinary approach transcends disciplinary boundaries by integrating various perspectives to create a holistic understanding. In Islamic education, this approach can be used to teach religious moderation as a paradigm guiding students to think and act inclusively. Transdisciplinary approaches not only involve scientific knowledge but also integrate practical experiences, policies, and community needs. For example, religious moderation can be taught through community-based projects involving students in interfaith dialogues. In these projects, students collaborate with communities from different religious backgrounds to address shared problems, such as improving access to education or enhancing the local environment. This process not only enriches students' understanding of religious moderation but also provides them with practical skills to contribute to societal development.

G. *Benefits of Cross-Disciplinary Approaches in Islamic Education*

Cross-disciplinary approaches offer numerous benefits for Islamic education, particularly in internalizing the values of religious moderation. First, these approaches enable students to understand religious moderation in broader contexts—not merely as a religious concept but as a universal principle relevant to various aspects of life. Second, these approaches help students develop critical and reflective thinking skills, which are essential for addressing global challenges. Third, cross-disciplinary approaches promote participatory and collaborative learning. By engaging students in cross-disciplinary discussions, they are encouraged to explore various perspectives, appreciate differences, and find innovative solutions to complex problems. Fourth, these approaches provide students with learning experiences relevant to real-world challenges, better preparing them for life beyond academia.

H. *Challenges of Cross-Disciplinary Approaches*

Although cross-disciplinary approaches have many benefits, their implementation in Islamic education is not without challenges. One primary challenge is the lack of resources, including a shortage of educators skilled in cross-disciplinary methods. Many teachers still rely on monodisciplinary approaches and are unfamiliar with integrating multiple disciplines into their teaching. Another challenge is resistance to change. In some cases, Islamic educational institutions may face difficulties adopting cross-disciplinary approaches due to traditional perspectives that prioritize conservative methods. Thus, support from governments, educational institutions, and communities is necessary to encourage the adoption of cross-disciplinary approaches in Islamic education. Additionally, the scarcity of relevant teaching materials poses an obstacle. To overcome this, collaborative efforts among educators, academics, and policymakers are needed to develop curricula and teaching materials that support cross-disciplinary approaches. This includes providing training for educators to understand and apply cross-disciplinary teaching methods.

I. *Strengthening Religious Moderation through Education*

Building religious moderation as a pillar of Islamic education requires a holistic and well-planned strategy. This strategy encompasses various aspects, including curriculum development, teaching methods, the role of educators, community involvement, and the use of technology. With the right strategies, the values of religious moderation can be internalized into the Islamic education system, fostering a generation that not only understands moderation as a concept but also applies it in daily life.

A critical step is designing a curriculum that explicitly integrates the values of religious moderation. This curriculum should encompass not only religious knowledge but also social skills, cultural understanding, and critical thinking abilities. The curriculum could include topics such as: 1) The History of Moderation in Islam: For example, how the Prophet Muhammad SAW built an inclusive society in Medina. 2) Cross-Cultural and Interfaith Studies: Providing an understanding of religious and cultural diversity and how Islam promotes harmony. 3) Global Issues: Topics like world peace, social justice, and environmental protection, contextualized with the values of religious moderation. The curriculum should also reflect cross-disciplinary approaches. For instance, lessons on religious tolerance could be combined with history, while concepts of justice could be integrated into civic education.

Teaching methods play a crucial role in strengthening religious moderation. Dialogical methods, where students are invited to discuss and exchange views, can help them understand the importance of listening to other perspectives and respecting differences. Examples of applicable methods include: 1) Focused Group Discussions: Students discuss specific issues such as interfaith conflicts or the relationship between religion and science. 2) Simulations and Role-Playing: For instance, students could role-play as community leaders resolving diversity-related issues. 3) Case Studies: Analyzing real-world cases to learn how religious moderation values can be applied to resolve conflicts or build social harmony. Inclusive methods should also be implemented to ensure that all students, regardless of their backgrounds, feel valued and included. This can involve engaging students from diverse backgrounds in collaborative activities and creating a learning environment that fosters openness and tolerance.

Teachers are key actors in implementing religious moderation in schools. As educators, they are responsible not only for teaching the concepts of religious moderation but also for exemplifying them. Teachers who exhibit tolerant, inclusive, and just attitudes in their interactions with students and colleagues can inspire students to do the same. To support this role, teachers need specialized training in: 1) Understanding Religious Moderation: Teachers should comprehend the core values of moderation and their relevance to education. 2) Cross-Disciplinary Teaching Methods: Training to help teachers integrate religious moderation with other subjects. 3) Communication Skills: Teachers should be able to facilitate productive dialogues and discussions in the classroom.

Religious moderation education is not solely the responsibility of schools but also the broader community. Engaging parents, religious leaders, and local communities in education can reinforce the internalization of religious moderation values. Some strategies to involve the community include: 1) Collaborative Programs: Schools can partner with religious organizations or local communities to organize activities promoting religious moderation, such as interfaith dialogues or community service projects. 2) Community-Based Education: Students can participate in community projects aimed at fostering social harmony, such as anti-intolerance campaigns or cross-cultural events. 3) Parental Involvement: Parents can be encouraged to support religious moderation values at home through discussions and examples.

Technology can be a powerful tool to support religious moderation education, especially in the digital era. Online learning platforms, social media, and educational applications can be used to disseminate religious moderation values to a broader audience. Potential initiatives include: 1) Digital Content Development: Creating videos, podcasts, or articles explaining religious moderation concepts and their application in daily life. 2) E-Learning on Moderation: Designing online learning platforms with modules on religious moderation, involving virtual discussions and

collaborative activities. 3) Social Media Campaigns: Using social media to promote messages of religious moderation among younger generations.

Although the aforementioned strategies hold significant potential, their implementation is not without obstacles. Several challenges include: 1) In some cases, educational institutions and communities may be reluctant to adopt new approaches, particularly if they are accustomed to traditional methods. Resistance to integrating religious moderation into curricula and teaching methods may stem from misunderstandings about its objectives or perceived threats to religious orthodoxy. 2) Effective implementation of religious moderation education requires supportive policies that promote inclusivity and diversity within schools. Without clear guidelines and government backing, institutions may lack the direction needed to integrate religious moderation systematically. 3) Not all schools have equal access to technology, which can limit the use of digital tools in promoting religious moderation. Disparities in resources can create barriers for schools in underprivileged areas.

To address these challenges, collaborative efforts are necessary. Governments, educational institutions, and communities must work together to provide the necessary resources, training, and infrastructure. This includes allocating funds for curriculum development, offering professional development for educators, and ensuring technological access for all schools.

V.   Conclusion

Religious moderation serves as a fundamental pillar of Islamic education, playing a strategic role in cultivating a generation that is tolerant, inclusive, and committed to social harmony. As a core value of Islamic teachings, religious moderation reflects balance in thinking, behavior, and decision-making, making it relevant across various aspects of life, including education.

In the context of increasingly complex global challenges, education based on religious moderation cannot be confined to a single discipline. A synergy of multi-, inter-, and transdisciplinary approaches is needed to provide students with a holistic and contextual understanding. These approaches allow Islamic education to address ideological, social, and cultural challenges faced by humanity today. Through multidisciplinary approaches, religious moderation education can integrate diverse fields of knowledge to understand social and cultural phenomena comprehensively. Interdisciplinary approaches facilitate collaboration between religious, scientific, and humanities studies to generate new insights relevant to global needs. Meanwhile, transdisciplinary approaches lay the groundwork for education that involves communities, cultures, and real-world practices as integral components of the learning process.

Thus, religious moderation as a pillar of Islamic education encompasses two main dimensions: 1) Fostering Individuals: Preparing individuals capable of living harmoniously in diversity with attitudes of tolerance and empathy. 2) Building Societies: Encouraging communities to work collaboratively in addressing global challenges through inclusive and cooperative education. 3) To achieve these dimensions, educational strategies must focus on both knowledge transfer and character development, emphasizing the integration of religious moderation values.

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