

Integration of Religious Moderation in the PGMI Curriculum: A Literature Review Toward Golden Indonesia 2045

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Abstract: This study aims to analyze the integration of religious moderation values in the Madrasah Ibtidaiyah Teacher Education (PGMI) curriculum through a library research approach with an integrative literature review method. This study reviews various scientific studies published between 2015-2024, with a focus on religious moderation, basic Islamic education, and curriculum development that supports tolerance and inclusiveness. Data was collected from four main databases: Google Scholar, Scispace, DOAJ, and Scopus, with inclusion criteria of peer-reviewed articles, thematically relevant, and available in full access. The analysis was conducted thematically to identify patterns, challenges, and strategies for implementing moderation values in the PGMI curriculum. The study results show that strengthening the PGMI curriculum through the integration of the values of tolerance, justice, and respect for diversity plays a strategic role in shaping MI teachers who are moderate and have character. This finding confirms the importance of developing a curriculum based on religious moderation as a foundation towards a harmonious and highly competitive society, in line with the vision of the Golden Indonesia 2045. This research provides theoretical and practical contributions in the formulation of PGMI curriculum that is contextual and responsive to the challenges of religious diversity in Indonesia.

Keywords: Religious Moderation, PGMI Curriculum, Islamic Education, Tolerance, Integrative Review.

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A. INTRODUCTION

Religious moderation is an approach that emphasizes tolerance, balance, and respect for differences in practicing religious teachings. In the context of Islamic education, especially in Madrasah Ibtidaiyah (MI), religious moderation is an important foundation in shaping the character of inclusive and tolerant students. Suprpto (2020) explained that the integration of religious moderation values in the Islamic Religious Education (PAI) curriculum aims to build tolerance, reject violence, and encourage interfaith dialog among students. Similarly, Maharani and Rahmaniar (2023) emphasized that religious education in madrasas must be able to instill moderation values from an early age to prevent the development of extremism.

Research by Chusniyatin et al. (2023) shows that MI has a strategic role in strengthening religious moderation in the digital era. Through a contextualized learning approach, MI can instill the values of tolerance and respect for differences to students. Ixfina (2024) in her study at MI Al Fithrah Surabaya found that the practice of religious moderation is implemented through experiential learning and collaborative dialog. In addition, Qiftiyah et al. (2024) highlighted the importance of the teacher's role in conveying the values of religious moderation through thematic and project-based learning methods.

The integration of religious moderation in the PAI curriculum in MI is an important focus in an effort to form moderate student characters. Asrianti et al. (2023) emphasized that the content of religious moderation needs to be strengthened in PAI textbooks and learning materials. Riyanto (2023) also highlighted that the PAI curriculum should be designed to teach the values of tolerance and reject violence from an early age. Eliza et al. (2023) in their research at Madrasah Aliyah Masmur Pekanbaru found that the integration of religious moderation values in the PAI curriculum can form inclusive and tolerant attitudes in students.

Despite its importance, the implementation of religious moderation in the MI curriculum faces various challenges. Qiftiyah et al. (2024) noted that teachers' lack of understanding of the concept of religious moderation is a major obstacle. In addition, resistance from some parents to the values of moderation is also an obstacle. Sholihah et al. (2023) emphasized the need to strengthen curriculum management that integrates the values of religious moderation and local wisdom to overcome these challenges. Ixfina (2024) also highlighted the importance of an adequate approach in promoting diversity harmony in schools.

To overcome these challenges, various strategies can be applied in strengthening religious moderation through the MI curriculum. Suprpto (2020) recommends developing a PAI curriculum model that emphasizes tolerance and interfaith dialogue. Chusniyatin et al. (2023) suggested using positive digital media to convey moderation values to students. Ixfina (2024) emphasized the importance of teacher training and the development of effective intervention programs in maintaining harmony of diversity in the school environment.

From various studies that have been reviewed, it appears that the integration of religious moderation in the MI curriculum has great potential in shaping the tolerant and inclusive character of students. However, there are still gaps in terms of effective implementation, especially related to teacher understanding and support from parents. The novelty of this study lies in the comprehensive analysis of the integration of religious moderation in the MI curriculum with the latest literature approach, as well as the identification of effective strategies to overcome the existing challenges. The purpose of this study is to analyze the integration of religious moderation in the PGMI curriculum and formulate effective implementation strategies to support the vision of Indonesia Emas 2045.

B. METHOD

This study uses a library research approach with an integrative literature review method, which aims to deeply analyze the integration of religious moderation in the Madrasah Ibtidaiyah (PGMI) Teacher Education curriculum. This approach allows researchers to identify, evaluate, and synthesize findings from various published studies related to the theme of religious moderation, PAI curriculum, and its implementation strategy at the Islamic basic education level. In line with Torraco (2005), an integrative review not only summarizes the findings of the literature, but also develops a new understanding of the topic under review through systematic and critical integration and reinterpretation of relevant evidence.

Data sources in this study were obtained from four main scientific databases, namely Google Scholar, Scispace, Directory of Open Access Journals (DOAJ), and Scopus. The articles searched include national and international journals that discuss issues of religious

moderation, Islamic education, madrasa curriculum, and tolerance character development in the context of PGMI. Inclusion criteria were set for articles published from 2015 to 2024, written in Indonesian or English, and explicitly discussing the integration of religious moderation values in Islamic basic education. Meanwhile, the exclusion criteria included non-peer-reviewed articles, not available in full access, or not thematically relevant to the focus of the study.

The literature search process was conducted using keywords such as “religious moderation in curriculum”, “moderate Islamic education”, “PGMI curriculum integration”, and “religious tolerance in elementary Islamic education”. The initial step was to identify suitable articles using Boolean Operators (AND, OR, NOT) and year of publication filters. After that, an initial selection process was carried out based on the title and abstract, followed by a thorough screening of the full article content to ensure conformity with the research focus. The selected articles were then coded and classified according to key themes such as curriculum approach, teachers' roles, implementation barriers, and moderation value reinforcement strategies.

The data was analyzed through thematic analysis, where the researcher categorized the data into recurring themes, then comprehensively evaluated the relationships between themes. The validity of the study was maintained through the process of triangulating literature sources and selecting articles from reputable journals that have been indexed in DOAJ and Scopus. To increase reliability, the literature selection process was systematically conducted and reviewed to minimize subjective bias (Snyder, 2019). The results of this study are expected to make theoretical and practical contributions to the development of the PGMI curriculum that supports the vision of religious moderation towards Indonesia Emas 2045.

C. RESULTS AND DISCUSSION

1. Conceptualization of Religious Moderation in the Context of Islamic Basic Education

Please The concept of religious moderation in Islamic education has become a central theme that seeks to overcome the challenges of intolerance in a pluralistic society. In Indonesia, with its religious and cultural diversity, religious moderation is very important to teach the values of tolerance and interfaith understanding. This is evident in the work of Nafa et al. who state that religious moderation should be integrated in the learning design of Islamic Religious Education (PAI) to foster tolerance among students (NAFA et al., 2022). The strategy of mainstreaming religious moderation also plays a role in fortifying students from the influence of extreme ideologies that can endanger national unity (Nurhidin, 2021).

In the context of educational institutions, religious moderation should be a key material at various levels, including in madrasah and pesantren. Mo'Tasim et al. pointed out that religious moderation should be adopted as an integral part of Islamic educational guidance and counseling as it can help students understand the value of tolerance and recognition of diversity (Mo'tasim et al., 2023). In addition, teaching about religious moderation should be effectively implemented by educators, who have a crucial role in internalizing these values to students (Ikhwan et al., 2023).

Islamic religious education in Indonesia functions not only as a means of delivering information, but also as a tool to shape the character and social attitudes of students. For

example, Najmi revealed that the implementation of religious moderation education can help tackle radicalism among students and form a moderate personality (Najmi, 2023). This is also reinforced by research showing that Islamic education should prioritize the development of critical thinking and respect for plurality (Ikhwan et al., 2023). By implementing a comprehensive approach to education, learners can become agents of change who promote social harmony.

2. Strategies for Integrating Religious Moderation Values in the PGMI Curriculum

The strategy of integrating the value of religious moderation in the curriculum of Madrasah Ibtidaiyah Teacher Education (PGMI) is an important step to shape the character of a generation that respects diversity and builds harmony in society. Religious moderation serves as a guideline in the learning process that aims to produce individuals who are not only academically intelligent but also have a tolerant and inclusive attitude. In this context, several strategies need to be implemented so that moderation values are effectively integrated in the curriculum.

First, the development of the PGMI curriculum must pay attention to the planning component that involves all parties involved, including teachers, students, and the community. This is in line with research by Latif et al., which suggests the importance of designing religious moderation education at the macro and micro levels, where both aspects must be well organized and measurable (Nurhidin, 2021). This will ensure that the implementation of the concept of religious moderation is not only theoretical, but can also be applied in daily practice in the school environment.

Furthermore, strengthening the moderation paradigm in teaching is essential. Barizi et al. stated that strategies to strengthen moderation include education that emphasizes tolerance, empathy, and openness in communication between students (Mo'tasim et al., 2023). In the context of PGMI, the curriculum should be designed in such a way that understanding of religious moderation is emphasized in religious subjects, facilitating interactive and collaborative learning (Mo'tasim et al., 2023). In addition, the education curriculum should also include content relevant to local cultural values and heritage, as proposed by Rasyidi and Idrus to integrate local content into teaching (Najmi, 2023).

3. Challenges and Opportunities for Implementing Religious Moderation towards Golden Indonesia 2045

The implementation of religious moderation in Indonesia before 2045 - an era of desire known as "Golden Indonesia" - holds many deep challenges and opportunities. Religious moderation is defined as an effort to bridge differences between religions and beliefs in the context of existing diversity. The importance of strengthening religious moderation becomes clear when we consider the diversity that exists in Indonesia as a multicultural country. Judging from its academic conception, diverse moderation requires a systematic and integrated approach through education and cultural strategies (Putri & Budiman, 2022; Kamseno et al., 2022; Rumahuru, 2021).

One of the biggest challenges is rampant radicalization and the negative influence of social media that can undermine extremism. Research shows that extremism and discrimination are

significant barriers to the implementation of religious moderation (Rochman, 2023; Mustofa et al., 2023). This is exacerbated by the lack of curricula and educational guidelines governing the teaching of religious moderation in schools, demonstrated by the lack of uniform understanding among teachers who are supposed to teach these values, where varying interpretations can result in misunderstanding among students (Minanda, 2024; Ikhwan et al., 2023).

However, in the midst of these challenges, there are great opportunities that can be utilized to build a tolerant and civilized "Golden Indonesia". Multicultural education in primary schools, for example, can serve as a tool to introduce the values of religious moderation (Putri & Budiman, 2022; Hamdani et al., 2024). Research in various madrasas shows that a religious moderation-based curriculum that integrates a neuroscience approach and local wisdom-based character education can promote understanding and acceptance among children (Minanda, 2024; Ali & Firmansyah, 2023). In addition, community service activities by university students, such as real work lectures that instill tolerance values, have also shown a positive impact in raising awareness about religious moderation (Jasiah et al., 2023; Virdaus & Khaidarulloh, 2021).

D. CONCLUSIONS AND SUGGESTIONS

The integration of religious moderation in the curriculum of Madrasah Ibtidaiyah Teacher Education (PGMI) is a strategic step in preparing a generation of educators who are not only academically competent, but also have balanced social and religious sensitivity. The results of the literature review show that moderation values such as tolerance, justice, and respect for diversity are very relevant to be internalized in the PGMI curriculum in order to form the character of inclusive and tolerant MI students. Religious moderation education is not only a response to radicalism, but also an important pillar in realizing a harmonious, competitive society, and ready to face global challenges, in line with the vision of the Golden Indonesia 2045. Therefore, the strategic role of MI teachers as agents of change must be strengthened through a curriculum that is responsive to the values of diversity and strengthening character.

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