The Role of MI Teachers in Fostering Religious Moderation Attitudes in Students: A Character Education Approach in the Digital Age

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Abstract: This study aims to examine the role of Madrasah Ibtidaiyah (MI) teachers in fostering religious moderation in students through a character education approach in the digital era. Using a library research method with an integrative literature review design, this research synthesizes various relevant previous studies, both quantitative and qualitative, in order to obtain a comprehensive understanding of the phenomenon under study. Data were obtained from trusted academic databases such as Google Scholar, Scispace, DOAJ, and Scopus, with inclusion criteria including articles published in 2015-2024 and relevant to the topic. Data analysis was done thematically, and validity was maintained through source triangulation and methodological review. The results show that the role of MI teachers is crucial in shaping moderate religious awareness through holistic, integrative and contextual learning strategies. Strengthening character education values is the main foundation in instilling tolerance, inclusiveness and diversity. In the context of the digital era, MI teachers are required to be able to adapt technology wisely to maintain the effectiveness of character education. This research recommends further studies related to the development of digital learning models based on religious moderation and measuring their effectiveness in various cultural contexts.

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A. INTRODUCTION

Religious moderation refers to attitudes and behaviors that display the principles of tolerance, balance, and respect for diversity in religious practice. In Indonesia, religious moderation is an integral part of character education to form an inclusive and harmonious generation. In the context of Madrasah Ibtidaiyah (MI), teachers play a central role in instilling these values through approaches that are appropriate to the age and development of students. Character education in MI does not only focus on cognitive aspects, but also on the formation of attitudes and behaviors that reflect the values of religious moderation. According to Mubarok and Muslihah (2022), the role of Islamic Religious Education teachers is very significant in shaping religious attitudes and religious moderation in students through internal and external approaches, such as assistance in accessing scientific sources and religious dialogue programs. This is in line with the findings of Oktavia and Purwowidodo (2024), which show that the application of religious moderation attitudes at MI Manba'ul

'Ulum Buntaran is carried out through habituation of dhuha prayers, reading Surah Al-Waqi'ah, P5 learning, and personal approaches to students.

Research by Mubarok and Muslihah (2022) revealed that Islamic Religious Education teachers have a big role in shaping religious attitudes and religious moderation in students. Teachers take an internal approach through assistance in accessing scientific sources and an external approach through religious dialogue and discussion programs. As a result, students become more careful in their attitude, behavior, and religion, and appreciate pluralism more. This finding shows that the role of teachers is very important in instilling religious moderation in students. Oktavia and Purwowidodo (2024) in their research at MI Manba'ul 'Ulum Buntaran showed that the application of religious moderation was carried out through habituation of dhuha prayers, reading Surah Al-Waqi'ah, P5 learning, and personal approaches to students. This approach not only teaches religious values, but also forms moderate and tolerant student characters. This shows that the implementation of religious moderation in madrasah can be done through various activities that involve students directly.

Ramdani, Fadilah, and Umam (2023) in their research at SMKN 10 Bandung identified challenges in fostering religious moderation, such as students' understanding of the most correct beliefs and digital challenges that cause students to access religious information that is not clear. These obstacles can hinder the delivery of material on religious moderation. Therefore, there is a need for special strategies from teachers to overcome these challenges and ensure that religious moderation material can be well received by students. Ramdani, Fadilah, and Umam (2023) also found that PAI teachers at SMKN 10 Bandung implemented an ISRA-based learning model (Islam rahmatan lil'alamin) that emphasizes material reinforcement and collaborative learning model design. This strategy aims to create harmony in social interaction and maintain balance in religion. Cooperation with the second party is also carried out to instill the value of religious moderation in students. This approach shows that the teacher's strategy in fostering religious moderation needs to involve various parties and be adapted to the context of students.

Although various studies have identified the role of teachers in fostering religious moderation and its implementation in madrasahs, there is still a gap in terms of specific approaches that are appropriate to the context of MI students. Most of the research has been conducted at the secondary education level, while research at the MI level is still limited. In addition, challenges such as students' self-righteous understanding and digital challenges are still obstacles in fostering religious moderation. This study aims to examine more deeply the role of MI teachers in fostering religious moderation in students through a character education approach that is in accordance with the age development and context of MI students. Hopefully, the results of this study can contribute to the development of effective learning strategies to instill religious moderation values at the MI level.

B. METHOD

This study uses a library research approach with an integrative literature review design that aims to synthesize the results of previous research related to the role of Madrasah Ibtidaiyah (MI) teachers in fostering religious moderation in students through a character

education approach. This integrative approach allows researchers to combine various types of studies, both quantitative and qualitative, to gain a deeper and more comprehensive understanding of the phenomenon being studied (Torraco, 2005). With this method, researchers attempt to explore, compare, and interpret the results of previous studies systematically.

The data sources used in this study came from various credible national and international academic databases, namely Google Scholar, Scispace, Directory of Open Access Journals (DOAJ), and Scopus. The articles reviewed had to meet the inclusion criteria, namely: (1) published between 2015-2024, (2) directly addressing the issue of the role of MI teachers, religious moderation, or character education, (3) peer-reviewed articles, and (4) available in full-text. While the exclusion criteria include: (1) articles in the form of opinions, editorials, or abstracts without full-text, (2) articles that are not relevant to the topic focus, and (3) duplication of articles in more than one database.

The literature search process was conducted using keywords such as: "religious moderation in Islamic primary schools", 'the role of teachers in character education', 'moderate religious attitudes in Islamic primary schools', and 'character education in madrasah'. The literature selection procedure was carried out in several stages: first, the researcher identified articles based on the title and abstract; second, a full content review was conducted to ensure compliance with the inclusion criteria; and third, the articles that passed the selection were organized into a synthesis matrix for further analysis. The entire selection process was done manually and reviewed to minimize bias.

The collected data were analyzed using a thematic analysis approach, grouping the data based on the main themes that emerged from the literature review. The validity of the synthesized results was maintained through source triangulation, by comparing findings from different articles and databases, and by using the principle of transparency in reporting methods and results. To increase reliability, researchers ensured that all stages of selection and analysis were systematic, documented and replicable. Final validation was also conducted by comparing findings against similar published systematic studies (Whittemore & Knafl, 2005).

C. RESULTS AND DISCUSSION

1. Mi Teacher's Strategy In Building Students' Religious Moderation Attitude

Teachers' strategies in building religious moderation among students are essential, especially considering the challenges faced by today's young generation, such as increasing radicalization and intolerance. In this context, various studies have shown that the implementation of religious moderation needs to be done through integrated education, namely through teaching methods that build attitudes of tolerance and openness (Dewi et al., Dewi et al. (2024); Monalisa et al., Monalisa et al. (2023).

Moderation-based religious education can be done through curriculum development that emphasizes moderate values, such as tolerance, national commitment, and non-violence. A study shows that the orientation of education in the framework of religious moderation contributes significantly to increasing students' religious awareness, especially when it is associated with local and cultural contexts (Nafilah et al., Nafilah et al., 2015). (2023); Ramdani

et al., Ramdani et al. (2023). Research also suggests that for religious moderation education to be effective, teachers need to implement strategies that can respond to social and cultural dynamics and evaluation of the implemented program (Aluf et al., Aluf et al. (2024).

The role of teachers in implementing religious moderation education also involves integrating the moderation values in all aspects of classroom learning. For example, teachers can insert moderation material in religious lessons as well as other subjects, so that students not only understand the theory but also the practice of moderation in everyday life (Dewi et al., Dewi et al., 2020). (2024); Ilafi et al., Ilafi et al. (2023). In addition, teaching methods that facilitate open discussion and reflection among students are also an important part of fostering moderate attitudes (Pratama et al., Pratama (2020); Ikhwan et al., Ikhwan et al. (2023). (2023). By implementing religious moderation-based guidance and counseling, teachers can provide students with a more in-depth context of diversity issues as well as enhance students' understanding of tolerance values in teaching (Mo'Tasim et al., Mo'tasim et al. (2023); Ramdani et al., Ramdani et al. (2023). Therefore, collaboration between formal education and community programs in creating an environment that supports religious moderation is necessary to build a tolerant and moderate younger generation (Nole and Serdianus, Nole & Serdianus (2023); Hefni and Muna, Hefni & Muna (2022)). Overall, teachers' strategies in building students' religious moderation attitudes should include a holistic, integrative, and contextual approach, given the important role of not only formal education but also community involvement in instilling moderate values in this era of globalization (Trisaputra et al. (2023); Setiadi et al., Setiadi et al. (2022).

2.   Integration of Character Education Values as the Foundation of Religious Moderation

The integration of character education values as a foundation in building religious moderation is very important in the context of education in Indonesia. These values not only help students to adapt in a diverse society, but also strengthen inclusive, tolerant and ethical characters. Research shows that educational institutions, both formal and informal, play a crucial role in strengthening this character, which in turn supports the creation of religious moderation among students (Ali and Firmansyah, Ali & Firmansyah (2023); Murtadlo, Murtadlo (2021).

Religious moderation values that can be integrated in character education include tolerance, equality, and mutual respect. A study stated that character education based on these values should be aligned with a learning curriculum that empowers students to understand and accept differences in society (Purwanto et al., Purwanto et al., 2019). (2019); Sahruddin et al., Sahruddin et al. (2023). By applying a holistic approach to education, such as moderation value-based education, students can develop the ability to express opinions as well as listen to the opinions of others, which is the foundation of healthy social interaction (Nafilah et al., Nafilah et al. (2023); Bahar, Bahar et al. (2023); Bahar, Bahar (2022).

The implementation of character education values in the context of religious moderation can also be applied through various methods, such as project-based learning, which involves students in social activities oriented towards interfaith harmony. Through this method, students are introduced to real experiences about diversity and the importance of tolerance,

so that they can internalize these values in their daily lives (Murtadlo, Murtadlo (2021); Najmina, Najmina (2018).

The role of parents and the community is also very important in shaping this attitude of religious moderation. Prohibition of discriminatory behavior and support for an inclusive environment must be promoted. This is in line with research showing that the integration of character education in moderate religious education can shape students who are not only knowledgeable, but also have strong character and competitiveness in the era of globalization (Harmi, Harmi (2022); Wulandari, Wulandari (2024). Through strengthening character education as a foundation for religious moderation, educational institutions are expected to be able to produce a generation that is resilient and ready to face the challenges of diversity in society. Awareness of these values is expected to form a more positive perspective in social interactions and reduce the potential for conflict based on differences in identity (Rohimah, Rohimah (2023); Nurdin and Naqqiyah, Nurdin & Naqqiyah (2019). Thus, character education that includes the integration of religious moderation will contribute greatly to the creation of a harmonious and peaceful society.

3. Challenges and Opportunities for MI Teachers in the Era of Digitalization of Learning

In the current era of digitalization of learning, the challenges and opportunities for Madrasah Ibtidaiyah (MI) teachers are increasingly complex and varied. The COVID-19 pandemic has accelerated the adoption of technology in education, forcing teachers to adapt to new approaches to teaching, both online and offline (Hartono et al., Hartono et al., 2020). (2022). This opportunity brings significant changes in the way teachers design and conduct teaching and learning processes. One of the main challenges faced by MI teachers is the lack of adequate digital skills. Research shows that many teachers are still hesitant in utilizing technology to support effective learning (Mudiyanto and Jaelani, Mudiyanto & Jaelani (2023); Alfalah, Alfalah (2023). Therefore, developing teachers' skills in digital technology is an important step that must be taken to ensure they can create engaging and interactive learning content (Suryati et al., Suryati et al., Suryati et al. (2023).

There are opportunities for teachers to utilize digital technology to develop learning that is more flexible and more widely accessible. Online learning opens up possibilities for teachers and students to engage in new, more dynamic ways of learning (Iriananda et al., Iriananda et al. (2023); Dito and Pujiastuti, Dito & Pujiastuti (2021). For example, the utilization of applications or platforms in online learning can increase student engagement and provide access to wider learning resources (Nastiti and Abdu, Nastiti & Abdu (2020). School principals also play a key role in helping teachers face the digitalization era. Good leadership can facilitate technology training for teachers and ensure that they have the necessary resources to integrate technology in learning (Lase, Lase (2019); Bambang et al. (2023). With such support, teachers can not only improve their own skills but also build a learning atmosphere that supports the implementation of more modern and relevant educational values (Yusuf, Yusuf (2024).

Technological developments also facilitate collaboration between teachers in the community. It is now easier for teachers to share experiences and effective learning methods through social media and digital learning platforms, lowering communication barriers that

were previously possible (Hasna, Hasna (2024). This can help create a cooperative learning ecosystem where teachers support each other and grow together. In conclusion, the challenges and opportunities for MI teachers in the digitalization of learning are inseparable. With a commitment to learning and adapting, teachers have a great opportunity to not only improve the quality of learning, but also have a positive impact on students' character development in the midst of rapid change. Effective strategy implementation and wise use of technology will be key in undergoing this transformation.

D. CONCLUSIONS AND SUGGESTIONS

The role of Madrasah Ibtidaiyah (MI) teachers in fostering religious moderation in students is crucial and requires a holistic, integrative and contextual approach. Through strengthening character education values, teachers are not only facilitators of learning, but also the main actors in shaping moderate and inclusive religious awareness. This strategy is becoming increasingly relevant in facing the challenges of globalization and community diversity. In the context of the digital era, MI teachers are required to be able to adapt learning methods and technology wisely, so that the values of religious moderation can still be instilled effectively to students. With a commitment to continuous learning and innovation, MI teachers have great potential in creating an educational environment conducive to the growth of a tolerant, resilient, and diversity-minded generation.

The urgency of future research needs to be directed at developing a digital learning model based on the value of religious moderation at the MI level, as well as measuring the effectiveness of teachers' integrative strategies in fostering students' moderate character in various socio-cultural contexts. This kind of research is important to strengthen basic Islamic education policies and practices that are adaptive to the dynamics of the times.

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