



## TADBIR: Jurnal Manajemen Pendidikan Islam

P-ISSN: 2338:6673; E-ISSN 2442:8280

Vol. 12. No. 02. Agustus, 2024, Hal: 301-316

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### THE INCULCATION MODEL OF REGION MODERATION VALUES IN ISLAMIC SENIOR HIGH SCHOOL (MADRASAH ALIYAH)

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#### ABSTRAK

Tantangan dalam meningkatkan nilai-nilai moderasi beragama menjadi sangat kompleks di era sekarang ini, karena banyaknya kekerasan yang terjadi di sekolah baik secara verbal, psikis, maupun fisik. Namun Madrasah sebagai lembaga pendidikan selalu berupaya untuk meminimalisir perilaku-perilaku menyimpang yang diakibatkan oleh kurangnya toleransi, kesetaraan, keberagaman, dan lain-lain. Oleh karena itu, penelitian ini bertujuan untuk mengungkap strategi penanaman nilai-nilai moderasi beragama di sekolah menengah atas Islam swasta (madrasah aliyah swasta) di Gorontalo. Selanjutnya metode penelitian kualitatif digunakan untuk mempelajari strategi yang diterapkan oleh lima SMA Islam swasta di Gorontalo dalam menanamkan berbagai nilai moderasi. Penelitian ini menunjukkan bahwa model penanaman nilai-nilai moderasi beragama terdiri dari beberapa model yaitu model pengenalan, model pembiasaan, model keteladanan, dan penanaman nilai-nilai di lingkungan sekolah. Meskipun terdapat kesamaan dalam penanaman nilai-nilai tersebut, namun sekolah (madrasah) juga mempunyai perbedaan yang didukung oleh beberapa latar belakang seperti lingkungan, organisasi sekolah, fasilitas, sumber daya manusia, aktivitas, dan lain-lain. Oleh karena itu, penelitian ini menyimpulkan bahwa strategi yang diterapkan mengacu pada model struktural. Namun perbedaan model struktural tersebut tercermin pada perbedaan budaya atau aturan yang menunjukkan bahwa strategi penanaman nilai-nilai moderasi beragama menggunakan model struktural yang berbasis pada budaya lokal madrasah.

**Kata Kunci:** Moderasi beragama, strategi, model struktural

#### ABSTRACT

*The challenge in promoting religion moderation values is going to be very complex in this recent era, due to many violences happened in schools in the form of verbal, psychological, or physical. However, madrasah (Islamic school) as an educational institution which always struggle to minimize the deviant behaviors as the result of the lack of tolerance, equality, diversity, and the others. Therefore, this study aimed to reveal the strategy of the inculcation of religion moderation values in private Islamic senior high schools (private madrasah aliyah) in Gorontalo. Furthermore, the qualitative research method was used to study the strategies implemented by five private Islamic senior high schools in Gorontalo in inculcating*



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*various moderation values. This study aimed to show that the model of the inculcation of religion moderation values consisted of some models namely introduction model, habituation model, exemplary model, and the inculcation of the values in the school environment. Even there was a similarity in the inculcation of those values, the school (madrasah) also had the differences supported by some backgrounds such as environment, school organization, facility, human resource, activity, and the others. Therefore, this study concluded that the strategy implemented referring to the structural model. However, the differences of the structural model reflected to the different culture or rules which indicated that the strategy of the inculcation of religion moderation values used the structural model based on the local culture of the madrasah.*

**Keywords:** Religion moderation, strategy, structural model

### INTRODUCTION

Indonesia is a democratic country that leads to the difference in perspectives and needs that are frequently occurring. It also can be seen in the religious life. Umam and Ghazali (2019) stated that religion has two sides which one side becomes the root of conflicts and violences caused by the difference in perspectives. However, a country has significant role to guarantee the freedom of its citizens to do their religion practices (Abror, 2020; Casram, 2016; Handayani, 2019). In the perspective of Islam, from many popular religions, ideologies, and philosophies in the world, only Islam that will can resist towards the challenges of the age. This opinion surely has been the belief from all of them. This view is based on the reality that cannot be argued that only Islam as a religion which has universal and comprehensive characteristics (Devji, 2013; Amin, 2014).

Indonesia as the country with the majority of muslim population in the world becomes the highlight from many countries especially in the religion moderation (Susanti & Mala, 2021; Nur et al., 2023). Furthermore, moderation is the core of Islam teaching. Moderate Islam is a religion concept which is relevant in the context of religion in all aspects, whether in religion, custom, and race. The understanding regarding religion moderation should be understood contextually instead of textually. Therefore, moderation in religion in Indonesia, is not oriented to the moderated Indonesia, but from the way of understanding in practicing moderated religion because Indonesia has an abundance of cultures and local wisdoms (Fahri & Zainuri, 2019).

Islam constitutes one of religions that always provides its adherents with the understanding of life in tolerance, salvation, and love among others (Kamal, 2017). Intolerance attitudes are still common in school environments, and governments must dedicate efforts to building religious moderation attitudes in society (Muhaemin et al., 2023). The challenges faced by Islamic institution in promoting



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tolerance values and the rewards towards the variety of religion which is not only about curriculum matter, but also on the authority ability of Islamic school (*madrasah*) in managing environment and public space of *madrasah* which leads to the freedom and tradition of critical thinking (Ahnaf, 2013). The authority of *madrasah* needs to understand the materials and the patterns of radicalism spread among teenagers, especially in the scope of *madrasah* itself, so the potential of being affected by radicalism can be effectively anticipated (Haryani, 2020).

The moderation in religion appears as a solution to solve the problems, moderation in religion is the universal values such as justice, equality, grace and balance belongs to Islam rooted from the history and tradition of the prophet and his closest friends. Even further, what is meant by moderation, is then can be found in every Islamic study such as in the aspects of *aqidah*, *syaria*, *tasawuf*, *hadits interpretation* and *dakwah*. Meanwhile, the inculcation of the values should be in the corridor of education. It is related to the education as the reflection of life. Subsequently, the inculcation of religion moderation values is essential in the Islamic education process aimed to make students have a way of life (D. M. M. Nur et al., 2020).

By the presence of an abundance of literatures which review the religion moderation lately, so it is essential to introduce and inculcate the moderation values to students. It is in line with the development of the age. Therefore, the inculcation of the religion moderation values will shape the moderate and good generations. However, avoiding the religion moderation values will bring harms. The latest social phenomena are worrying violences happen in many places (family, society, and education). Besides, the violence occurred in the school can also be identified in some categories namely verbal violence for 32,6%, psychological violence for 46, 1%, and physical violence for 12,4% (Hasanah, 2022).

Therefore, the negative effects of the social or religion interaction which is not based on the religion moderation values will impact many parties. As the example, the violence done by involving children in radicalism or the other eextreme acts will make children as the victim who does not understand anything about intolerance, grow and adult in that perspective and misbehavior. This thing will make them as the person who is easily influenced by the negative understandings. Furthermore, it does not only bring negative effects to the character or the personality of the children, but also can be a treat for the unity of the nation. Therefore, the early introduction of moderation values will be the solution to avoid negative effects of social interaction or intolerance in the religion practice.

Based on the explanation above, some negative effects such as intolerance will bring serious harms to the nation. Therefore, the study related to the religion moderation values is essential to be conducted. The finding of the study can be made as a consideration in inculcating the religion moderation values in education process.



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## METHODS

This study aimed to explore the strategy of the inculcation of religion moderation values in the private Islamic senior high schools in Gorontalo. In this study, the researchers used descriptive qualitative research to describe the process of the inculcation of religion moderation values in Islamic schools in order to acknowledge the model implemented. Therefore, the data source was the students and teachers in five private Islamic senior high schools (*madrasah*) in Gorontalo namely Madrasah Aliyah Al-khairat, Madrasah Aliyah al-Huda, Madrasah Aliyah Muhammadiyah, Madrasah Aliyah al-Yusra, and Madrasah Aliyah Nurul Yaqin. Furthermore, the data collection was conducted through observation and documentation in order to obtain the data holistically related to the inculcation of religion moderation in Islamic school. Then, the data were analysed qualitatively (Miles et al., 2014). First, the data were collected. After that, they were condensed and classified. And for the last, the data were verified and concluded.

## RESULTS AND DISCUSSION

### *Results*

Inculcating religion moderation values in private Islamic senior high schools in Gorontalo should have adequate strategies to ensure that the values can be well implemented, because the cooperation from all related components is strongly needed.

Inculcating religion moderation values in an educational institution needs a process conducted simultaneously. However, in conducting the process, there are some ways to be done such as through the program of activities conducted in school, with the teaching system, understanding, implementation, moderate culture creating, and applying the religion moderation values in learning process. The researchers found some strategies used in inculcating the religion moderation values in the private Islamic senior high schools in Gorontalo such as the introduction of religion moderation values, habituation, exemplary, and the inculcating of religion moderation values, as showed in the table below.

**Table 1**

The Strategy of the Inculcation of Religion Moderation Values

Level	Information
Strategy	The inculcating of Religion Moderation Values in Private Islamic Senior High Schools in Gorontalo.
Identity	1.The learning process in the class 2.The learning process in the class is conducted by giving understanding



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The introduction of religion moderation values is the first step conducted by the school in inculcating the values. This process aimed to provide information related to the religion moderation values. This process is essential because not all students in Private Islamic senior high schools know the values. This condition soon or later will inhibit the process of the inculcation of religion moderation values that will lead to the formation of strong moderate characters of students. Therefore, the process of the introduction of religion moderation values in some private Islamic senior high schools in Gorontalo as explained by H2 (the head of *madrasah*) as follows:

“yes for the process of the introduction of religion moderation values in some private Islamic senior high schools in Gorontalo was conducted through the learning process in the class. It was realized by teachers by delivering the messages about religion moderation and then exemplifying them. Besides, it was also conducted through the religion activities such as *istigasah*, *yasin* and *tahlil*, and it also went the same with the female students.”

The result of the interview above was reinforced by the statement from J2 (Arabic teachers) in an interview as follows:

“the process of the introduction of religion moderation values through the learning process in the class was conducted through some stages. First, the understanding regarding religion moderation values was given to students. Second, the example of religion moderation values when teaching was given such as acting fairly for every student. Furthermore, relating the religion moderation values with the surrounding condition such as avoiding radicalism with religion moderation attitudes. For the last, asking students to practice moderate attitudes in school”.

Therefore, it can be understood that in the private Islamic senior high schools in Gorontalo, the process of the inculcation of religion moderation values by providing the understanding about religion moderation through the learning activity in the class or the other activities in order to make students recognize and apply the moderate attitude in their daily life was conducted.



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**Table 2**

### **The Strategy of the Inculcation of Religion Moderation Values**

Level	Information
Strategy	The Inculcation of Religion Moderation Values in Private Islamic Senior High Schools in Gorontalo
Habituation	<ol style="list-style-type: none"> <li>1.The routine programs such as <i>dhuha</i> prayer, and <i>zuhur</i> prayer together</li> <li>2.Doing <i>Istigasah</i> together every Friday morning, praying Jum'at Annual programs such as the celebration of Islamic days, grave pilgrimage, and religious tourism</li> <li>3.Incidental programs such as social service, <i>madrasah bersholaawat</i>, Santri day, and <i>manasik haji</i></li> </ol>

The efforts of the private Islamic senior high schools in Gorontalo in inculcating the religion moderation values are not only in the stage of introduction, but also in the stage of habituation of the religion moderation values. Like what has been explained previously that in the stage of the introduction of religion moderation values in private Islamic senior high schools in Gorontalo was conducted by giving the understanding through the learning activity in the class, and also through the religious speech or advices. Therefore, in the stage of the habituation of religion moderation values in the private Islamic senior high school in Gorontalo was still conducted through the habituation of daily activities that became the religion activities. Hence, it became one strategy to implement the religion moderation values in *madrasah*.

By doing habituation of religion activity in the school, it was expected to be able to grow the awareness of the importance to behave properly as appropriated to the values of religion moderation. The religion activity in the private Islamic senior high schools in Gorontalo was conducted routinely and well scheduled in the form of the daily activity, weekly activity, monthly activity, and event annual activity. It is similar like what has been stated by H3 (the head of *madrasah*) as follows:

“in the environment of the school, there are some routine programs such as *dhuha* prayer and *zuhur* prayer together. Meanwhile, the *Istigasah* activity is conducted together every Friday morning, and also *jum'at* prayer. The activities specific for female students are also conducted. Then, the monthly activities such as yasin reciting and tahlil in every Friday on the first week are also conducted. Subsequently, the annual programs such as the celebration of





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Islamic holy day, grave pilgrimage and religious tourism are also held. Meanwhile, the incidental activities such as social service, *madrasah bersholaawat*, *Santri* day, and *manasik haji* are also conducted. With those programs, the school expects that students can be aware of the importance of religion moderation values and can interact with all people in the school by applying the religion moderation values to shape the social-moderate attitude.”

From the explanation above, it can be understood that the daily religion activity aims to foster the daily habituation and also as the way for students to interact with society or in this discussion known as the habituation of religion moderation values because its character which foster the understanding of the importance of religion moderation values that they can feel.

**Table 3**

### **The Strategy of the Inculcation of Religion Moderation Values**

Level	Information
Strategy	The Inculcation of Religion Moderation Values in Private Islamic Senior High School in Gorontalo
Exemplary	<ol style="list-style-type: none"> <li>1.The discipline attitude, be fair to all students, do not differentiate students basedon their ability, their background, their family status, or organization</li> <li>2.Become tolerant, always be kind in front of students, solves the problems in the class with discussion with students</li> <li>3.Disciplinaty</li> <li>4.Reprimand and advice</li> </ol>

Furthermore, the inculcation of religion moderation is also done with exemplary method. Exemplary is one of the effective ways in the inculcation process of a value inside students. Therefore, an educator is the real example to be imitated by students in every behavior and attitude. It is in line as uttered by N5 (Civics education teacher) related to the strategy in implementing religion moderation values as described in the interview below:

“one of the strategies done to inculcate the religion moderation values from themselves. It is realized by the exemplary strategy reflected in some behaviors such as discipline, fair to every student, did not differentiate students based on their ability, their family background, their family status, or organization. In addition, it can also be done by behaving tolerant, always



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kind in front of children, solving the problems by having discussion with students, and the others. An educator is supposed to be the exemplary for students”

Based on the interview, exemplary is essential in private Islamic senior high schools in Gorontalo so the discipline is also implemented not only by students but also for all components involved in the school. However, the school has rules which one of them is the obligation for teachers to submit their performance report that will be evaluated every month. It is similar with what is said by J2 (Arabic teacher) as described in the interview below:

It is reinforced by S4 as a student of XI IPS, who said:

“Yes, every teacher is really discipline. They already stood in the front of the gate to greet students every morning. Meanwhile, in the class, students who come late will get rebuke or reprimand from teachers. Therefore, students will think again to come late to school.”

Exemplary is one of the strategies used in inculcating religion moderation values so students can feel and realize the importance of religion moderation values in life. By the daily religion activities conducted by the Private Islamic Senior High Schools in Gorontalo, it is expected that students can feel and realize the religion moderation values taught.

**Table 4**  
**The Strategy of the Inculcation of Religion Moderation Values**

Level	Information
Strategy	The Inculcation of Religion Moderation Values in Private Islamic Senior High Schools in Gorontalo
Implementation	1. The discipline attitude, be fair to all students, do not differentiate students based on their ability, their background, their family status, or organization 2. Become tolerant, always be kind in front of students, solves the problems in the class with discussion with students 3. Disciplinary 4. Reprimand and advice

In the stage of the implementation, students who have been given the knowledge about religion moderation values should practice them in the daily life. In this stage, the two-ways communication between teacher and students is actively conducted.





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The supervision should be done in the inculcation process of religion moderation values so the process can run optimally. The supervision method was done by giving more attention in the daily behavior of students in the school, meanwhile the suggestion by giving guidance to students so they can realize their mistakes and will never do that again in the future. As stated by I4 (vice principal) as follows:

“At this stage of practice, it will be easier to help the process of inculcating the values of religious moderation because the teacher will be directly involved in providing supervision, giving advice, and reprimanding students who make mistakes. With supervision, advice, and reprimand, students will think they will commit a violation because they feel they have been found by the teacher so that they change the behavior and habits of students. This is certainly a strategy that requires more attention from the school because it is related to practice”

It is appropriate with the observation result where teacher will rebuke students who do not pay attention to the explanation given. By the giving of supervision and suggestion, the process of the inculcation of religion moderation values can be easier. The more efforts to be done, the better the effect for students can be. To achieve certain purposes, the more efforts should be done. The more efforts to be done, the better the results will be. Just like in inculcating the religion moderation values in private Islamic senior high schools in Gorontalo, the efforts have been done by various ways such as in the learning process, and then through the religion activities, and by implementing some strategies. That description as stated by N1 (Civics teacher) as follows:

“one of the strategies conducted to inculcate the religion moderation values is te implementation carried out by students by behaving moderately in socializing, and not only in the school but also in the home. It shows that the inculcation of religion moderation values needs the supports from all parties inside or outside the school”

From the strategy conducted by Private Islamic Senior High Schools in Gorontalo, it is expected that students realize the religion moderation values where students can practice religion moderation in life, such as respect each other, appreciating and accepting all kinds of difference in the school environment.

### ***Discussion***

*Madrasah* is one of educational institutions which is responsible to the fostering of students' character. The role and contribution from the private Islamic senior high school is essential to create the students with appropriate characters needed. Therefore, madrasah should implement character education through the inculcation



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of character values which is in this study related to the inculcation of religion moderation values. The value implemented to students is not only about the good or bad values. Yet, without any other action and only transferring the values is known as internalization. Internalization of value is a process of the inculcation and the development of a value becomes the part of students.

The data analysis showed that the strategy used in private Islamic senior high schools in Gorontalo especially in implementing the religion moderation values is conducted through some strategies as follows:

### a. Introduction

In this stage, the inculcation of religion moderation values on students was emphasized in the understanding of students related to the good or bad values. This strategy was applied in the learning process inside or outside the class, through the religious speech activity conducted by OSIS, and the others. It is in line with the finding from the research conducted by Alifa, A'yun, and Zakaria (2022) that in inculcating the values of good teacher education has a role as facilitator, director, and motivator was begun by the introduction of students to deradicalism where in this study is the introduction of religion moderation values. Sopyanita et al. (2022) also stated that one of the aims of introduction is to foster attitude and support the unity even there are many differences found. Mansyur (2020) further found out that the process of the introduction of noble good values to students will not run well without the approach used by teachers. Therefore, the strategy of introduction of values is a process to make value as the part of someone (Soedijarto, 1993).

### b. Habituation

The values that have been introduction to students should be done routinely, because the routine activity will leave deep impression to students, and then will create the feeling to realize the importance of those values in the daily life. The activity done continually will be a habit and also become the activity that has effect to the inculcation process of a value. In the private Islamic senior high schools in Gorontalo, one of the strategies in implementing the religion moderation values is through habituation. This study found that the strategy of habituation can be done through the religion activities whether the weekly, monthly, and annual and also the other habituation. Angdreani, Warsah, and Karolina (2020) also emphasized that the positive behavior of students is not reflected from themselves, but through habituation process. It is supported by Hilmiati and Saputra (2020) from their study which showed that the strategy in implementing religion values can be done by implementing habituation such as *dhuha* prayer and *dhuhur* together. Furthermore, Muthoharoh, Tijan, and Suprayogi (2015) proved that the habituation activity



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implemented in elementary school is strongly relevant to implement the nationalism values. This finding reinforced that the strategy of habituation is one of the effective ways to implement the religious values to students (Angdreani et al., 2020) so that those values can be the part of students which cannot be left without direction, order, or warning from teachers.

### c. Exemplary

Religion moderation values which have been accepted and realized by students should be implemented in the real examples so students can clearly see the real description of a value from teachers. Exemplary is one of the effective ways in the internalization process of a value in students' self. Therefore, teachers as the educator should be the figure that can be made as the good example by students in their attitude or sayings. Cahyaningrum, Sudaryanti, and Purwanto (2017) stated that exemplary is the absolute thing to make changes in life. Besides, it is also used to implement the moral or social values of students. In the private Islamic senior high schools in Gorontalo, the teachers exemplify the religion moderation values through some attitudes such as discipline, tolerant, fair to all students, solving the problems with discussions, respecting and appreciating differences as explained before. Kusumawardani et al. (2021) also found out that the inculcation of Pancasila values implemented through exemplary strategy (role play) which is reflected on the way to develop religious side of students such as giving and training the loyalty of students in order to make them obeying the rules, reinforcing the spirit of nationality and loving country, implementing democratic attitude, teaching care and love to the country.

It is in line with what is delivered by Muhaimin that creating moderate culture can be done by exemplary approach and persuasive approach to ensure the students. The activity is in the form of proaction based on own initiatives, types, and directions but the reading of actions so it can also give color and direction on the development of religion moderation values at school. Teacher becomes the person who is fully responsible to bequeath the values to students and translate them in personal life (Cahyaningrum et al., 2017). Besides, Sitompul (2016) stated the exemplary and habituation given by parents were predicted could reach the aims of forming the main basic of children's character. Therefore, the strategy of exemplary is supposed to be not only implemented in the school, but also it needs to be implemented in the family environment.

### d. Practice

The values belong to students will appear if those were implemented in the daily life consciously and without any forces from other parties. Furthermore, students



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can become the person who reflects the religion moderation values in their daily life if those things were done. It is as seen in some private Islamic senior high schools in Gorontalo such as in Madrasah Aliyah Al-Khairat, Al-Huda, and the other private Islamic senior high schools. Students automatically pray without any instruction from teachers, even there are still some of them who should be well noticed. However, those values have been implemented. As found by Mubarak et al. (2022) that by providing exemplary of principals and teachers in Islamic school in implementing the faith values to students has significant roles in stimulating them to practice the values in their daily life. Besides, they also found out the strategy of implementation used to foster religious-cultural values in SD Darul Hikam Bandung by giving direct experiences for students to obtain the good individual or group spiritual experiences. Furthermore, Ariwibowo, Prakoso, and Risman (2021) emphasized that the true identity of a nation always reflects the behavior of implementing cultural values. Therefore, the strategy of implementation conducted by private Islamic senior high schools in Gorontalo direct to the formation of true identity of students which is reflected in the daily activity based on the religion moderation values. This strategy was fully supported by the school realized by directly involving students in some extracurricular activities. Therefore, the strategy of the inculcation of religion moderation values can be manifested in some activities such as religion, humanity, scouts, and the others especially with the big attention from students.

Based on the explanation, so the strategy of the inculcation of religion moderation values can be done from the introduction related to the good or bad religion moderation values. Therefore, those values were realized through the inculcation of some activities such as religion activity, humanity activity, and the others. Those activities are implemented in the daily life, and to acknowledge that those values have been merged in students so it can be seen from the religion moderation values implemented everyday without instruction or order. It showed that the strategy of implementation of religion moderation values in private Islamic senior high schools in Gorontalo has been appropriated to the strategy of the inculcation of values. According to Muhamimin (1996) the values were implemented through some ways such as the transformation of values (through strategy of introduction), the transaction of values (through the strategy of habituation and exemplary), and the transinternalization of values (through the strategy of introduction) as seen in the data found in the private Islamic senior high schools which become the location of the study.

Hence, the process of the inculcation of religion moderation values in private Islamic senior high schools in Gorontalo can be classified into the transformation of religion moderation values through the strategy of introduction, the transaction



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of religion moderation values conducted through the strategy of habituation and exemplary, and the transinternalization of religion moderation values implemented through the strategy of habituation. Therefore, the finding reflected that the inculcation construction model religion moderation values in the private Islamic senior high schools in Gorontalo used structural model. The structural model was based on the development of the structural model initiated by the principal, the committees, and teachers in determining the religion activity written in daily, weekly, and annual program of the school. Furthermore, the data also showed that the school involved the school organization in some programs under the supervision of vice principal of student affair. It reinforced the orientation of the inculcation of religion moderation values based on structural model in private Islamic senior high schools in Gorontalo.

However, the strategy of the inculcation of religion moderation values based on structural model as seen in private Islamic senior high schools in Gorontalo has the difference or similarity. It is caused by various factors such as environment, school organization, facility, human resource, activity/program, and the others. The similarity among those private Islamic senior high schools in implementing the religion moderation values based on the structural model. Meanwhile, the difference is on the culture or the rule in those schools. Therefore, the strategy of the inculcation of religion moderation values in private Islamic senior high schools in Gorontalo used structural model based on the local culture of the schools.

### CONCLUSION

Above all, this study conclude that the strategy of the inculcation of religion moderation values in private Islamic senior high schools in Gorontalo consisted of introduction, habituation, exemplary, and implementation carried out in those five private Islamic senior high schools. The inculcation of those structural model based strategies becomes the framework of the process of the inculcation of religion moderation values in private Islamic senior high schools in Gorontalo. Besides, the model which was used to implement the religion moderation values in the school environment has difference and similarity. Therefore, the strategy of the inculcation of religion moderation values in private Islamic senior high schools in Gorontalo used structural model based on the local culture of the schools.

This study was expected to be made as the consideration for private Islamic senior high schools in Gorontalo especially in improving the inculcation of religion moderation values in *madrasah*, and become the reference in anticipating the problems faced in the process of the inculcation of religion moderation values of students. Besides, this study has not investigated yet the obstacles faced by the private Islamic senior high schools in Gorontalo especially in inculcating the values of religion moderation. Afterwards, the other



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researchers can also more deeply investigate the implication of the inculcation of religion moderation values for students, *madrasah*, and family environment..

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