ACTUALIZATION OF RELIGIOUS MODERATION VALUES IN MULTI-ETHNIC SCHOOLS

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Abstract	This study aims to examine how the values of religious moderation are actualized in daily life in multi-ethnic schools in Medan City. The city of Medan, as a multicultural city, presents challenges as well as opportunities in fostering a tolerant and inclusive attitude among students from diverse religious and ethnic backgrounds. A qualitative approach was used in this study with case study methods in several secondary schools that represented this diversity. Data collection techniques are carried out through observation, in-depth interviews with teachers, principals, and students, and analysis of curriculum and school program documents. Data analysis techniques are carried out with the following steps: Data reduction, data presentation, data verification, and a conclusion drawn. Then, the data is processed using the ATLAS.ti 9 application. The results of the study show that the actualization of the value of religious moderation is reflected through the integration of tolerance materials in religious learning and PPKn, strengthening the role of teachers as agents of moderation, and the implementation of interfaith and cultural activities that strengthen social harmony. However, this study also found a number of challenges, such as the lack of teacher training in religious moderation and the external influence of social media that contains intolerance content. Therefore, synergy between schools, the government, and the community is needed to support the sustainability of religious moderation practices in a more systematic and sustainable manner.
Keywords	Actualization, Religious Moderation, Multi-Ethnic Schools.

INTRODUCTION

The city of Medan is one of the big cities in Indonesia that has a fairly high ethnic and religious diversity. As the center of economy and education in North Sumatra, the city of Medan is a meeting place for various cultural backgrounds and beliefs. In this context, diversity management is a challenge for local governments and related stakeholders, including in the education sector. In the realm of education, multi-ethnic schools in Medan City play an important role in fostering tolerance and good understanding between religious communities. As formal institutions that are responsible for the formation of students' religious character and insights, these schools are expected to be a forum for the actualization of religious moderation values including national commitment, tolerance, non-violence, and acceptance of tradition (Achmad, 2023); (Pajarianto, 2023); (Jung, 2021). Religious moderation itself is a religious view and attitude that is balanced, not extreme, and respects diversity. These values are very important to be instilled in students with diverse backgrounds, in order to create a harmonious and tolerant school atmosphere (Kirdiş, 2019). However, the implementation of religious moderation values in multi-ethnic schools in Medan City still faces various challenges. One of them is the difference in understanding and religious background between teachers and diverse students. This sometimes leads to an attitude of exclusivity and a lack of understanding of differences. WR Supratman College and Sultan Iskandar Muda College in Medan City are some of the multi-ethnic schools in Medan City and are the object of this study.

Strategic plans for religious education and local wisdom prepared by schools sometimes still do not comprehensively include the values of religious moderation. The focus of strategic plans is still more on technical and administrative aspects, while efforts to internalize the values of moderation tend to be neglected (Villani, 2019); (Purwanto, 2023). In fact, the strategic plan for religious education in multi-ethnic schools should emphasize habituation, intracurricular, co-curricular, and extracurricular activities, as well as the development of the character of students with a religious moderation perspective. Without the actualization of these values in the strategic document, it will be difficult for schools to implement them systematically and measurably. Therefore, strategic and comprehensive efforts are needed to ensure that the values of religious moderation are actualized in multi-ethnic schools in the city of Medan. This can be done through an approach that involves various stakeholders, such as local governments, Islamic educational institutions, as well as religious and community organizations (Kanafi, 2021); (Rasyid, 2022);

(Purwanto, 2023).

This research constructs the actualization and concept of religious moderation values, with the aim of finding patterns and models of actualization of diverse moderation values in multi-ethnic schools in Medan City. This research is expected to be a reference for multi-ethnic schools in Medan City in optimizing the actualization of the seeding of religious moderation values. Mapping in this study uses Publish or Perish, after which specification is carried out using VOSviewer, which focuses on journal articles indexed by Scopus. The results of the mapping can be seen as follows:

Figure 1. The Last 5 Years Scopus Research Mapping Data

Research related to religious moderation is not a new thing; from the results of mapping with the Scopus index, there are several studies that are often done related to moderation, such as pesantren (Mappiasse, 2022); (Burga, 2022); (Ma'arif, 2019); (Helmy, 2021), extreme religious ideology (Hamjah, 2020); (Mutawali, 2023); (Zamzami, 2023), Islamic moderation (Syahbudin, 2023); (Meyers, 2019); (Fekih-Romdhane, 2023); (Hanafi, 2022); (Fahrudin, 2022); (Syahnan, 2021), Inter-religious (Hati, 2023); (Ma'arif, 2023); (Helmy, 2021), hadits (Mundzir, 2023); (Helmy, 2021); (Hadiz, 2019), and dakwah moderation (Ramlee, 2019); (Muhaemin, 2023); (Khotimah, 2023); (Mulyana, 2023); (Daheri, 2023); (Hopid, 2023); (Ropi, 2019); (Rofik, 2021); (Ullah, 2024).

Ibda, Sofanudi, Syafi, Soedjiwo, Azizah, and Arif published the results of the research in 2023. This study discusses exploring digital learning through Maktabah Syumilah NU 1.0 software and computer applications to foster religious moderation in Temanggung Regency, Central Java, Indonesia. Qualitative research method with case studies on ten traditional Islamic boarding schools using Maktabah Syumilah NU 1.0. The results of the study show that digital learning through Maktabah Syumilah NU 1.0 is carried out in various activities inside and outside the Islamic boarding school. The application of Maktabah Syumilah NU 1.0 is used to foster Islamic moderation in students (santri pesantren)(Ibda, 2023).

Mutawali published the results of the research in 2023. This study discusses the emergence of neo-Khawarij groups in the contemporary world has attracted domestic and international attention. These groups are showing a tendency to flourish, as evidenced by the increasing number of terrorist attacks in the form of suicide bombings carried out in the name of Islam. Acts of terror like this cause Islam to be labeled as a religion of hatred, fanaticism, and terrorism. Through the analysis of Maqāṣid al-sharī'a in understanding Islamic texts, in this study, Islamic moderation is proposed as a paradigm to reduce the penetration of radical ideologies in religion. This study proposes the application of moderate Islam as a paradigm to counter the spread of radical ideologies in religion. For this reason, this article begins with a review of the references used by radical groups and the acts of terror they carry out. He then advocated the importance of Maqāṣid al-shari'a in understanding Islamic texts. It offers the concept of moderate Islam as a preventive measure to mitigate the penetration of radical ideologies (Mutawali, 2023).

Sutarja, Prayitno, and Watson published the results of the research in 2024. This research discusses the strengthening of the character of student religious moderation applied in Madrasas, as well as its advantages and disadvantages. The results of research and development of a model to strengthen the character of religious moderation for students of MTs Negeri 2 Purworejo. The application of strengthening the character of religious moderation is combined with strengthening character education in habituation, intracurricular, cocurricular, and extracurricular activities. The implementation has not been designed or evaluated, so the outputs and results are unknown. Research Implications: The application of the character strengthening model of the religious moderation praxis method with valid and reliable instruments can increase the effectiveness from an average score of 77.55 to 86.10, an increase of 11.49% on the way students think, act, and reflect both in the Madrasah, the family environment, and the community (Sutarja, 2024).

Asa'ad, Putra, and Arfan published the results of the research in 2021. This research discusses the concept of al-wasatiyah agents in conveying their wasatiyah identity in the religious constellation in Indonesia. This study uses a qualitative and descriptive approach based on observations, activities, and interviews with members of the Al-Azahar Alumni International organization. The results show that the role of the OIAA includes three main elements, namely, selectively reactivating al-Wasatiyah's mindset based on past conventions and experiences, projecting the future direction, and contextualizing the spread of its paradigm in the digital society. This confirms the contribution of the Azharis in the Islamic Society during the millennial period

(As'ad, 2021).

Indainanto, Dalimunthe, and Sazali published the results of the study in. This study aims to explain how Islamic communication can play an important role in encouraging religious moderation and preventing conflicts of different beliefs. In addition, it explains how Islamic communication reduces the potential for conflict between religious communities in Aceh to maintain diversity as part of the identity of community life. This study uses a desk study methodology with a qualitative approach. The results of the study show that the main challenge in instilling an attitude of religious moderation with Islamic nuances encourages the importance of Islamic communication to create interactions, thereby giving rise to dialogue and tolerance as a prevention of religious conflicts. In addition, the role of the Religious Harmony Forum in Aceh is very influential in the emergence of harmony with the principles of equality, mutual respect, and understanding. Furthermore, religious leaders help encourage resolution, improve relationships, and prevent conflicts by routinely conducting literacy to strengthen tolerance (Indainanto, 2023).

Through synergy and good collaboration, it is hoped that the strategic plan for religious education and local wisdom in multi-ethnic schools can be a reference for the creation of a tolerant, inclusive learning environment that upholds the values of religious moderation. This research aims to strengthen the actualization of the content of religious moderation values in educational institutions, especially in multi-ethnic schools in Medan City, which are based on several values, namely, National Commitment, Tolerance, Anti-Violence, and Acceptance of Tradition.

METHOD

This research was conducted at WR Supratman College, Medan City, and Sultan Iskandar Muda High School. This type of research is qualitative descriptive, with the analysis tool ATLAS.ti 9. Data collection techniques used included questionnaires, interviews, and observation instruments. The questionnaire was used to collect data related to students' perceptions of religious moderation in the form of statements related to the actualization of religious moderation values in students' daily activities in the school environment. In addition, questionnaires are also used to find data related to the needs of students for religious moderation. The questionnaire was distributed to all students in both locations using Google Forms and distributed via WhatsApp. Interviews were used to dig up data that would corroborate the data obtained through questionnaires from resource persons, consisting of school principals, teachers, and students in both research locations. The

observation is carried out by observing habituation, intracurricular, co-curricular, and extracurricular activities, and documents related to actualization and moderation activities or regulations that become umbrellas in the implementation of programs oriented to the actualization of religious moderation values in both schools, which are the locus of this research. Data analysis techniques are carried out with the following steps: Data reduction, data presentation, data verification, and a conclusion drawn. Then, the data was processed using the ATLAS.ti 9 application, in order to obtain a model for the actualization of religious moderation values in multi-ethnic schools in Medan City.

FINDINGS AND DISCUSSION

Findings

Medan is one of the cities with a very diverse population, consisting of various ethnicities, religions, and cultures. This diversity, while it can be a strength, also has the potential to cause conflict if not managed properly. In the context of education, schools are one of the important arenas to instill the values of religious moderation. Religious moderation refers to tolerance, mutual respect, and avoidance of extremism in religion. With dynamic social situations, it is important to explore how these values are implemented in the school environment, especially in schools that have students from diverse backgrounds. Schools are not only a place of academic learning, but also a place of formation of character and social values. Therefore, it is important to know how the values of religious moderation can be taught and practiced in multi-ethnic schools. The results of the interviews obtained are then processed using ATLAS.ti 9, which will later be composed of networks that connect to the answers, and the results are as follows:
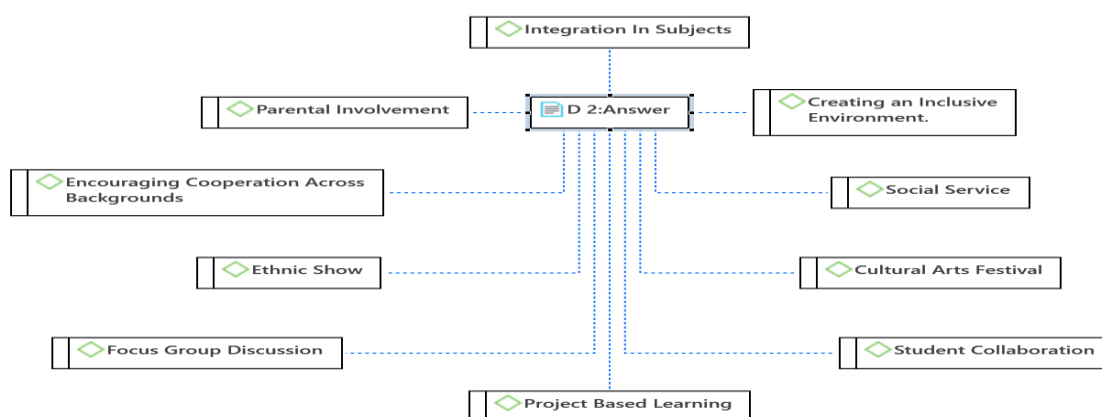
Figure 2. Actualization of Religious Moderation Values in Multi-Ethnic Schools in Medan City

The image above is the first result in data processing, where the image above explains the values of moderation that have been applied in multi-ethnic schools in the city of Medan. These results are results that have a network between quotes, and only have a connecting line that connects the answers obtained from the interview. After that, the researcher reprocessed to get the connection of the quotes to each other, and the network appeared. The results obtained are as follows:
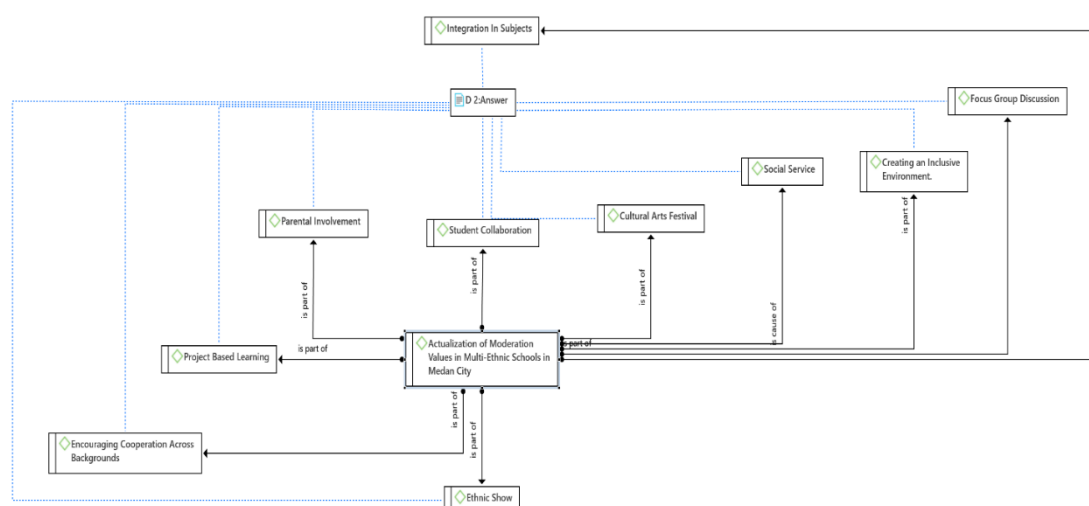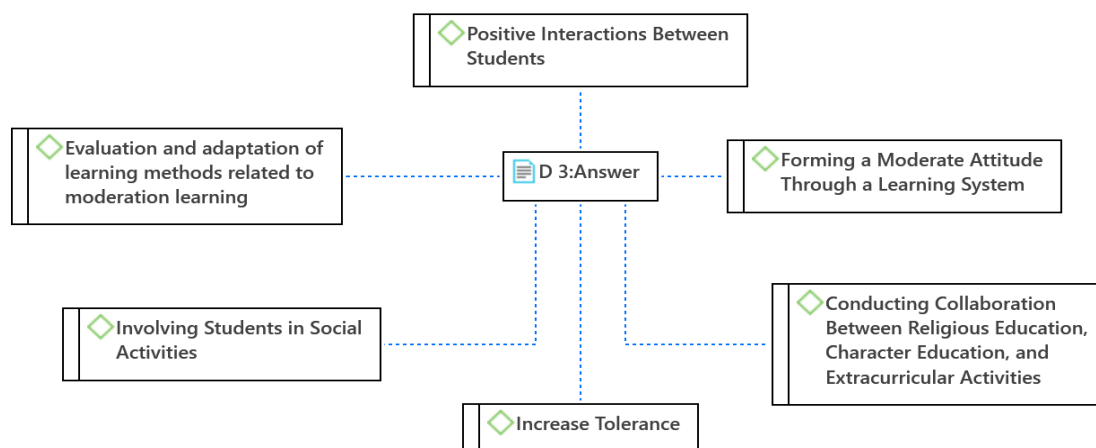

Figure 3. Actualization of Religious Moderation Values Takes Place in Multi-Ethnic Schools in Medan City

The image above informs that the actualization of the values of religious moderation that has been applied in multi-ethnic schools includes an approach by conducting cultural degrees in schools in order to increase insight related to the many cultures that exist in Indonesia, so that students understand and appreciate whatever culture and religion exists in the environment, encourage cooperation between students, project-based learning, parental involvement, student collaboration, cultural arts festivals, social service, creating an inclusive environment, focus group discussions, integration in subjects. The network that appears in the use of ATLAS.ti is a part, meaning that the answers that appear are part of the question of the application of the values of moderation in multi-ethnic schools.

Furthermore, mapping or finding models in the application of religious moderation values in multi-ethnic schools in Medan City. Finding a model for the actualization of religious moderation values in multi-ethnic schools in Medan City is very important, because Medan City is known for its high ethnic and religious diversity. In this context, education plays a key role in facing the challenges of diversity. An effective model will help students understand and appreciate differences, thereby reducing the potential for conflict and discrimination. Education that emphasizes religious moderation can also instill an attitude of tolerance and mutual respect. A harmonious school

environment is essential to create a sense of security for all students. In addition, by providing a good understanding of the values of moderation, schools can play a role in preventing extremist beliefs that often arise due to misunderstanding and mistrust between religions. School is a strategic place to shape the character of students. A clear model of religious moderation can be a guideline in developing an inclusive and ethical personality. The discovery of an effective model will also serve as a reference for policymakers in formulating curricula and programs that support religious moderation. Furthermore, education that prioritizes the values of religious moderation will prepare the younger generation to become wise leaders. They will be able to manage diversity well in the future. Thus, finding the right actualization model is not only beneficial for students but also for the wider community, in creating social harmony and stability. The models obtained from the interview results are as follows:

Figure 4. Planning the Values of Religious Moderation in Multi-Ethnic Schools in Medan City

The picture above shows the results of planning the values of religious moderation that will be carried out or developed in multi-ethnic schools. Where the quote is obtained from the most answers, so as to form a quote that will later be reprocessed, thus forming a connection between one quote and another. The results of data processing are as follows:
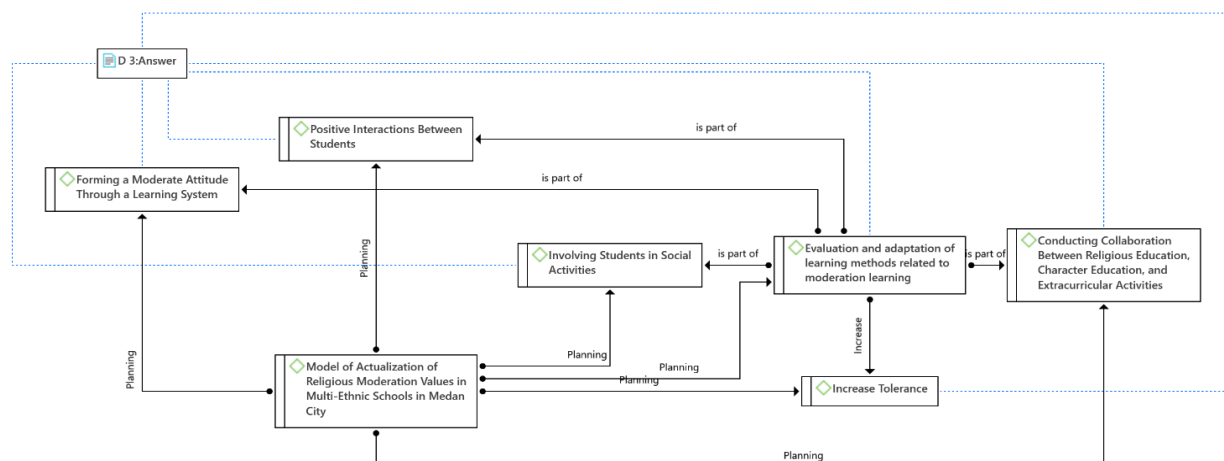
Figure 5. Model of Actualization of Religious Moderation Values in Multi-Ethnic Schools in Medan City

The image above shows a model in the actualization of religious moderation values in multi-ethnic schools, as for quotes that emerged from the results of interviews such as Forming a Moderate Attitude Through the Learning System, Positive Interaction Between Students, Involving Students in Social Activities, Evaluation and Adaptation of Learning Methods Related to Moderate Learning, Carrying Out Collaboration Between Religious Education, Character Education, and Extracurricular Activities, Positive interaction between students. In each quote that appears, there are several networks that appear, such as planning, parts, and improvements.

Discussion

The city of Medan is one of the big cities in Indonesia that is known as a miniature of diversity, because it is inhabited by various ethnic and religious groups such as Batak, Javanese, Chinese, Minang, as well as Christian, Islamic, Buddhist, Hindu, and Confucian communities. This diversity is clearly reflected in the educational environment, especially in multi-ethnic schools. In this context, the seeding of the values of religious moderation is very important to build social harmony and prevent potential identity-based conflicts (Umiarso & Muhammad Qorib, 2022); (Amiruddin et al., 2022). Schools as educational institutions have a strategic role in instilling the values of tolerance, mutual respect, and cross-faith cooperation. In Medan, the seeding of religious moderation values in multi-ethnic schools is carried out through various approaches, both formally and informally (Daheri, 2023); (Ginting et al., 2024).

This research tries to unravel how to actualize the values of moderation applied in multi-ethnic schools in the city of Medan. This research will be a constructive solution in realizing the seeding of the content of religious moderation values in multi-ethnic educational institutions in the

city of Medan. Referring to the field data obtained through interviews, observations, and documentation that have been presented above. Therefore, analysis can be carried out as a reinforcement of scientific arguments related to the actualization of religious moderation values implemented in multi-ethnic schools in Medan City. There are at least three main points that are the focus of this study. First, the implementation or seeding of religious moderation values in multi-ethnic schools in Medan City. Second, the model of actualization of religious moderation in multi-ethnic schools in the city of Medan, and Third, the design of activities in the actualization of the values of religious moderation in intracurricular, co-curricular, and extracurricular activities.

Formally, the values of religious moderation are inserted in the curriculum of Religious Education and Pancasila and Citizenship (PPKn). Teachers are trained to teach religious material with an inclusive approach that emphasizes the commonality of universal values such as compassion, justice, and peace as an effort to instill these values. The Ministry of Religious Affairs of the Republic of Indonesia, through the Religious Moderation program, also actively conducts training for educators in various regions, including Medan, so that they become moderation agents in the school environment (Kemenag RI, 2020). Informally, multi-ethnic schools in Medan also often hold interfaith activities such as interfaith dialogues between students, collective religious holiday celebrations, and joint social service programs. These activities bring together students from different backgrounds in a collaborative atmosphere, thus forming empathy and understanding across identities.

Research by Siregar (2021) shows that interactive approaches such as cross-cultural and religious extracurricular activities in several high schools in Medan are effective in building moderate awareness among students. Students who are used to interacting with friends of different religions show a higher level of tolerance than those who do not. However, the sustainability of this effort requires continuous support from all stakeholders, including local governments, education offices, parents, and the surrounding community. Without systemic support, moderation efforts can be hampered by outside influences such as hate speech on social media or religion-based radicalism (Ma`arif, 2022). By strengthening the integration of the values of religious moderation in the education system and inculcating them in the daily lives of students, multi-ethnic schools in Medan City can become social laboratories that strengthen social cohesion and prevent religious conflicts (Ma'arif, 2023).

Religious moderation in the school environment is often a challenge that must be faced. There are several problems that arise today, namely the lack of understanding and tolerance for differences in religion and beliefs among students (Mutawali, 2023). Sometimes, there is conflict or discrimination between students of different ethnicities and religions. The lack of curriculum and learning emphasizes the importance of religious moderation. Religious education materials in schools often still focus on doctrinal aspects and do not teach tolerance (Muhammad, 2019). The unpreparedness of some teachers in conveying the values of religious moderation. Teachers' ability and understanding of religious moderation are inadequate.

School is a strategic place to shape the character of students. A clear model of religious moderation can be a guideline in developing an inclusive and ethical personality. The discovery of an effective model will also serve as a reference for policymakers in formulating curricula and programs that support religious moderation (Zulfatmi, 2023). Furthermore, education that prioritizes the values of religious moderation will prepare the younger generation to become wise leaders. They will be able to manage diversity well in the future. Thus, finding the right actualization model is not only beneficial for students, but also for the wider community in creating social harmony and stability. Environmental and media influences that tend to provoke intolerance, such as the spread of social media content that has a negative tone towards religious differences (Indainanto, 2023). Lack of support and commitment from school leaders to implement religious moderation programs comprehensively (Latif, 2023).

CONCLUSION

This research shows that multi-ethnic schools in Medan City have a strategic role in actualizing the values of religious moderation as part of character and multicultural education. The image above is the first result in data processing, where the image above explains the values of moderation that have been applied in multi-ethnic schools in the city of Medan. The actualization of the values of religious moderation that has been applied in multi-ethnic schools includes an approach by conducting cultural degrees in schools in order to increase insight related to the many cultures that exist in Indonesia, so that students understand and appreciate whatever culture and religion exists in the environment, encourage cooperation between students, project-based learning, parental involvement, student collaboration, cultural arts festivals, social service, creating an inclusive environment, focus group discussions, integration in subjects. In this context, education

plays a key role in facing the challenges of diversity. An effective model will help students understand and appreciate differences, thereby reducing the potential for conflict and discrimination. Education that emphasizes religious moderation can also instill an attitude of tolerance and mutual respect. A clear model of religious moderation can be a guideline in developing an inclusive and ethical personality. The discovery of an effective model will also serve as a reference for policymakers in formulating curricula and programs that support religious moderation. Furthermore, education that prioritizes the values of religious moderation will prepare the younger generation to become wise leaders. The results of planning the values of religious moderation that will be carried out or developed in multi-ethnic schools.

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