

# Habituation of Moderate Learning in Islamic Religious Education at Elementary School

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## ABSTRACT

This research aims to describe and analyze moderate learning habituation in Islamic Religious Education at a public elementary school in Palembang, along with the challenges and opportunities for its implementation. This research uses a qualitative approach by collecting data through interviews and observations of the Headmaster and Teachers. Data were analyzed using the Miles and Huberman method. This research found that habituation of moderate learning is carried out through preliminary, core, and closing activities in Islamic Religious Education learning. Teachers facilitate discussions and debates, avoiding overemphasis on certain aspects that can lead to extremes in understanding. The use of technology is an opportunity to increase the accessibility and attractiveness of learning. The main challenge lies in the varying levels of religious understanding among students and the limited time and materials for learning. Teachers are trying to overcome this challenge with innovation in learning approaches. The use of technology, support from community organizations, and innovation in learning methods are opportunities to form an inclusive environment that supports moderate learning habituation.

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## 1. INTRODUCTION

The implementation of Islamic religious education in schools plays a pivotal role in moulding the character and ethics of children. An effective strategy that can be employed is moderate learning habituation. Habituation, often known as deliberate repetition, is the intentional process of establishing a habit (Arief et al., 2022). Within the realm of Islamic education, the concept of moderate learning habituation pertains to a strategy that is applicable to present circumstances. Specifically, it aims to counteract discriminating behaviours, promote mutual respect, and foster harmonious coexistence in daily life (Rusdi, 2021). Islamic religious education is crucial for inculcating moderate principles.

The moderate learning habituation carried out in Islamic religious learning not only makes the learning experience richer in meaning, but also involves the process of cultivating attitudes of tolerance, deeper understanding and critical thinking skills in students. Understanding diversity is an important asset in building students' attitudes, because it has a positive relationship with a tolerant attitude (Yanty et al., 2019). Tolerant students will develop an attitude that respects differences in the realities of their lives.

A moderate approach in learning Islamic religion for elementary school students is a necessity because, basically elementary school students are children who are in the phase of understanding and knowing and starting to differentiate between good and bad (Lessy et al., 2022). Through learning with a moderate approach, it can create an environment where students can explore a deep understanding of religious teachings, avoiding narrow or extreme understanding. However, the current reality is that there are still people and students who are caught in contamination and are even involved in extremist actions that do not respect differences. The aspect of intolerance that teachers must be aware of is related to the assumption that religions other than the religion they adhere to are classified as heretical. This survey was conducted by the International NGO Forum on Indonesian Development and was approved by around 25.6 percent of respondents (Napitupulu, 2023).

The intolerance that arises from students' attitudes can be resolved with the teacher's efforts to provide a tolerant learning climate and a learning approach that supports the emergence of tolerant attitudes in students. The importance of a moderate approach is also reflected in students' ability to critically analyze religious information. By understanding the historical, cultural, and social context of various religious interpretations, students can develop critical thinking skills that enable them to investigate and evaluate information accurately.

The integration of a moderate approach in Islamic religious learning is carried out by elementary school students where this activity is not only about understanding religious concepts, but also about building tolerant, open and critical character in students. As a result, this approach prepares them to understand and respect religious diversity and become world citizens who can contribute positively in an increasingly complex and global society.

Studies on religious moderation are currently still being carried out, some of the previous research was carried out by Gunada et al. (2023) The results of his research show obstacles in religious moderation material because it is not written directly. Another study was conducted by Chadidjah (2021). The results of his research explain that the value of religious moderation is reflected in students' attitudes and behavior even though it is not directly stated in the curriculum. Research conducted by Suprpto (2020) The results of his research explain that the development of the PAI curriculum in an effort to make moderate students produce people who are tolerant, spread peace, dialogue, and openness and reject hoaxes. Unlike previous research, this research focuses on the internalization of moderate values in Islamic Religious Education learning and the challenges and opportunities for PAI teachers.

This research aims to comprehensively and extensively understand the process of habituation to moderate learning in Islamic Religious Education at the elementary school level. The objective of the study is to provide a comprehensive description and analysis of the process of habituation in moderate learning within the context of Islamic Religious Education at the elementary school level. This research will also examine the challenges and opportunities associated with this learning approach. The research facility is characterised by a diverse student background, encompassing individuals from various religious, racial, and ethnic backgrounds. The presence of multiculturalism in this school renders it pertinent to the research's study theme. This study elucidates the notion of moderate learning habituation and examines the potential obstacles and prospects associated with its successful implementation within the realm of Islamic religious education.

## **2. METHODS**

This research uses a qualitative approach to explore and understand the phenomenon of moderate learning habituation in Islamic Religious Education in schools. Data was obtained from the Headmaster and Teachers at SD Negeri 25 Palembang. In order to obtain data, researchers use interviews and observations where the validity of the data that has been obtained will be tested using triangulation of sources and techniques. After passing the data validity testing stage, the researcher analyzed the data

using Miles and Huberman's theory. The analysis steps involve data reduction, data presentation, and drawing conclusions (Sugiyono, 2020).

### 3. FINDINGS AND DISCUSSION

#### 3.1. Habituation of moderate learning in Islamic Religious Education

Habituation as an effort to familiarize students with moderate values is carried out through Islamic Religious Education, either as a subject or as a basis for the behavior of every Muslim. Moderate value according to Quraish Shihab in Erlangga (2021) divided into four things, namely justice, openness, wisdom and balance. Students at SD Negeri 25 Palembang are also trying to get used to this moderate value. The habit of moderate values is carried out in Islamic religious education learning. As expressed by MW:

*"We as teachers always teach students to always behave moderately, such as respecting each other, deliberating, appreciating each other, not bullying, and so on. We internalize these values both inside and outside of learning."*

In line with ES:

*"I often remind my children to always be friends with anyone regardless of status and respect each other."*

That's what W said as well:

*"The school upholds a moderate attitude towards students. The diversity that exists in schools such as gender, ethnicity, culture, language, and others is a strength, but can become a weakness if not managed well, therefore we instill moderate values."*

Based on the results of observations, positive interactions between students were shown by discussing with each other, being in groups, practising worship according to their beliefs, and being cultured. These interactions occur in the classroom and outside the classroom.

According to W:

*"We often apply moderate values in learning in three activities, namely introduction, core and conclusion. We integrate these values into Islamic Religious Education subjects. In learning I use several learning methods such as the discussion method."*

The implementation of Islamic religious education learning is carried out through three activities, namely preliminary activities, core activities, and closing activities (Badelah, 2021). First, preliminary activities in learning Islamic Religious Education play an important role in creating a balanced and harmonious learning atmosphere. Preliminary activities are carried out by conveying objectives, apperception and motivating students (Prabowo, 2023). In this preliminary activity the teacher also conveys messages of religious moderation. Delivering the message of moderation is carried out by providing real life examples of multiculturalism being the most beautiful gift from God's creation. God created humans into nations and tribes not to fight and dominate each other, but to know, understand, learn and respect each other (Nurhuda & Karimah, 2023).

The activities carried out in the preliminary activities are important because learning will be felt to be meaningful through the success of these activities (Lidi & Ningsih, 2019). Of course, understanding moderation is important to start from this preliminary activity. Moderation refers to a wise and balanced approach in conveying Islamic religious material, avoiding extremism, and encouraging attitudes of tolerance and respect for differences.

Second, core activities are carried out by carrying out the steps contained in the scientific approach, including observing, asking questions, reasoning, trying/gathering information, and communicating/forming networks for all subjects (Amalia et al., 2020). Teachers at SD Negeri 25 Palembang make several other restrictions in carrying out core activities where teachers avoid excessive emphasis on certain aspects which can lead to extreme understanding.

Teachers who teach in upper classes use discussion and debate methods more. In carrying out this method the teacher encourages balanced and open discussion without taking sides in one particular view. The teacher also directs the debate to generate deeper understanding without creating conflict. On these occasions teachers often use cooperative learning based on group competition (Surur, 2022). The discussion method applied in groups actually helped improve learning outcomes even though the effect was only 25% (Purba, 2020).

Third, the closing activity is the end of the implementation of learning activities. In this activity the teacher of course provides an evaluation and invites students to reflect on what they have learned, of course while trying to provide moderate solutions to whatever problems the students have. In this case, teachers should be able to think integratively, namely combining general and religious knowledge so that they unite into an inseparable unit of knowledge (Adib, 2021).

The teacher has the responsibility to conclude the material being taught, where in providing learning conclusions, the teacher concludes by emphasizing moderate values that are relevant to the material that has been presented. Teachers can also provide concrete examples of how moderate values can be applied in everyday life. What is no less important is providing assignments or follow-up that encourage students to apply moderate values in life. Giving assignments is one way to improve student learning outcomes (Sakum et al., 2023).

### 3.2. Challenges and Opportunities for Habituation of Moderate Learning

The main challenge that concerns teachers at SD Negeri 25 Palembang is related to the varying levels of religious understanding among students. Some students have different religious backgrounds, creating difficulties in achieving a uniform understanding. The teacher's burden is increasing, not only trying to provide an understanding of the material being taught to students evenly, but also packaging the material into material with moderate content. As stated by Y:

*"There are several challenges we face in moderate learning, including varying levels of student understanding, different religious backgrounds, and the increasing burden on teachers. Because the importance of moderate values is instilled in students, we face these challenges, and I consider them as part of self-development."*

MW also stated:

*"Apart from several challenges for us, there are also opportunities, including self-development by utilizing information technology with quality digital content so that students are interested in learning PAI and teachers can instill moderate values and tolerance."*

Islamic Religious Education subject matter in schools is given in very little time (Nurhakiky & Mubarak, 2019). This also requires teachers to think deeply about innovations that can be presented in dealing with the large amount of material that must be completed in a limited time, plus the pile of administrative tasks that must be completed and then reported. Limited time is accompanied by limited learning materials and resources regarding moderate grades at school. SD Negeri 25 Palembang faces obstacles in providing adequate learning materials and resources to support moderate PAI learning. These include a lack of appropriate textbooks and limited resources.

Even though teachers continue to strive to innovate in every lesson, whether related to material integration, generating new phenomena, presenting methods that can be used in moderate learning habituation efforts, to date teachers have not found the most effective method. The teachers continually

ensure that the learning methods are not only informative but also capable of stimulating critical thinking and deep understanding.

The various challenges and obstacles faced by teachers are not entirely problems that dampen teachers' enthusiasm regarding moderate learning habituation in Islamic Religious Education learning. The use of technology in the educational context provides a great opportunity to increase the accessibility and attractiveness of moderate Islamic Religious Education (PAI) learning. By providing quality digital content, learning becomes more dynamic and can help students understand moderate religious concepts. The use of technology is also a form of innovation in learning resources in schools (Dewi & Hilman, 2019). Technology can also be used as a useful medium in learning. Students can immediately see real examples of the existence of various religions, races, ethnicities and cultures that coexist well through visualization of images that can be displayed via a projector. This explains that the use of media is able to attract students to learn (Mukaromah, 2020).

Efforts to familiarize students with a moderate attitude are not made by teachers alone, but in the environment around students there are also community organizations that support them. Community organizations that emphasize moderate values have a very important role in supporting efforts to instill the values of tolerance and respect for differences among students at SD Negeri 25 Palembang. With full dedication, this organization collaborates closely and communicates with schools to create an inclusive environment for students to respect diversity.

The various challenges and support that teachers have in getting used to moderate learning in Islamic religious education is an effort at SD Negeri 25 Palembang to protect its students from exposure to intolerant attitudes and equip them to become tolerant human beings. The tolerant attitude that is deeply embedded in students ultimately becomes the basis for them to have an attitude of nationalism within themselves (Hafnidar et al., 2021). The instillation of a strong attitude of tolerance and nationalism in students will ultimately lead them to become human beings with noble character, which is in accordance with one of the ideals of national education in the national education system.

#### 4. CONCLUSION

A moderate learning habituation approach to Islamic Religious Education (PAI) has been effectively adopted at SD Negeri 25 Palembang. This school's instructors were successful in shaping their pupils' moderate attitudes in accordance with Quraish Shihab's ideas through introductory, core, and closing exercises. The virtues emphasised in these activities were justice, openness, wisdom, and balance. While integrating religious and secular information creates an inseparable oneness of knowledge, learning methodologies like debate and discussion allow for balanced and open thinking without taking sides in one particular viewpoint. Teachers are still passionate about exploring innovation, especially through the use of technology, while facing numerous obstacles, such as students' differing religious understandings and limited learning resources. An inclusive environment can also be greatly enhanced with the help of community organisations that place an emphasis on moderate values. Adopting moderate values in PAI is, according to SD Negeri 25 Palembang, a long-term plan to produce a new generation that is patriotic, tolerant, and morally upright, all in keeping with the principles of national education. This research hasn't looked at the planning, implementation, and assessment parts of moderate learning in Islamic religious education, which is a shortcoming. Teachers will think about how to include it in their lessons if this is done.

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