

Advancing Religious Moderation: Policies and Practices in Indonesian State Islamic Universities

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ABSTRACT

This study assesses the effectiveness of education policies promoting religious moderation using the Countenance Stake Model. Religious moderation in education policy research encompasses what researchers analyze and the desired outcomes sought by stakeholders, ensuring scientific accountability. The research employed a qualitative approach to evaluate religious moderation programs at Raden Fatah State Islamic University Palembang and Raden Intan State Islamic University Lampung. Data collection included document analysis, interviews, and observations, focusing on the implementation and outcomes of religious moderation initiatives. Findings reveal the reinforcement of religious moderation within the educational framework of State Islamic Universities (PTKIN). Programs such as the revitalization of Academic Culture and Student Affairs (PBAK) activities have successfully aligned with the universities' core objectives, promoting education and teaching rooted in moderation. Training and activities conducted by the universities played a significant role in fostering this initiative. This research highlights the critical role of state Islamic universities in mainstreaming religious moderation. By implementing structured programs and aligning with the Ministry of Religion's policies, these institutions have effectively integrated moderation into academic and extracurricular frameworks. The study underscores the effectiveness of religious moderation policies at Raden Fatah and Raden Intan State Islamic Universities. These efforts contribute significantly to the broader goal of embedding moderation within the educational and societal context.

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1. INTRODUCTION

Religious moderation has emerged as a crucial agenda in Indonesia, particularly in the face of growing concerns about the infiltration of radicalism and liberalism within educational institutions. The Ministry of Religious Affairs of the Republic of Indonesia has strategically mobilized state Islamic religious universities (PTKIN) to develop religious literacy and advocate for moderation through

Islamic education. This approach is seen as vital for cultivating balanced religious attitudes, preserving traditional values, and fostering harmonious Islamic principles (Suharto et al., 2019). Recognizing the pivotal role of PTKIN, the Ministry, through the Directorate General of Islamic Education, issued directives mandating the establishment of Religious Moderation Houses in October 2019. These centers are envisioned as institutional hubs for advancing religious moderation and are integral to aligning PTKIN campuses with the nation's broader goals of promoting inclusivity and countering extremism (Agriculture Ministry of Indonesia, 2019). By embedding religious moderation into their core activities—education, research, and community engagement—PTKIN institutions are expected to lead the way in cultivating an Islamic ethos that resonates with the diverse cultural and humanitarian values of Indonesia (Kurnialoh, 2013). This study examines the policies and practices implemented by PTKIN to institutionalize religious moderation, offering insights into their effectiveness and impact within the broader framework of Indonesia's educational and social landscape.

The foundation of Indonesia's religious moderation policy is articulated in the Minister of Religion's Decree Number 93 of 2022, which provides comprehensive guidelines for advancing religious moderation within state Islamic institutions. According to Section 1, Introduction, points 15 and 16 of the decree, State Islamic Religious Universities (PTKIN) are identified as key educational institutions under the jurisdiction of the Ministry of Religion. These universities are tasked with operationalizing religious moderation policies through the establishment of Religious Moderation Houses, which act as dedicated centers for implementing and promoting moderate religious principles (Directorate General of Estates, 2019). This framework not only highlights the strategic importance of PTKIN in fostering balanced religious attitudes but also ensures a systematic approach to integrating moderation into educational and community initiatives. By institutionalizing these efforts, the policy aims to create a sustainable impact in countering radicalism and promoting inclusivity within Indonesia's diverse society.

Recent research has delved into the implementation and outcomes of religious moderation initiatives in Indonesian Islamic universities. For instance, Afwadzi et al. (2024) analyzed how students at Maulana Malik Ibrahim State Islamic University of Malang interpret and utilize religious texts that advocate moderation. Their findings revealed that students primarily associate religious moderation with the principle of tolerance, drawing on Qur'anic verses and hadiths emphasizing this value. The study suggests that strengthening students' understanding of these texts can cultivate moderate religious attitudes, serving as a countermeasure against radicalism and intolerance (Afwadzi et al., 2024).

Similarly, Subchi et al. (2022) examined the factors influencing religious moderation among students at state Islamic universities in Indonesia. Their research identified a positive correlation between religiosity—defined by intellectual engagement, ideological commitment, and religious practices—and moderate religious attitudes. Additionally, the study highlighted that socioeconomic factors, including gender and parental income, significantly shape students' tendencies toward moderation, emphasizing the multidimensional nature of religious attitudes (Subchi et al., 2022).

Zulkifli et al. (2023) focused on the perspectives of lecturers within State Islamic Higher Education Institutions regarding religious moderation. The findings indicated that institutional policies and socio-cultural contexts significantly impact lecturers' adoption of moderate religious perspectives. Interestingly, the study found that interreligious interactions did not significantly influence these perspectives, underscoring the critical role of institutional support and cultural frameworks in fostering moderation (Zulkifli et al., 2023).

Collectively, previous studies have highlighted the pivotal role of educational institutions in fostering religious moderation through curriculum development, policy implementation, and the cultivation of supportive socio-cultural environments. However, while existing research emphasizes the general importance of such initiatives, there is a lack of detailed investigation into how specific universities operationalize these policies and measure their impact. This research seeks to fill this gap by focusing on the initiatives at Raden Fatah State Islamic University Palembang and Raden Intan State

Islamic University Lampung, which stand out as exemplary cases of implementing religious moderation in Indonesia.

At Raden Fatah State Islamic University Palembang, the Religious Moderation House serves as a focal point for advancing moderate religious perspectives and countering exclusivist ideologies. University leadership has underscored its alignment with the Ministry of Religious Affairs' agenda to address radicalism and intolerance effectively (Arifinsyah, Andy, & Damanik, 2020). This initiative is rooted in the tri-dharma of higher education—education and teaching, research, and community service—making the Religious Moderation House a cornerstone for fostering balanced and inclusive religious attitudes. Additionally, it plays a crucial role in achieving the university's strategic goals, such as meeting Key Performance Indicators (IKU) related to human resource development and instilling religious moderation in at least 50% of students, as outlined by the university's leadership (Arifinsyah et al., 2020).

The uniqueness of this research lies in its comprehensive examination of how religious moderation initiatives are operationalized and their outcomes within these institutional frameworks. By providing insights into the practical application of religious moderation programs, this study addresses a notable gap in the literature and offers a deeper understanding of the role of universities in cultivating inclusive and balanced religious attitudes.

Similarly, Raden Intan Lampung State Islamic University demonstrates its commitment to religious moderation through the establishment of the Centre for Religious Moderation Studies (PKMB) during the 2020-2024 term. Officially inaugurated on April 12, 2020, the PKMB functions as a hub for education, mentorship, grievance resolution, and fostering dialogue on religious moderation while promoting Pancasila and national values within the university community (Humas UIN Raden Intan, 2020). This initiative followed recommendations from the 2020 Raden Fatah State Islamic University Working Meeting, which emphasized the importance of research centers for enhancing institutional capabilities in preparation for Higher Education Accreditation (APT) in 2021. Beyond its immediate functions, the PKMB has become instrumental in fostering collaboration and building networks, including partnerships with the Ministry of Religious Affairs of West Tulang Bawang to strengthen religious moderation efforts, particularly for Islamic religious instructors. Preliminary findings underscore the necessity of further research to assess the policies and practices of religious moderation at both Raden Fatah and Raden Intan universities (Parhan, Nugraha, & Islamy, 2022).

These initiatives reflect the dedication of Indonesian State Islamic universities to institutionalizing religious moderation as a strategic approach to addressing ideological challenges and fostering an inclusive educational environment. This commitment underscores their role as pivotal agents in promoting harmony and countering radicalism within the broader socio-educational context.

This research aims to evaluate the policies and practices of religious moderation implemented at Raden Fatah State Islamic University Palembang and Raden Intan State Islamic University Lampung. It seeks to answer key questions: How have these universities operationalized the directives of the Ministry of Religious Affairs to promote religious moderation? What are the measurable impacts of these initiatives on students, faculty, and the broader university community? By addressing these questions, the study contributes to understanding the effectiveness of religious moderation policies in countering extremism and fostering inclusivity within Indonesia's educational institutions. This research is significant as it provides insights into the practical implementation of religious moderation, offering a framework for other State Islamic Religious Universities (PTKIN) to follow. Additionally, it highlights the role of education in shaping moderate religious attitudes, promoting national values, and reinforcing the socio-cultural fabric of Indonesia.

2. METHODS

This research employs a qualitative methodology using the Countenance Stake policy evaluation model to assess the implementation of religious moderation initiatives at Raden Fatah State Islamic

University Palembang and Raden Intan State Islamic University Lampung. The Countenance Stake model emphasizes two main matrices: description and judgment. Descriptions are made at three critical stages: antecedents (initial conditions influencing outcomes), transactions (processes and activities), and outcomes (results). Judgments are based on the evaluator's analysis of whether the described elements align with intended goals and standards (Hasan, 1992).

Data for this research were collected through document analysis and semi-structured interviews with carefully selected participants to ensure a comprehensive understanding of the initiatives. The document analysis involved reviewing key institutional reports, policy documents such as the Minister of Religion's Decree No. 93 of 2022, and records from the Religious Moderation House at Raden Fatah and the Centre for Religious Moderation Studies (PKMB) at Raden Intan. These documents provided detailed insights into the policies, strategies, and stated objectives of religious moderation initiatives.

The semi-structured interviews were conducted with participants chosen for their direct involvement and expertise in the implementation of religious moderation programs. This included university leaders such as rectors and vice-rectors, who provided strategic and policy-level perspectives; faculty members, who offered insights into how these policies were integrated into teaching, research, and community service; and program implementers, including coordinators and staff of the Religious Moderation House and PKMB, who shared practical experiences and challenges faced during program execution. This diverse pool of participants ensured that the study captured a wide range of viewpoints and experiences.

The interview data were transcribed and analyzed using thematic coding to identify recurring themes, patterns, and unique insights. This approach enabled a nuanced understanding of the rationale, processes, and outcomes associated with the religious moderation initiatives, ensuring the research was grounded in both policy documentation and stakeholder experiences.

The selection of Raden Fatah State Islamic University Palembang and Raden Intan State Islamic University Lampung was purposeful. Both institutions were among the first to implement the Ministry of Religious Affairs' directives for establishing Religious Moderation Houses and related programs, making them exemplary cases for study. Additionally, these universities serve diverse student populations, providing a robust context for examining the challenges and successes of institutionalizing religious moderation.

Data analysis followed a thematic approach. Interview transcripts and document content were coded to identify key themes related to the antecedents, transactions, and outcomes of the initiatives. The analysis focused on understanding the alignment between the stated objectives of the religious moderation programs and their implementation outcomes. Special attention was given to uncovering how these programs addressed issues of radicalism and promoted inclusivity. The Countenance Stake model was applied to systematically evaluate the consistency and impact of these initiatives across the two institutions (Pajarianto, Pribad, & Sari, 2022).

This methodological approach ensures a comprehensive understanding of the policies and practices related to religious moderation, providing a foundation for assessing their effectiveness and offering insights for broader application within other educational contexts.

3. FINDINGS AND DISCUSSION

3.1 Findings

Derived from the strategic directives of Raden Fatah State Islamic University Palembang, the institution's 2020–2024 Strategic Plan outlines eight key policy directions and strategies aimed at fostering religious moderation (Renstra UIN Raden Fatah 2020-2024: 82). These include: (1) preparing moderate religious literacy aligned with local wisdom, stored electronically in an accessible clearing house; (2) strengthening the integration of religious moderation content across courses in all faculties

and research programs; (3) increasing religious extra-curricular activities involving students, lecturers, interfaith communities, and regional or national participants; (4) enhancing the quality of tolerance and ethical behavior among students, lecturers, and educational staff; (5) forming a dedicated task force to synthesize concepts, policies, and strategies, while evaluating religious moderation literature; (6) improving teaching staff competence through training and showcasing practical examples of moderation; and (7) strengthening the involvement of pesantren (Islamic boarding schools) in fostering religious moderation (Hernawan, Riyani, & Busro, 2021).

These strategies serve as the foundation for implementing Tri Dharma activities in education and teaching, with a strong emphasis on religious moderation. During an interview conducted on March 28, 2023, Vice Rector I emphasized the centrality of these policies, stating that religious moderation serves as a guiding principle in educational practices at Raden Fatah. Specific initiatives include the integration of moderation themes in orientation programs and training sessions for staff and students, illustrating the institution's commitment to aligning its efforts with the national agenda of the Ministry of Religious Affairs. These policies are designed not only to promote moderate religious perspectives but also to establish the university as a model for fostering tolerance and inclusivity.

"Religious moderation serves as a guiding principle in educational practices within Islamic higher education institutions, including Raden Fatah State Islamic University. For instance, religious moderation workshops have been conducted through funding from the Education Management Agency (LPDP), wherein the program's head lecturers from Raden Fatah State Islamic University participated from December 9 to December 13, 2022, with Prof. Amin Suyitno as the resource person."

According to the interview conducted, Vice Rector I stated that Raden Fatah State Islamic University Palembang has undertaken various religious moderation initiatives in the realm of education and instruction. Notably, a five-day training program focusing on religious moderation was organized, with participation from the program heads at Raden Fatah State Islamic University Palembang. Additionally, activities rooted in religious moderation are integrated into orientation sessions for new students. These efforts underscore Raden Fatah State Islamic University's dedication to disseminating and implementing policies outlined by the Ministry of Religious Affairs of the Republic of Indonesia (Majid, 2020).

This serves as a crucial measure to ensure that students are equipped with the awareness necessary to avoid falling prey to radical Islamic movements or ideologies incongruent with the values of the Indonesian nation (PBAK UIN Raden Fatah Guidelines, 2021: 4). In 2021, the Introduction of Student Academic Culture (PBAK) at Raden Fatah State Islamic University Palembang was conducted online from August 16 to 18, 2021. Similarly, in 2022, the Introduction of Student Academic Culture (PBAK) was held with an inclusive approach at Raden Fatah State Islamic University Palembang, with the theme "Actualisation of Moderation as a Form of Devotion to the Country." This event took place directly from the Academic Center Building on August 19, 2022, with PBAK activities spanning from August 17 to August 19, 2022. In 2023, the Introduction of Student Academic Culture (PBAK) at Raden Fatah State Islamic University Palembang centered on the theme "The Spirit of Religious Moderation to Welcome the Demographic Bonus," featuring Qoim Nurani, M. Pd., Head of the Center for Religious Moderation, as the speaker. This information was also communicated during an interview with Vice Rector III of Raden Fatah State Islamic University Palembang on November 19, 2022 (Dahlan, 2017).

"The Ministry of Religious Affairs has instructed PTKIN, including UIN Raden Fatah, to socialise and convey messages of religious moderation to students, especially new students in PBAK activities. We have started this activity in 2021, 2022 and in 2023 now it is still being continued because this programme is included in the Rector's IKU. It can be seen in the IKU document of the Rector and the Vice Rectors of UIN Raden Fatah".

The results of this interview were also later strengthened by the results of an interview with the Head of Personnel of Raden Fatah State Islamic University Palembang on 13 March 2023:

"The religious moderation training programme is an effort to strengthen religious moderation at Raden Fatah State Islamic University Palembang, which is not only followed by research programme lecturers but also needs to be followed by the leadership of Raden Fatah State Islamic University, so that this effort can run well according to the Ministry of Religion's policy. For the committee of the activity also involves staffing staff. In addition, all State Civil Apparatus lecturers and teaching staff have participated in CAT religious moderation which is carried out simultaneously throughout PTKIN in Indonesia. The result for UIN Raden Fatah is 60% satisfactory religious moderation score, although we need to improve the performance aspect and CAT activities are carried out in 2 stages, I send the attachment schedule. Religious moderation is also one of the main points on the Rector's Main Performance Index, if I'm not mistaken, the target is 50% (Hafidz, 2021)"

The interview outcomes indicate that the religious moderation policy at Raden Fatah State Islamic University Palembang has diligently adhered to the regulations outlined by the Ministry of Religion of the Republic of Indonesia, particularly in the realm of education and instruction. This entails that both civil servant lecturers (ASN) and non-civil servant permanent lecturers, as well as educational staff at Raden Fatah State Islamic University, are mandated to undergo the Ministry of Religion's Index of Professionalism and Religious Moderation (IPMB) 2022 *Computer Assisted Test* (CAT) on Tuesday, December 27, at the Integrated Laboratory Campus B, UIN Raden Fatah Palembang. Furthermore, this educational and instructional endeavor has been carried out simultaneously across all State Islamic Religious Universities (PTKIN) in Indonesia, with the process unfolding in two stages. Documentary evidence is provided through the participation of the program head from Raden Fatah State Islamic University Palembang in religious moderation training activities held from December 9 to 13, 2022. Additionally, insights into the teaching process from lecturers to students were shared, as articulated in interviews with the Deputy Dean 1 of the Faculty of Tarbiyah and Teacher Training at Raden Fatah State Islamic University Palembang (Nugroho, 2016).

"Indeed, for now it is still limited to socialisation and seminars only, to be applied in courses there is not yet because there is still no instruction and limited to the IKU document. So with that, it can be reviewed if indeed this religious moderation needs to be included in the curriculum, say it needs to be seen the content of the material and courses that are suitable for the subject matter of religious moderation. For example, the course of Islam and Malay civilisation can be one of the contents of religious moderation. Why is that, because we have to accommodate local culture. So this needs to be reviewed. We don't have a religious moderation curriculum yet."

According to the insights gathered from the aforementioned interview, it is imperative to establish guidelines for curriculum implementation and review, ensuring the incorporation of appropriate courses to integrate content on religious moderation. In this context, the identified suitable course is "Islam and Malay Civilization." This sentiment was echoed by the Chairperson of the Religious Moderation House at Raden Fatah State Islamic University Palembang during an interview conducted on July 20, 2023 (Afwadzi & Miski, 2021).

"The UIN Strategic Plan encompasses the integration of religious moderation, which is to be realized through the Rector's Key Performance Indicators (IKU) in the foreseeable future. Currently, it is planned to initiate a Focus Group Discussion (FGD) regarding the alignment of religious moderation within the curriculum. This process commences with an initial curriculum assessment. Subsequently, the FGD will address the specific subjects where religious moderation can be incorporated, as mandated by the directives from the Director General of Higher Education, which necessitates its integration into the curriculum (PUTRI & Ishak, 2019). It's important to note that this review won't alter the courses themselves but will instead provide guidelines and technical instructions, with the course "Islam and Malay Civilization" being the most feasible option. This is because Islamic studies serves as foundational knowledge about religion, whereas courses such as "Islam and Knowledge" might lack specificity. "Islam and Malay Civilization" already contains relevant content; thus, it

requires only the inclusion of general discussion points. Currently, there isn't a specific module for religious moderation."

The interviews revealed that Raden Fatah State Islamic University Palembang plans to review its curriculum and conduct focus group discussions to determine suitable courses for religious moderation content. One potential course identified is "Islam and Malay Civilization," which aligns with the principles of moderation. Additionally, topics on religious moderation are already part of courses like Comprehensive Islamic Studies and Islamic Education Innovation in the university's Postgraduate Islamic Education Doctoral Program for the 2021/2022 academic year. Some lecturers in postgraduate programs have proactively incorporated these principles into their teaching (Suryadi & Kudwadi, 2010).

At Raden Intan Lampung State Islamic University, efforts to promote religious moderation began with its hosting of the Annual International Conference on Islamic Studies (AICIS) in 2016. The conference declaration, led by the Rector and other PTKI leaders, emphasized the importance of Indonesian Islam as a moderate, inclusive identity that values tradition, nationalism, social harmony, and democracy while rejecting all forms of violence and radicalism. This declaration has since guided the university's commitment to advancing and globalizing the principles of Indonesian Islam (Humas UIN Raden Intan Lampung, 2016).

Following this declaration, Raden Intan Lampung has actively implemented religious moderation policies under the leadership of Minister of Religion Lukman Hakim Saifuddin. This initiative became part of the university's Key Performance Indicators (IKU) as outlined in Decree Number 145 of 2021. According to the Head of the Institute for Research and Community Service (LP2M), religious moderation has been integrated into various educational and institutional activities, reflecting its central role in shaping the university's academic and cultural environment.

"Religious moderation is a programme of the Ministry of Religious Affairs so far at UIN Raden Intan Lampung it is limited to holding the first phase of Training of Trainers on religious moderation. The participants start from the Rector, Vice Rector, Dean, and Head of Institution, including me. The activity was carried out for six days, the target of the activity is that ToT on religious moderation can become trainers who provide and deliver training and workshops for friends in the UIN Raden Intan Lampung environment in the event as well, making a paper that I have written related to religious moderation, when qualified to follow the ToT on religious moderation, the theme of my paper is religious moderation in the Indonesian government. All ToT participants are required to write a paper on the theme of religious moderation."

Insights from the interview indicate that Raden Intan Lampung State Islamic University has been actively involved in advancing religious moderation initiatives. A key effort was the Training of Trainers (ToT) event, which included participation from university leadership. During this event, attendees were required to prepare and present papers on topics related to religious moderation, demonstrating a commitment to deepening understanding and promoting these principles. This perspective was reaffirmed by the Chairperson of Religious Moderation at the university during an interview on May 22, 2023 (Subchi, Zulkifli, Latifa, & Sa'diyah, 2022).

"UIN RIL's religious moderation activities are also an effort to accelerate the implementation of religious moderation, as many as 40 leaders in UIN Raden Intan Lampung attended the Training of Trainers (ToT) Strengthening Religious Moderation which was held for six days from 19-24 December 2022 at Novotel Lampung. The activity is a collaboration between UIN Raden Intan Lampung through the Religious Moderation House or the Centre for Religious Moderation Studies with the Pusdiklat of Administrative Personnel of Balitbang and Diklat Kemenag RI, the activity was opened by Prof. Amin Suyitno as the Head of Balitbang and Diklat Kemenag RI."

The religious moderation initiatives at Raden Intan Lampung State Islamic University were actively supported by 40 university leaders, including the Chancellor, Vice Chancellor, Deans, and heads of various institutional units. A key event was the six-day Training of Trainers (ToT) on Strengthening Religious Moderation, held from December 19 to 24, 2022, at Novotel Lampung. Documentation of this activity highlights its focus on equipping university leaders with the knowledge and tools to promote religious moderation effectively. Furthermore, a document review conducted on May 23, 2023, through the university's website included remarks from the Head of Balitbang and Diklat, emphasizing the importance of these efforts.

"In addition to expediting the integration of religious moderation, this Training of Trainers (ToT) serves as a crucial initiative to advance the strategic plan and seven priority programs outlined by the Ministry of Religious Affairs. UIN Raden Intan Lampung stands as the second institution to spearhead the reinforcement of religious moderation within PTKIN, following UIN Makassar. This initiative holds a position of priority, with the aim of extending its reach to all civil servants within the Ministry of Religious Affairs, including administrative officials on university campuses, by the year 2022. The primary objective of the ToT is to equip leaders with the skills necessary to serve as trainers or facilitators, enabling them to orchestrate training sessions and promote awareness about religious moderation effectively. Consequently, participants are anticipated to play a pivotal role in disseminating knowledge and fostering a shared understanding of religious moderation among students."

The statement highlights that religious moderation activities under the Ministry of Religion of the Republic of Indonesia have been implemented across Islamic Religious Universities, including Raden Intan State Islamic University Lampung. The second phase of the Training of Trainers (ToT) program was conducted from July 3 to 8, 2023, involving a diverse group of participants, such as vice deans, heads of research programs, religious moderation administrators, functional officers, educational staff, and interfaith representatives from Lampung. Since 2021, the Centre for the Research of Religious Moderation has spearheaded efforts such as curriculum reviews and religious moderation workshops to develop modules for integration into specific courses. This initiative was elaborated upon by the Chairperson of the Centre for the Research of Religious Moderation during an interview on May 22, 2023.

"Out of the six planned activities with allocated budgets, only three have been executed: the Religious Moderation Curriculum Workshop, the Compilation of Religious Moderation Modules, and the Moderation Corner Podcast. The development of the religious moderation module involved a team of writers, including Ahmad Muttaqin, M.Ag., Masruchin, PhD, Rudi Irawan, S.Pd.I., M.Si., Siti Wuryan, M.Kom.I., Gesit Yudha, M.I.P., and a team of editors comprising Dr. Agus Hermanto, M.H.I, Rizki Gunawan, M.Pd., and Zuhrofiyatun Najah, M.Pd. This module has been finalized and published since September 2021. The Center for Religious Moderation Studies has collaborated with the Vice Rector 1 of UIN Lampung to plan the implementation of the Religious Moderation curriculum. Currently, we are awaiting the scheduling of a determination meeting, as the module is already available".

The Religious Moderation Curriculum Workshop at Raden Intan Lampung State Islamic University has been ongoing since 2021, focusing on developing content for religious moderation. A workshop held from May 27 to May 28, 2021, aimed to create a curriculum for internal use in PKMB programs, such as religious moderation schools and campus courses. The curriculum is also intended as a reference for broader community use. The workshop, held in the LP2M Meeting Room, featured Dr. Ahmad Zainul Hamdi and Zacky Khoirul Umam as speakers, with Rizky Gunawan moderating.

After the workshop, the team began developing a module, though its implementation is still under discussion. On December 27, 2022, the university's State Civil Apparatus (ASN), non-ASN lecturers, and educational staff participated in the Computer-Assisted Test (CAT) on professionalism and religious moderation at the Integrated Computer Unit. A second stage of the CAT test was conducted on February 28, 2023, with the Chancellor emphasizing the importance of such assessments in fostering professionalism and moderation among the university's personnel.

"This Continuous Assessment and Training (CAT) must be conducted on a regular basis to ensure the sustained quality of Administrative and Civil Service personnel and safeguard them from ideologies conflicting with our national principles. It is imperative that this endeavor receives consistent support, ideally through periodic assessments, to uphold the integrity of our personnel against ideologies potentially at odds with our national ethos. Furthermore, we must collectively prioritize enhancing the knowledge and professionalism of our Administrative and Civil Service personnel, as we navigate an era marked by intensifying global competition, thereby necessitating high-quality human resources".

The document review highlights that addressing radical beliefs and actions is increasingly challenging in today's global context unless state apparatuses adopt a moderate stance. Moderation must extend beyond cognitive understanding to include behavior, emotions, and actions. This approach is crucial in diverse societies where groups coexist closely, as a lack of moderation risks creating conflict. At UIN Raden Intan Lampung, the second phase of the CAT IPMB was conducted, involving 125 leaders, committee members, and administrative staff who missed the first phase (Wahid, 2009).

The implementation of religious moderation at Raden Intan Lampung State Islamic University began more actively in 2023 through socialization activities and student engagement programs. The Introduction of Student Academic Culture (PBAK) was held in a hybrid format at the Multipurpose Building (GSG) and streamed online via YouTube and Zoom on August 29, 2023. This aligns with a circular from the Director General of Islamic Education, which outlines PBAK as a formal academic activity marking the beginning of the lecture process. The program was opened and closed with an Academic Senate Session and carried the theme *Religious Moderation: Strengthening the Young Generation Towards Golden Indonesia*.

Analysis of the religious moderation policies at Raden Fatah State Islamic University Palembang in the education and teaching stages revealed a structured approach to embedding these values into academic culture. Specific activities and strategies have been designed to support these efforts, reflecting their commitment to fostering moderation in diverse learning environments.

Table 1. Religious Moderation Raden Fatah State Islamic University Palembang

No.	Religious Moderation				
	Name of Activities Carried Out	Venue	Date of Activity	Target	Description
1.	Introduction to Campus Academic Culture Theme Realising Moderation, Safeguarding NKRI for Generational Excellence	Academic Center UIN Raden Fatah and Youtube UIN Raden Fatah,	16-18 August 2021	Student	Implemented Online and Offline
2.	Introduction to Campus Academic Culture with the theme Actualisation of Moderation as a Form of Devotion to the Country	Academic Center UIN Raden Fatah,	17-19 August 2022	Student	Implemented Offline
3.	Introduction to Student Academic Culture with the theme of the spirit of	Academic Center UIN Raden Fatah,	14-15 August 2023	Student	Implemented Offline

	religious moderation to welcome the demographic bonus				
4.	Pioneer Orientation for Strengthening Religious Moderation at Islamic Universities	Beston Palembang, December	Hotel 9-13	Head and Secretary of research Programme at UIN Raden Fatah	Implemented Offline
5.	CAT Test (<i>Computer Assisted Test</i>) Religious Moderation Ministry of Religious Affairs of the Republic of Indonesia Phase 1	Computer Laboratory Campus B UIN Raden Fatah, 27 December 2022	Laboratory	Deputy Director of Postgraduate Studies, Deputy Deans, Head of Centre, Secretary of Spi, Head of research Program, Secretary of research Program, Head of Laboratory, Head of General Section, Head of Academic and Student Affairs Section, Head of Administration Section, Head of Sub Section, PNS Lecturer, PPPK Lecturer, and CPNS.	Implemented Offline
6.	CAT Test (<i>Computer Assisted Test</i>) Religious Moderation Ministry of Religious Affairs of the Republic of Indonesia Phase 2	Laboratory UIN Raden Fatah, 28 February 2023	Campus B	ASN, tendik who did not take the CAT Test stage 1	Implemented in Offline
7.	Student final project (thesis) on religious moderation on behalf of M. Diaz Bagaskara NIM 1810202034 and Anik Musarofah NIM 1920202053	Islamic research graduation and 2023	Education Programme year 2022 and 2023	Islamic Religious Education research programme students	Implemented Offline

The outcomes from the research on the religious moderation policy at Raden Intan Lampung State Islamic University regarding the execution of the tri dharma in education and teaching are outlined as follows:

Table 2. Religious Moderation Universitas Islam Negeri Raden Intan Lampung

Religious Moderation					
No.	Name of Activities Carried Out	Venue	Date of Activity	Target	Description
1.	Phase I Leader <i>Training of Trainers</i> (ToT)	Novotel Lampung Hotel,	19-24 December 2022	Rector, Vice Rector, Heads of Institutions, Directors, Deputy Directors, and Deans	Implemented Offline
2.	Religious Moderation Curriculum Workshop	at the Institute for Research and Community Service office of UIN Raden Intan Lampung from May 27th to May 28th, 2021.		The team of the Centre for the research of Religious Moderation, some of the lecturers selected to participate in the workshop.	Implemented Offline
3.	Issuance of Religious Moderation Module	Lampung, on 11 September 2021		Centre for the research of Religious Moderation team	Implemented offline
4.	PBAK Religious Moderation Year 2023	State Islamic University Raden Intan Lampung, on 29 August 2023		Student	Implemented Offline
5.	<i>Training of Trainers</i> (ToT) Phase II	Emirsia Hotel Lampung, 03-08 July 2023		Leaders, lecturers, functional positions, administrators of the centre for the research of religious moderation, education personnel and interfaith in Lampung	Implemented Offline
6.	CAT Test (<i>Computer Assisted Test</i>) Religious Moderation Ministry of Religious Affairs of the Republic of Indonesia Phase 1	Campus Computer Unit of Universitas Islam Negeri Raden Intan Lampung, 27 December 2022		State civil apparatus lecturers, non-State civil apparatus permanent lecturers, educators	Implemented in Offline
7.	CAT Test (<i>Computer Assisted Test</i>) Religious Moderation Ministry of Religious Affairs	Campus Computer Unit of Universitas Islam Negeri Raden Intan Lampung, 28 February 2023		State civil apparatus lecturers, non-State civil	Implemented offline

	of the Republic of Indonesia Phase II					apparatus permanent lecturers, educators who have not attended stage I	
8.	Graduating Islamic Management Programme Students	Non-Muslim Education Doctoral	Kupas Lampung 25 May 2023	Tuntas Media Office, on	Group	Alumni of the S3 Islamic Education Management research Programme Mr Donal Haris Sihotang	Implemented offline

3.2 Discussion

This study evaluated how Raden Fatah State Islamic University Palembang and Raden Intan Lampung State Islamic University have implemented the Ministry of Religious Affairs' directives to promote religious moderation. It also examined the impact of these initiatives on students, faculty, and the wider university community. The findings highlight both progress and challenges in executing religious moderation policies, providing insights into their effectiveness and areas for improvement.

At Raden Fatah State Islamic University Palembang, the strategic plan emphasizes eight key policy directions designed to embed religious moderation within the university's tri dharma of education, research, and community service (Hernawan, Riyani, & Busro, 2021). Activities such as the Introduction to Student Academic Culture (PBAK) and workshops on religious moderation demonstrate the university's efforts to equip students with the skills and knowledge needed to counter radical ideologies (PBAK UIN Raden Fatah Guidelines, 2021). Despite these initiatives, interviews with university leaders revealed gaps in integrating religious moderation into the curriculum, with a particular need for courses like "Islam and Malay Civilization" that align with moderation principles. This finding underscores the importance of a more comprehensive curriculum development approach to ensure long-term impact.

Similarly, Raden Intan Lampung State Islamic University has shown strong dedication to religious moderation through programs like the Training of Trainers (ToT) and the development of a religious moderation module (Humas UIN Raden Intan Lampung, 2023). The ToT program engaged university leaders and staff in spreading moderation principles across campus, while the Religious Moderation Curriculum Workshop represented a significant step toward integrating these values into academic programs. However, logistical and procedural challenges have delayed the full implementation of the curriculum, indicating the need for improved coordination and execution. These challenges highlight the university's commitment while pointing to opportunities for refinement in institutional practices.

The comparative analysis of these two institutions reveals shared strengths, including the use of workshops, interfaith programs, and training initiatives to foster moderate values among students and staff. However, both universities struggle with curriculum-level integration and the development of consistent assessment mechanisms to evaluate program effectiveness. This study contributes to the discourse on fostering inclusivity and countering extremism within Indonesian higher education by providing empirical evidence of the successes and limitations of religious moderation initiatives.

To enhance the sustainability of these efforts, this research recommends the development of a standardized framework for integrating and evaluating religious moderation within higher education curricula. Such a framework would ensure consistency and effectiveness across all State Islamic Religious Universities (PTKIN), reinforcing their role in shaping moderate religious attitudes, advancing national values, and promoting socio-cultural harmony in Indonesia.

4. CONCLUSION

This study evaluated the implementation of religious moderation policies at Raden Fatah State Islamic University Palembang and Raden Intan Lampung State Islamic University, revealing significant progress and persistent challenges. Both institutions have demonstrated a strong commitment to promoting religious moderation through programs such as workshops, interfaith activities, and curriculum development efforts. At Raden Fatah, initiatives like PBAK and religious moderation workshops highlight the integration of moderation principles into education, research, and community service. However, gaps in curriculum integration, particularly the need for courses like "Islam and Malay Civilization," underscore the importance of a more comprehensive approach to embedding moderation in academic programs. Similarly, Raden Intan has made strides with its Training of Trainers (ToT) program and religious moderation module, though logistical and procedural challenges have hindered full implementation.

The findings suggest that while both universities have made meaningful contributions to fostering inclusivity and countering extremism, a standardized framework for integrating and assessing religious moderation across State Islamic Religious Universities (PTKIN) is essential. Such a framework could ensure consistency in program delivery and enhance the broader impact of these initiatives. The study has implications for policymakers and educators by providing evidence-based insights into the successes and limitations of current practices. However, its scope is limited to two universities, and it primarily relies on qualitative data, which may restrict the generalizability of findings. Future research should expand to include a larger sample of institutions, employ quantitative methods to measure the impact of religious moderation policies, and explore the perspectives of students and external stakeholders to provide a more holistic evaluation of these efforts.

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