



The Effect of Islamic Religious Education on Religious Moderation Attitudes

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Abstract

This study was conducted to determine the effect of Islamic religious education on the attitudes of moderation among students. This issue is based on the importance of teaching values of religious moderation, such as anti-violence, tolerance, commitment to nationality, fairness, self-confidence, and politeness. Schools, as the initial environment for character building, have a strategic role in internalizing these values to the younger generation. The objectives of this study are to determine the implementation of Islamic Religious Education in schools and to determine the effect of Islamic Religious Education on the attitudes of moderation among students. This study uses a quantitative method with an associative approach. The data collection technique for this research was in the form of distributing questionnaire instruments, then the data obtained was analyzed using simple linear regression through SPSS 25. The results of this study show that Islamic Religious Education has a strong positive impact on religious moderation attitudes, indicating that the variable of Islamic Religious Education contributes significantly to the formation of religious moderation, which includes aspects of tolerance, national commitment, anti-violence, fairness, confidence, and politeness. The implication is that Islamic Religious Education has a significant contribution in shaping moderate religious values among students. The next process with the T test produced a calculated T of 15.324, while the table T at a significance level of 5% was 1.708, so the calculated T > table T (15.324 > 1.708). This indicates that there is a significant effect of Islamic Religious Education on the attitudes of moderation in religion among students.

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INTRODUCTION

Learning is a conversational interaction between students, teachers, and subject matter within a learning situation (Jannah & Aisyah, 2021; Khoiri & Nopitasari, 2024; Mubarak & Muslihah, 2022; Sidon et al., 2025). Learning is also referred to as the process of facilitating successful understanding among students. This Islamic Education book integrates the theme of Islamic moderation, which serves as a framework for students to understand their national identity amid diverse ethnicities, cultures, and languages through the lens of Islam wasathiyah, or moderate Islam. Students are provided with timely resources to achieve I'tidal, which results in a fair character. Educators are not only responsible for imparting the knowledge they have acquired to their students, but also strive to nurture their morals and character, foster maturity, and enhance their intellectual, emotional, and spiritual intelligence, thereby fostering a sense of responsibility (Akib., 2021; Fadilah et al., 2025; Judrah et al., 2024; Maisyanah et al., 2020; Ni'mah & Rahmawati, 2023; Salsabila et al., 2021). Students are individuals who are part of an educational institution at a certain level and type, who constantly strive to improve their potential through the learning process, both in academic and non-academic fields.

Religious moderation refers to balanced religious attitudes, beliefs, and behaviors that avoid extremism and promote tolerance and harmony within religious communities. Similarly, in social interactions, individuals should avoid excessive enthusiasm toward certain social groups, as this can cause conflict and discomfort for others. Therefore, every student must understand religious moderation as a balanced religious attitude (Abdul Hamzah & Arfain, 2021; Arikarani et al., 2024; Ningsih & Hurairah, 2024; Sapnaranda & Utari, 2024). Religious moderation is very important for maintaining harmony and peace, especially in educational environments. Schools, as places for character and value building, have a strategic role in instilling moderate religious attitudes in students. Religious moderation does not mean mixing teachings, but instilling attitudes of fairness, tolerance, anti-violence, love for the country, self-confidence, politeness, and respect for religious differences.

Education is a planned and structured effort from childhood so that a person develops a good personality, such as instilling sincerity, caring for others, spirituality, and faith in Allah (Abdullah, 2022; Purwaningsih et al., 2022; Septiana & Salahudin, 2021; Yustiyawan, 2019). All of these are essential in education. The goal of teaching Islam to children is to shape their character. So, when they reach adulthood, the character instilled in them as children will remain ingrained in them. Therefore, educate children by instilling goodness in them so that when they reach adulthood, they will be good and care for others. Islamic Religious Education lessons cover several dimensions of human life, namely instilling in students piety towards Allah, which is manifested through the implementation of formal religious obligations, then growing with an awareness of His greatness and majesty through concern for the universe, its contents, and the surrounding environment. Religious education plays a role in shaping a sense of caring for fellow human beings. From a humanitarian perspective, religious education for children can be seen in the extent to which religious values are instilled in them, as well as how these values are reflected in their attitudes, behavior, and morals. Islamic Religious Education is an educational subject oriented towards moral and spiritual development. Islamic Religious Education is not solely oriented towards knowledge; rather, the affective and psychomotor aspects play a crucial role (Permana & Fadriati, 2023).

The figure of an Islamic Religious Education teacher is highly respected in Islam and embodies the principles of Islamic faith. Therefore, the profession of teaching Islamic religion and morals is as important as the profession of general education teachers (Adib, 2024; Asyari & Gunawan, 2023; Azmi & Mukaffan, 2025; Ginting et al., 2025; halim, 2024; Isnaini, 2024; Judrah et al., 2024). The main

objective in the field of Islamic Religious Education is to produce students who are based on faith, piety, and good morals. In reality, some students are not yet able to apply self-restraint in their daily lives. Some students find it difficult to understand the principles of diversity and tolerance in Islam, which can lead to exclusionary attitudes or a lack of appreciation for differences. The contextual influences of family, society, and the media also shape students' perceptions of diversity. An illustrative example of this occurs during class discussions, where students sometimes refusing to acknowledge the perspectives of their peers, and only emphasizing the superiority of their own perspectives. In addition, some students fail to pay attention when the teacher explains the lesson. Furthermore, when dealing with friends of different religious beliefs, they are often reluctant to befriend them. Therefore, it is important to assess the extent to which Islamic Religious Education has a positive impact on students' attitudes towards religious moderation. Although often associated with a particular religion, radicalism is not exclusive to any particular religion, but is universal in all religions (Hakim, 2022).

The discussion method helps educators internalize tolerance, honesty, and mutual respect for opinions in students. Thus, at this stage of development, adolescents are required to internalize and implement religious teachings and values in their lives. Students are expected to be able to carry out their roles in a balanced manner, both personally and as part of the community, in accordance with the principles and values of Islamic teachings. Religious moderation can be interpreted as an effort to maintain a balanced attitude and behavior in religion, without excess, while still respecting differences in religious beliefs or faith. This research has a population of 26 students in the class.

Table 1 Total Student Population Data

Class	Number of Students	Non muslim	Muslim
Class VIII	26 Student	-	26 Student
Total Number	26 Student	-	26 Student

A population is a group of people, events, animals, or objects that occupy a certain place with specific planning and are targeted in drawing research conclusions (Amin, 2023). Meanwhile, in the context of sampling, a sample functions as the basic unit in information gathering. The determination of sampling techniques is carried out by considering the characteristics of the population. If the population is homogeneous and exceeds 100, the sample can be set at 10% to 25% of the population. Conversely, if the population size is less than 100, sampling is carried out on the entire population or 30% to 70% of the population.

Tabel 2 Total Student

Class	Number of Muslim students (population)	100% Sampling	Total sample
Class VIII	26 student	$26 \times 100\% = 26$	26

METHODS

This study uses a quantitative method with an associative approach. Quantitative research is a form of research that calculates the extent of the influence of a variable using mathematical or statistical calculations. All 26 students in a school were used as research samples (Engkizar et al., 2024; Febriani et al., 2020; Ikhwan et al., 2023; Mutathahirin et al., 2022; Oktavia, et al., 2024; Sabrina et al., 2024; Ummah et al., 2025). The main criteria for this research were all students. To facilitate data processing, the researchers used random sampling as the data collection technique. The data collection technique for this research was in the form of distributing questionnaires. The data obtained was then analyzed using simple linear regression through SPSS 25. The techniques used are the Validity Test to determine the validity of the instrument, the Reliability Test, the Normality Test to determine whether the

data used is normal or not, the Product Moment Correlation Test, the T Test, and the R^2 Test (Determination Coefficient) (Akem et al., 2025; Aryasutha et al., 2025; Engkizar, et al., 2025; Faddhia et al., 2025; Guspita et al., 2025; Htay et al., 2025; Ikhlas et al., 2025; Istiqamah et al., 2024; Khairunisa et al., 2025; Mustafa et al., 2025; Okenova et al., 2025; Wulandari et al., 2024).

RESULT AND DISCUSSION

This study aims to determine the effect of Islamic Religious Education on the attitudes of moderation among students. Islamic Religious Education contributes greatly to the moral and personality development of students, especially in the religious context that exists in Indonesia. Islamic Religious Education is not only directed towards cognitive or religious knowledge, but also aimed at fostering a sense of togetherness and mutual respect among friends with different religious opinions at school, such as avoiding conflicts between friends at school, rejecting extremism in religion, treating friends fairly, and helping one another (Engkizar, et al., 2025; Mutathahirin et al., 2020; Oktavia, et al., 2024). Religious moderation refers to a balanced, tolerant attitude towards religion, respecting differences and avoiding extremism. In the learning process, Islamic Religious Education teachers integrate values of moderation such as tolerance among religious communities, love of peace, love of country, mutual respect, and openness to differences in teaching methods, class discussions, and daily practices in the school environment. Religious moderation is very important for students in their social and community lives. Before collecting data, researchers must test the questionnaire items on 26 selected respondents from students in grades.

Validity Test

A validity test is a research instrument used to determine the validity of data. Data is considered valid when it can be measured in accordance with the concept or variable being measured (Slamet & Wahyuningsih, 2022). Data instruments can be considered valid if the calculated r is greater than the table r . The r table value can be obtained with $df=26-2=24$, with a significance level of 5%, resulting in an r table value of 0.388. The validity test results for the Islamic Religious Education learning instrument (variable X) show that all items are valid, because the r count value of all items is greater than the r table (0.388). For example, for X1 the value is $0.802 > 0.388$, $X2 = 0.633 > 0.388$, $X3 = 0.548 > 0.388$, and so on up to X20 which reaches $0.685 > 0.388$. Since all 20 questions meet these criteria, this instrument is declared valid and suitable for measuring the Islamic Religious Education learning variable.

Furthermore, for the Religious Moderation Attitude variable (variable Y), the validity test results are also positive. All calculated r values for items Y1 to Y20 are above the table r value of 0.388; for example, $Y5 = 0.712 > 0.388$, $Y10 = 0.781 > 0.388$, up to $Y20 = 0.638 > 0.388$. Based on this validity criterion (calculated $r >$ table r), it can be concluded that all 20 questions for variable Y are valid. Thus, a total of 40 questionnaire items (20 for X and 20 for Y) can be used validly to measure the effect of Islamic Religious Education learning on religious moderation attitudes.

Reliability Test

Reliability test is the level of stability of measurement results of an instrument on the same concept at different times. Reliability can be tested using Cronbach's alpha coefficient or inter-item correlation. and an instrument is considered reliable if the coefficient value is > 0.60 , but if the Cronbach's alpha value is < 0.60 , the items in the questionnaire are not reliable (Slamet & Wahyuningsih, 2022). The questionnaire reliability test needs to be carried out in advance to determine the reliability level of the measuring instrument. The following are the results of the reliability test in this study:

Reliability Statistics	
Cronbach's Alpha	N of Items
.931	20

Fig 1. Results of the Reliability Test of Islamic Religious Education Learning

Based on the results of SPSS 25, it can be seen that the Islamic Religious Education Learning variable is reliable because the SPSS test result is 0.931, which is greater than 0.60.

Reliability Statistics	
Cronbach's Alpha	N of Items
.929	20

Fig 2. Results of the Reliability Test of Religious Moderation Attitudes (Y)

Judging from the output of the SPSS table above, it can be seen that the religious moderation variable is reliable, because the conbecch alpha value is 0.929 > 0.60.

Normality Test

Kolmogorov-Smirnov normality is a statistical test method that can be used to determine whether the residuals are normally distributed or not. The results of the research conducted are as follows:

Table 3 Normality Test Results

One-sample Kolmogorov-Smirnov test			
			Unstandardized Residual
N			26
Normal Parameters a, b	Mean		.0000000
	Standard Deviation		3.74579093
Most Extreme Difference	Absolute		.126
	Positive		.090
	Negative		-.126
Statistical Test			.126
Asymp. Sig. (2-tailed)			.200 ^{c,d}
Monte Carlo Sig. (2-tailed)	Sig.		.753 ^e
	99% Confidence Interval	Lower Limit	.742
		Upper Limit	.764

The SPSS 25 table results above show that the significant value obtained is 0.764 > 0.05, so the tested data results are considered to be normally distributed.

Linearity Test

The linearity test is a statistical method that can be used in this study to determine whether the relationship between the two variables of Islamic Religious Education and religious moderation is linear or not. This shows that togetherness and character education have a reciprocal relationship.

Table 4 Linearity Test Results

ANOVA ^a						
Model		Total Squares	df	Mean Square	F	Sig.
1	Regression	1425.684	1	1425.684	234.840	.000 ^b
	Residual	145.701	24	6.071		
	Total	1571.385	25			
a. Dependent Variable: Moderate						
b. Predictor: (Constant), Learning						

Based on the SPSS 25 output above, a significant linear relationship was obtained, as indicated by F 234.840 and its significance (Sig) 0.000, meaning that the result is lower than 0.05, which means that the statistically constructed linear regression can explain the variation in the variable of religious moderation attitude (Y) influenced by Islamic Religious Education learning (X). In other words, the contribution of the predictor to the dependent variable is quite strong.

Moment Product Correlation Test

The calculation results are interpreted in the interpretation guidelines with the specified measures, namely:

Table 5 Correlation

Values Correlation	Relationship Level
0,00 – 0,199	Very Low
0,20 – 0,399	Low
0,40 – 0,599	Moderate
0,60 – 0,799	Strong
0,80 – 1,000	Very Strong

Table 6 Product Moment Correlation Results

Correlation			
Learning		Learning	Moderate
	Pearson Correlation	1	.953**
	Sig. (2-tailed)		.000
	N	26	26
Moderate		Learning	Moderate
	Pearson Correlation	.953**	1
	Sig. (2-tailed)	.000	
	N	26	26

****.** Significant Correlation at the 0.01 Level (2-Tailed)

The calculation results of the influence value between Islamic Religious Education (X) and religious moderation attitudes (Y) obtained a value of 0.953, which falls within the range of 0.80-1.000, indicating a very strong indicator. This means that Islamic Religious Education has a strong influence on religious moderation attitudes among students. The hypothesis used by the researcher is Ho: There is no significant correlation between Islamic Religious Education and moderate religious attitudes among students. Ha: There is a significant correlation between Islamic Religious Education and moderate religious attitudes among students. Based on the SPSS output values above, it can be concluded that there is an influence between Islamic Religious Education and Moderate Religious Attitudes among Students. The accepted hypothesis is Ha, while Ho is rejected. This means that there is a convincing influence between Islamic Religious Education (X) and moderate religious attitudes (Y).

t-test

Significance testing is performed to determine whether the calculated r value has statistical significance or not. Data processing is performed using a t -test with a specific significance level, and the results are presented as follows:

Table 7 t-Test Results

		Koefisien ^a			T	Sig.
Model		Unstandardized Coefficient		Standardizd Coefficient		
		Standardized Coefficient		Beta		
		B	Std. Error			
1	(Konstan)	-2.175	5.849		-.372	.713
	Learning	.990	.065	.953	15.324	.000

a. Variabel Dependen: Moderat

It is known that T Count 15.324 and Significance 0.000 explain that Islamic Religious Education has an influence on moderate religious attitudes. meaning that 0.990 does not occur by chance but indeed reflects a real relationship between Islamic Religious Education and Moderate Religious Attitudes. Furthermore, this is consulted with the T Table results with a significance level of 0.05, where T Table is 1.708. The result is T Count $>$ T Table $>$ 1.708 (15.324 $>$ 1.708). The way to find T Table is $Df=26-1=25$. From these results, the Product Moment Correlation level obtained is significant or real. Based on the analysis results, it can be concluded that there is a clear significant influence between Islamic religious education and religious moderation attitudes.

The seventh theme is channeling interest in reading. This theme aims to instill character likes to read. At the student there is a library or some guesthouses call it a literacy corner. Here are provided books that can be borrowed, with this library it is hoped that students will read diligently. This theme was conveyed by informants as excerpts from the below:

R² Test

The purpose of this test is to identify the level of influence of independent variables simultaneously on the dependent variable. The coefficient of determination, denoted by R^2 , shows the comparison of the form of variable Y that can be explained by the model. The higher the R^2 result, the greater the model's ability to explain the form of the Y variable. The R^2 value ranges from 0% to 100%. The SPSS 25 results obtained by the researcher are as follows:

Table 8 R² Test Result

Model Summary				
Model	R	R Square	Customized R Square	Standard Error of estimate
1	.953 ^a	.907	.903	2.464

a. Predictors: (Constant), Learning

The SPSS output above shows an R^2 test result of 0.907 or 90.7%. This proves that the religious moderation attitudes among junior high school students are influenced by Islamic Religious Education by 90.7%. The remaining 9.3% is influenced by other variables.

The data processing results show that there is an influence between Islamic Religious Education and religious moderation among students. There is a significant relationship between Islamic Religious Education and moderate religious attitudes. This can be proven from the correlation result of 0.953 in the

interpretation table between 0.80-1.000, which is classified as a very strong correlation or relationship of 95.3%. The R^2 test results also show that Islamic Religious Education has an influence on the moderate religious attitudes of students by 90.7%, while 9.3% is influenced by other factors.

CONCLUSION

Based on the research, it can be understood that the data processing and analysis carried out have results that have a significant influence between Islamic Religious Education learning and religious moderation attitudes among students of 95.3%, and the correlation results obtained in this study are very strong. Statistical significance testing was conducted to identify whether the relationship obtained was statistically significant or coincidental. The result obtained was 0.953, which falls within the interpretation table between 0.80-1.000, indicating a very strong correlation or relationship, showing that there is a real influence between the two variables. The calculation of the coefficient of determination (R^2) test results obtained 90.7% influence between the two variables, while 9.3% was influenced by other variables. The t-test obtained a calculated t of 15.324 and a table t at a significance level of 5% of 1.708, so the calculated t > table t (15.324 > 1.708). These results show that there is a significant effect of Islamic Religious Education on Moderate Religious Attitudes.

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