



Design of an Islamic religious education curriculum supporting religious moderation in the digital era

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ABSTRACT

This study examines the design of an Islamic Religious Education (PAI) curriculum that promotes religious moderation in the digital era through a comprehensive literature review. The research aims to explore theoretical foundations, principles, and practical approaches for integrating religious moderation values into the PAI curriculum while addressing the challenges and opportunities presented by technological advancements. Using a qualitative approach, the study relies on primary and secondary literature, including academic books, journal articles, policy documents, and relevant educational research. Data were collected through systematic searches in academic databases using keywords such as "Islamic Religious Education curriculum," "religious moderation," "digital era," and "curriculum design." Content analysis was employed to identify key themes, including principles of religious moderation, curriculum development strategies, and the integration of digital tools in teaching and learning. The findings highlight the importance of embedding religious moderation values, such as tolerance, inclusivity, and respect for diversity, into the curriculum to foster harmonious interfaith relations. The study also emphasizes the critical role of digital technology in enhancing interactive and accessible learning experiences. Based on the analysis, a framework for designing a PAI curriculum that integrates religious moderation and digital competencies is proposed. This research contributes to the discourse on curriculum development by offering insights and practical recommendations for policymakers, educators, and curriculum designers. The proposed model seeks to prepare students to navigate the complexities of the digital era while upholding the principles of religious moderation.

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INTRODUCTION

In the context of a multicultural society, religious moderation is essential to maintaining harmony and peaceful coexistence among different religious communities. Indonesia is home to a diverse population comprising various ethnicities, religions, and cultures. This diversity demands mutual respect and tolerance among its people. Religious moderation is not solely about tolerance but also about reinforcing the universal values of religion that emphasize peace, justice, and unity (Purnama & Sutarto, 2022). In this context, Islamic religious education plays a crucial role in shaping the character and moderate attitudes of the younger generation.

In the digital era, the advancement of information and communication technology has significantly impacted how people learn and interact. A large portion of internet users in Indonesia accesses information through various digital platforms. This creates both challenges and opportunities for religious education, particularly in conveying the values of religious moderation (Sagala et al., 2024). By leveraging technology, Islamic religious education can become more accessible and comprehensible to young people, who are often more familiar with the digital world than the physical one (Mawaddah & Ahmadi, 2022). However, on the other hand, the unfiltered spread of information can lead to misconceptions about religion and strengthen extremism. Therefore, it is crucial to formulate a curriculum design that is not only relevant to the current era but also capable of supporting religious moderation. A well-designed curriculum should integrate the values of moderation into the learning materials (Genç & Uddin, 2023) and employ teaching methods that align with the characteristics of students in the digital age. In this way, Islamic religious education can serve as a tool to strengthen tolerance and harmony among religious communities.

The digital era presents new challenges in education, such as the rapid dissemination of information and the difficulty in controlling the quality of information received by students. On the other hand, the digital era also offers opportunities to access various learning resources that can enrich students' understanding of religious moderation (Mustapa et al., 2023). Therefore, it is crucial to identify the challenges that may arise in implementing the curriculum and the strategies that can be utilized to address them. The significance of this research lies in its effort to formulate a curriculum design that is not only responsive to the changes of the times but also capable of shaping a moderate character among students (Eryandi, 2023). By identifying key elements in the curriculum and analyzing implementation strategies, this study aims to contribute positively to the development of Islamic religious education in Indonesia.

Research on the design of Islamic religious education curricula that support religious moderation in the digital era is highly relevant to the needs of technology-based education in Indonesia. In this context, religious moderation serves as a crucial foundation to address the challenges of the digital age (Nisa et al., 2021), such as the proliferation of extremist content on social media that can influence students' mindsets. A literature review indicates that internet usage among students continues to rise, with over 80% of school students using digital devices to access information. In Java Island, DKI Jakarta recorded the highest increase of 14.65% over the same period, from 67.82% in 2021 to 82.47% in 2023 (Saputra et al., 2024). Previous studies also revealed that schools integrating religious moderation values through technology improved students' understanding of the importance of tolerance and diversity (Aluf et al., 2024), (Muntoha, 2024). Therefore, this research not only provides solutions to the challenges faced by schools in the digital era but also strengthens technology-based educational strategies to develop students' moderate and inclusive character.

The objective of this research is to identify the key elements of an Islamic religious education curriculum that supports religious moderation. To achieve this, the study will analyze various aspects of the curriculum, such as learning objectives, teaching materials, and instructional methods. By understanding these elements, it is hoped that the Islamic religious education curriculum can be more effective in instilling the values of moderation in students.

Additionally, another objective is to analyze the strategies for implementing the independent curriculum in the digital era (Marisa, 2021). In this context, the research will explore various methods and approaches that can optimize Islamic religious education in the digital age. This includes the use of technology in teaching, the development of digital-based learning resources, and training for teachers to address existing challenges (Arisanti, 2022). Through this study, it is expected that concrete recommendations will be found for the development of a more relevant and effective Islamic religious education curriculum to support religious moderation. Thus, the findings of this research will benefit not only the field of education but also the broader society in fostering a more tolerant and harmonious environment.

RESEARCH METHODOLOGY

This study employs a literature review method (Vhalery et al., 2022). to formulate the design of an Islamic Religious Education (PAI) curriculum that supports religious moderation in the digital era. The method aims to analyze and synthesize various relevant literature to obtain an in-depth and comprehensive understanding of the integration of religious moderation values into a technology-based digital curriculum. The reviewed literature includes indexed journal articles, academic books, policy documents, and research reports relevant to the topics of religious moderation, curriculum design, and the use of technology in education. This review seeks to establish a strong conceptual foundation for developing an adaptive PAI curriculum that addresses the challenges of the digital era.

The literature review process in this study begins with determining the research focus, namely designing an Islamic Religious Education (PAI) curriculum that supports religious moderation in the digital era. The next step involves conducting a literature search through academic databases (Fitriani et al., 2023), such as Google Scholar, Scopus, and ProQuest using relevant keywords, including "Islamic Religious Education curriculum," "religious moderation," "digital era," and "curriculum design."

Subsequently, the identified literature is selected based on inclusion criteria, such as relevance to the topic, publication within the last five years, and reference validity, as well as exclusion criteria for literature deemed irrelevant or less valid. The selected literature is then analyzed using a content analysis approach by identifying key themes, such as principles of religious moderation, the integration of technology in learning, and the development of a digital-based curriculum. The results of the analysis are synthesized to formulate essential elements supporting a relevant PAI curriculum design. Data validation is conducted through source triangulation to ensure consistency and credibility of the findings.

RESULTS AND DISCUSSIONS

In the rapidly evolving digital era, Islamic religious education plays a crucial role in shaping attitudes of tolerance, moderation, and mutual respect among a multicultural society. The design of an Islamic religious education curriculum that supports religious moderation is key to creating an inclusive and harmonious educational environment. Therefore, this study aims to examine how the design of the Islamic religious education curriculum can be adapted to the challenges and opportunities offered by the digital era, as well as how it can integrate values of religious moderation. Using a literature review research method, this study collects and analyzes various sources of literature related to the theory and practice of curriculum design that supports religious moderation, as well as the impact of technology implementation in Islamic religious education in Indonesia. The findings of this study are expected to provide insights into the development of a more relevant and effective Islamic religious education curriculum in the digital era.

Curriculum Components

First, the learning objectives. The learning objectives in the Islamic religious education curriculum must be designed to shape students' moderate and tolerant character. According to the Ministry of Religious Affairs of the Republic of Indonesia, Islamic religious education is not only aimed at teaching religious values but also at building a deep understanding of religious moderation (Aulia et al., 2024). This is important, considering that about 62% of Muslims worldwide support a moderate approach to religion (Kamaludin et al., 2021). Therefore, the learning objectives should include the development of attitudes of tolerance, understanding of differences, and the ability to communicate effectively among people of different faiths. Additionally, the learning objectives must also include the development of students' critical thinking skills in analyzing religious texts. In this context, students are taught not only to accept teachings at face value but also to understand the context and historical background of those teachings. This way, they can avoid narrow and extreme interpretations. This aligns with research indicating that education emphasizing critical thinking can reduce the potential for radicalization among youth (Munif, 2023).

Second, the teaching materials that support religious moderation. The teaching materials in the Islamic religious education curriculum need to be arranged in such a way that they support religious moderation (Werth & Williams, 2021). Materials drawn from authentic and diverse sources, such as the Qur'an, Hadith, and classical Islamic literature, should be presented in a way that is relevant to the social and cultural context of the students. For example, when teaching about tolerance, students can be taught about the stories of Prophet Muhammad that demonstrate tolerance and respect for differences (Qur'an, Surah Al-Hujurat: 13). Furthermore, the teaching materials should also include contemporary issues relevant to students' daily lives, such as social, political, and economic issues that affect interfaith relations (Amin & Mahabeer, 2021). In this way, students can see the relevance of religious teachings in a broader context and understand the importance of moderation in facing the challenges of the times.

Third, inclusive teaching methods. Inclusive teaching methods are crucial in supporting religious moderation. Teaching should be carried out using approaches that involve active student participation, such as group discussions, debates, and collaborative projects. According to research conducted by Albano, interactive learning methods can enhance student engagement and their understanding of the material (Albano et al., 2022). This way, students are not just passive listeners but actively participate in the learning process.

Moreover, teaching should also take into account the diverse backgrounds of students. In this context, teachers need to understand that students come from various social, economic, and cultural backgrounds. Therefore, the approach used should be able to reach all students, including those who may have different views on religion. This is in line with the principle of inclusion promoted by the differentiated curriculum in the Merdeka curriculum, which emphasizes the importance of education for all, without exception (Saprudin, 2021), (Van Geel et al., 2019).

Integration of Technology in Learning

The integration of technology in Islamic education can be achieved through the use of digital media that supports the learning process. Digital media, such as videos, podcasts, and learning apps, can be used to present teaching materials in a more engaging and interactive way. The use of technology in education can improve student learning outcomes by up to 30% (Hasanah et al., 2023). Therefore, the utilization of digital media is crucial to attract students' interest and enhance their understanding of religious moderation.

A concrete example of using digital media is the use of video platforms such as YouTube to deliver lectures or discussions on religious moderation. Students can be encouraged to watch these videos and then engage in discussions about the content and messages conveyed. In this way, students not only receive information but are also trained to think critically and analyze

various perspectives. This also aligns with the global trend where digital-based education is increasingly popular among the younger generation (Arifin, 2022).

Online platforms for discussion and collaboration can also serve as a tool to support religious moderation. With platforms like Google Classroom, Edmodo, or other discussion forums, students can share opinions and experiences regarding religious and social issues. This is important for fostering attitudes of mutual respect and understanding differences among students. Research shows that online discussions can increase student engagement and broaden their perspectives on various viewpoints (Daryanto, 2023). Furthermore, online platforms can also be used to invite speakers from various backgrounds to share their experiences and views on religious moderation. For example, schools can organize webinars featuring religious leaders or academics with a deep understanding of religious moderation. In this way, students not only learn from books but also gain direct insights from experts (Wen et al., 2023).

Assessment that Promotes Understanding of Religious Moderation

The assessment methods in the Islamic education curriculum must be designed to encourage students' understanding of religious moderation. Assessments should not only focus on cognitive aspects but also on students' attitudes and behaviors. For example, assessments can be conducted through collaborative projects that require students to work together in groups to complete tasks related to religious moderation. Research shows that collaboration in learning can enhance students' social skills and empathy (Arruabarrena et al., 2019). Additionally, formative assessments should be implemented to provide constructive feedback to students. This feedback can help students understand their strengths and weaknesses in grasping the teaching material. In this way, students can continuously develop their understanding of religious moderation.

Assessment serves as a critical source of constructive feedback in the learning process, especially in the context of religious moderation. The feedback provided by teachers must be specific and help students identify areas that need improvement. For example, if a student demonstrates a narrow understanding of tolerance, the teacher can provide concrete examples and additional resources to broaden the student's perspective. Research shows that high-quality feedback can enhance student motivation and engagement in learning (Maulana et al., 2020). Furthermore, feedback can also be provided through reflection sessions, where students are encouraged to evaluate their own understanding of religious moderation. In this way, students can identify areas where their understanding may still be lacking and strive to improve it (Ziaurrahman et al., 2024).

Analysis of the Implementation of Religious Moderation in the Merdeka Curriculum

In the context of education in Indonesia, the Merdeka Curriculum represents a breakthrough aimed at providing flexibility and freedom to educators and students in the learning process. One crucial aspect that needs integration into this curriculum is religious moderation. Religious moderation, as defined by the Ministry of Religious Affairs of the Republic of Indonesia, refers to attitudes of tolerance, inclusivity, and mutual respect among adherents of different religions. This concept is particularly relevant for implementation in Islamic education in today's digital era (Nisa et al., 2021).

In analyzing the application of religious moderation within the Merdeka Curriculum, it is essential to examine how these values can be integrated into each subject, especially Islamic religious education. Data indicates that approximately 87% of Indonesia's population identifies as Muslim (Hananto, 2021), making Islamic religious education a strategic vehicle for shaping the character and moderate attitudes of younger generations (Muttaqin, 2023). Therefore, the Merdeka Curriculum must emphasize the importance of religious moderation values to help students understand and internalize tolerant attitudes in their daily lives.

One example of implementing religious moderation in the Merdeka Curriculum is through the inclusion of themes discussing tolerance and pluralism in Islamic religious education lessons.

For instance, teaching about the history of Islam's development in Indonesia, which includes the diversity of religious practices across regions. This approach allows students to appreciate differences and understand that Islam has various expressions that complement one another (Harmi, 2022). Additionally, utilizing digital media in teaching can serve as an effective means of introducing religious moderation values.

In the digital era, new challenges arise, such as the spread of inaccurate information and radicalization through social media. Hence, the Merdeka Curriculum must also incorporate digital literacy education to teach students to critically assess the information they encounter. Data shows that approximately 53% of Indonesian teenagers access religious information through social media, highlighting the need for a more critical approach to handling such content (Fazrian, 2023). Consequently, Islamic religious education must equip students with the ability to discern accurate and relevant information.

Furthermore, the evaluation of religious moderation implementation in the Merdeka Curriculum needs to be conducted periodically. This is to ensure that the values of religious moderation are genuinely internalized by students. One method is by conducting surveys or case studies in schools that have implemented the Merdeka Curriculum. The data collected can be used to assess the curriculum's effectiveness in fostering moderate attitudes among students. With a data-driven approach, curriculum development can proceed sustainably and adaptively to meet the demands of the times.

In conclusion, the implementation of religious moderation in the Merdeka Curriculum is essential to shape a tolerant and inclusive younger generation. By integrating religious moderation values into Islamic religious education and wisely utilizing digital media, we can create a learning environment that promotes diversity and mutual respect. Therefore, collaboration between the government, educators, and society is crucial to achieving this goal.

Behavioral Changes in Students Toward Religious Moderation

One of the most significant impacts of religious moderation in the curriculum is the change in students' attitudes and behavior. Research indicates that students involved in religious moderation education programs show increased tolerance and understanding of differences. This change is evident not only in attitudes but also in students' daily behaviors. For example, in schools implementing the religious moderation curriculum, students are more actively involved in social activities that include various religious groups (Xia, 2023). This suggests that education emphasizing religious moderation can encourage students to engage more actively in diverse communities.

Moreover, students also exhibit improved skills in resolving conflicts peacefully. A survey conducted in several Islamic schools found that 72% of students reported being better able to handle differences of opinion constructively after participating in religious moderation education programs (Doja et al., 2022). This is a critical indicator that moderate religious education can equip students with valuable life skills. However, such changes in attitude require time and consistent curriculum implementation to achieve desired results. Hence, it is vital for educators to continue supporting and guiding students to internalize the values of religious moderation in their daily lives.

Enhancing Students' Digital Skills in Religious Education

In the digital era, digital skills are essential, including within the context of religious education. A curriculum integrating religious moderation with information technology has proven to enhance students' digital skills. For instance, in some schools, students are taught to use social media as a tool to spread messages of tolerance and religious moderation. According to research by Permadi, 65% of students felt more confident in using technology for positive purposes after participating in such programs (Permadi et al., 2020).

The use of technology in religious education also enables students to access diverse sources of information. As a result, they can learn about various religious perspectives more comprehensively. Data shows that 80% of students involved in digital religious education programs reported an increased understanding of other religious teachings (Ziaurrahman et al., 2024). This demonstrates that technology not only facilitates access to information but also enriches students' learning experiences.

Additionally, the digital skills acquired by students can also be applied in everyday activities. Students proficient in using technology are better able to participate in online discussions about religious and social issues. This is crucial for building awareness and a better understanding of diversity in society. A study by the Center for Education Policy Research found that students active on digital platforms tend to be more tolerant and open to differences (Lindell, 2020).

Finally, it is essential to note that enhancing digital skills also has the potential to open opportunities for students in the future job market. In an era where digital skills are in high demand, students with experience using technology for social and educational purposes will be better prepared to face professional challenges. Therefore, integrating technology into the religious moderation curriculum is not only relevant but also strategically advantageous. To achieve better educational outcomes, educational institutions must continuously innovate and develop curricula that not only teach the values of religious moderation but also equip students with relevant skills for the digital era. This will help create a generation that is not only tolerant but also ready to face the increasingly complex global challenges.

CONCLUSION

The curriculum design that supports religious moderation is crucial for creating an inclusive and tolerant educational environment. In the context of multicultural Indonesia, moderate religious education can help students understand and appreciate differences. The majority of Indonesia's population is Muslim, but there are also significant communities of other religions. Therefore, the Islamic religious education curriculum must be designed in such a way that it not only emphasizes religious aspects but also promotes universal values such as tolerance, cooperation, and mutual respect.

The digital era has changed the way we access information. Information and communication technology can be used to strengthen moderate Islamic education. For example, online education platforms like Ruangguru and Zenius have become popular learning sources among students. Indonesia is the fourth-largest internet user in the world. This shows that by utilizing technology, moderate religious education content can be more easily accessed by students across Indonesia. In addition, the use of social media can be a means to spread messages of religious moderation.

As a recommendation for further research, it is essential to develop more structured educational policies focused on religious moderation. This study can make a significant contribution by proposing policies that support moderate religious education in Indonesia, particularly through the integration of technology into the curriculum. One possible area for further research is the integration of religious moderation values into the national education curriculum using technology. For example, digital platforms could be utilized to deliver materials on the history of interfaith tolerance, best practices in religious observance, and the introduction of religious diversity understanding in an interactive and accessible way for students.

Additionally, this research could focus on the development of technology-based curriculum guidelines that support moderate religious education. By leveraging digital media, learning materials about religious moderation can be more easily disseminated and accessed, allowing for a more flexible and engaging learning experience for students. The Ministry of Education and Culture (Kemendikbud) could use these guidelines to formulate educational policies that incorporate technology-based approaches in religious education at schools.

This study can also explore models of collaboration between the government, educational institutions, and technology providers to create policies that support an inclusive and moderate religious education curriculum. This collaboration is expected to produce adaptive and responsive learning platforms that meet the needs of the digital generation.

By integrating technology into the religious education curriculum, this research will significantly contribute to the literature on technology-based education. The use of technology in learning can facilitate more effective teaching methods that are relevant to the needs of today's digital generation. Moreover, this research will enrich perspectives on how technology can strengthen tolerance and religious moderation values among students, as well as reduce the potential for interfaith conflicts through a more inclusive and technology-driven approach.

The author hopes for further research on the effectiveness of the Merdeka curriculum in the context of religious education. More in-depth research on the effectiveness of the Merdeka curriculum in the context of religious education is needed. The Merdeka curriculum implemented in Indonesia aims to provide freedom for schools and teachers to determine teaching methods. However, to ensure that religious education reflects the values of religious moderation, systematic evaluation is required. Research can be conducted to measure the impact of the Merdeka curriculum on students' attitudes and behaviors in religious observance. The results of this research can serve as a reference for the development of better curricula in the future, as well as provide recommendations for educators and policymakers.

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