

ENHANCING LEARNING ENVIRONMENTS: THE IMPORTANCE OF MODERATION IN ISLAMIC SCHOOLS

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ABSTRAK

Moderasi yang berasal dari ajaran Islam, menekankan keseimbangan, moderasi, dan menghindari ekstremisme dalam semua aspek kehidupan. Dalam konteks pendidikan, moderasi dapat membantu menciptakan lingkungan belajar yang harmonis dan seimbang yang memenuhi perkembangan siswa secara menyeluruh. Desain penelitian ini merupakan pendekatan metode campuran, yang menggabungkan metode kuantitatif dan kualitatif. Pendekatan ini memungkinkan eksplorasi yang komprehensif dan bernuansa tentang peran moderasi dalam meningkatkan lingkungan belajar di sekolah-sekolah Islam. Artikel ini mengeksplorasi pentingnya moderasi dalam meningkatkan lingkungan belajar di sekolah-sekolah Islam. Artikel ini membahas bagaimana konsep moderasi, yang berasal dari ajaran Islam, dapat secara positif memengaruhi lingkungan pendidikan, mendorong pendekatan yang seimbang dan menyeluruh terhadap pembelajaran. Berdasarkan prinsip-prinsip Islam dan teori-teori pendidikan, artikel ini membahas strategi untuk mengintegrasikan moderasi ke dalam kurikulum, pedagogi, dan budaya sekolah. Artikel ini juga mengeksplorasi peran guru, administrator, dan pengembang kurikulum dalam mempromosikan moderasi dan menciptakan lingkungan belajar yang kondusif. Melalui tinjauan literatur dan studi kasus, artikel ini menunjukkan manfaat moderasi di sekolah-sekolah Islam, termasuk peningkatan kesejahteraan siswa, prestasi akademik, dan kohesi sosial. Artikel ini diakhiri dengan menyoroti pentingnya penelitian dan kolaborasi yang berkelanjutan untuk lebih meningkatkan lingkungan belajar di sekolah-sekolah Islam. Penelitian ini akan berkontribusi pada pengetahuan yang sudah ada tentang pendidikan Islam dengan menyoroti pentingnya moderasi dalam menciptakan lingkungan belajar yang kondusif. Dengan merangkul moderasi, sekolah-sekolah Islam dapat memberikan pendidikan holistik yang tidak hanya mempersiapkan siswa secara akademis, tetapi juga memupuk pertumbuhan spiritual dan moral mereka.

Kata kunci: lingkungan belajar, moderasi, sekolah Islam.

ABSTRACT

Moderation as derived from Islamic teachings, emphasizes balance, moderation, and avoidance of extremism in all aspects of life. In the context of education, moderation can help create a harmonious and balanced learning environment that caters to the holistic development of students. The research design is a mixed-methods approach, combining both quantitative and qualitative methods. This approach allows for a comprehensive and nuanced exploration of the role of moderation in enhancing learning environments in Islamic schools. This article explores the significance of moderation in enhancing learning environments within Islamic schools. It examines how the concept of moderation, as derived from Islamic teachings, can positively influence educational settings, fostering a balanced and holistic approach to learning. Drawing on Islamic principles and educational theories, the article discusses strategies for integrating moderation into the curriculum, pedagogy, and school culture. It also explores the role of teachers, administrators, and curriculum developers in promoting moderation and creating a conducive learning environment. Through a review of literature and case studies, the article demonstrates the benefits of moderation in Islamic schools, including improved student well-being, academic achievement, and social cohesion. It concludes by highlighting the importance of continued research and collaboration to further enhance learning environments in Islamic schools. This research will contribute to the existing body of knowledge on Islamic education by highlighting the importance of moderation in creating a conducive learning environment. By embracing moderation, Islamic schools can provide a holistic education that not only prepares students academically but also nurtures their spiritual and moral growth.

Keywords: *learning environments, moderation, islamic schools.*

INTRODUCTION

Islamic schools in Indonesia originated from the education system in Islamic boarding schools as an indigenous education because it shows the elaboration of Islamic education with the indigenous culture of Indonesia (Madjid, 1997: 3). The pattern refers to education from Baghdad long before independence (Steenbrink, 1986: 22). The boarding school education model as a form of Islamic school has many advantages. Among them are the creation of a conducive learning environment, enthusiasm for learning, intimacy between students and students, between students and kyai (teachers), independence, responsibility, and 24-hour supervision, either from among students or from kyai (Malik & Muadhrom, 2022; Ihsan, 2018).

According to Kamaruddin Amin, Islamic education (pesantren, madrasah, and Islamic schools) has a significant contribution in main-taining the spread of moderate religious understanding (Aziz et al., 2019: vii). The depth of religious knowledge gained in religious education such as pesantren and madrasah as well as the optimal work of scholars and clerics who are still a reference for the religious behaviour of the community, make the religious understanding of the Indonesian people still at a safe point.

Islamic schools have the responsibility to educate young people who are not only intellec-tually intelligent, but also have noble morals and adhere to Islamic values. Thus Islamic schools have played an important role in fostering a young generation with Islamic characters and moderate.

A conducive learning environ-ment that upholds moderate attitudes is essential to achieve this goal. In the context of an increasingly complex and diverse society, fostering moderate attitudes among students has become increasingly important. Moderate attitudes are defined as the middle way between two extremes, not fanatical or extreme in religion, and always promoting tolerance and mutual respect. However, Islamic schools and education in general are not without challenges and problems in their efforts to improve the learning environment. Among these are the crisis of moderate attitudes and cultural and religious diversity that is not addressed wisely (Haidar et al., 2023: 8-9) so that it can trigger social conflict in the learning environment. Social conflict in the

learning environment is not always fuelled by the attitude of misinterpreting each other's religious interpretations and understandings, feeling self-righteous, and not opening up to other people's religious interpretations and views (Kementerian Agama RI, 2019: 6), but also by several other factors such as differences in ethnicity, race, culture, even economic levels and achievements (Hanafi, n.d.: 151).

One indicator of the crisis of moderate attitudes is the recent cases of bullying, mocking, and violence that have occurred in the school environment (Putri, 2022). This case is one of the educational issues that certainly disrupts the learning environment, whether committed by students against their friends, or by teachers against students, lately contrary to the idealism of the Islamic school pattern that carries the mission of *rahmah lil-'alamin* (QS. Al-Anbiya': 107). Therefore, the learning environment should be improved to be conducive, supported by a comprehensive and holistic understanding of Islam. One of the Islamic teachings that is considered to eliminate social conflict in the learning environment is the moderate attitude of each individual involved in the learning process.

The importance of maintaining a conducive learning environment in educational institutions cannot be overstated, especially in Islamic schools, as the aim is not only to impart cognitive knowledge but also to nurture students' spiritual and moral development. One of the key concepts that can significantly improve the learning environment in Islamic schools is moderation (*wasatiyyah*).

The urgency of a moderate attitude in improving the learning environment to make it more conducive is the focus of this study. The results of the study in the article are taken from the analysis of the discussion on two main issues, namely on how to improve the learning environment and on the urgency of moderate attitudes in improving the learning environment in Islamic schools.

The purpose of this article is to explore the urgency of moderation and moderate attitudes to improve the learning environment in Islamic schools. It also aims to examine the moderation principles from Islamic teachings that can positively influence the educational environment and lead to improved student learning outcomes and a more enriching educational experience, and which can be

integrated into the curriculum, pedagogy and school culture to create a more enriching educational experience for students. By creating a balanced approach to learning, moderation can help create a conducive environment for students to develop academically, emotionally and spiritually.

Through a literature review this article demonstrates the benefits of moderation in Islamic schools, including improved student well-being, academic achievement, and social cohesion. The article hopes to provide insights as well as practical recommendations for teachers, administrators, curriculum developers, and policy makers on how to promote moderation and moderate attitudes within Islamic schools and create a harmonious learning environment that reflects Islamic values.

DISCUSSION

Learning Environment

Learning involves the outcome and modification of knowledge, skills, strategies, beliefs, attitudes, and behaviours (Schunk, 2012: 2). Conducive learning can be created if it is supported by a good environment such as facilities and infrastructure as well as good social interactions that encourage each individual to create a pattern of relationships without something that disrupts interactions and activities (Supardi, 2003: 207). This opinion is supported by Arianti (2017) who states that conducive learning will be created if it is supported by a comfortable and serene environment around the class or school.

The learning environment is a place of teaching and learning activities that get influence from outside on the continuity of these activities (Fadhilaturrahmi, 2018; Mustika, 2015). According to Supardi (2003: 207), a conducive learning process is vital and must receive support from all parties. One of the factors that can support the learning environment to be more conducive is a good pattern of life (Slameto, 2003: 60), namely the moderate attitude of each individual, which includes the family environment, school environment, and community environment.

Moderate Attitude

One of the ten principles of life established by MUI is moderation (*tawassuth*) (Zaduqisti & Sopiah, 2021: 6-7). Moderation is a way of thinking and behaving that emphasises balance, justice, and tolerance (Rais, 2018). Etymologically, a moderate attitude in English means a straight attitude, the middle, which is likened to a glass in the middle of the table, which will always be safe and not easily dropped (knocked over) (Echols & Shadily, 2005: 384). Moderate people tend to take a middle position, be fair, and mediate in a conflict. They have the ability to see things in a balanced and logical way, and are able to mediate in times of conflict. Other moderate traits include having an open attitude, being humble, thinking rationally, and having negotiation skills.

Moderate attitudes emphasise the importance of cooperation between individuals and respect for differences between them (Kementerian Agama RI, 2019). Islamic teachings in this context emphasise moderation, balance, moderation, and avoiding extremism in all aspects of life as implied in the Qur'an, Surah al-Baqarah verse 143. Thus, a moderate attitude allows humans to carry out tasks with a balance between personal and group needs, and face all contexts in a moderate and balanced manner.

Moderation in the context of education helps to create a harmonious and balanced learning environment that fulfils the holistic development of students (Mukhibat et al., 2023). Similarly, Jito Subianto (2013) stated that Islamic schools play an important role in shaping the minds and hearts of young Muslims, providing not only academic education but also spiritual and moral guidance. At the heart of the ethos in Islam is the concept of moderation which emphasises balance, harmony and avoidance of extremes in all aspects of life (As-Shalabiy, 2007: 16-25).

The concept of moderation (*wasatiyyah*) in Islam has been widely discussed in Islamic literature and is considered a fundamental principle in Islamic teachings. Scholars have emphasised the importance of moderation in various aspects of life, including education, as a means to achieve balance, harmony, and avoid extremism.

In the context of education, moderation has been highlighted as a key principle that can help create a balanced and holistic learning environment. Several studies have shown that educational approaches based on moderation can improve student well-being, academic performance and social cohesion. An example is the research conducted by Abdullahi Ahmed An-Na'im who has explored the application of the concept of moderation to Islamic education to encourage critical thinking, tolerance, and respect for diversity. Thus, in the context of education, moderation has significant relevance as it encourages a holistic approach that nurtures the mind and soul.

Furthermore, scholars such as Syed Muhammad Naquib al-Attas emphasise the role of Islamic education in fostering a balanced worldview by integrating spiritual, intellectual, and moral development. According to him (Al-Attas, 1979: 37), Islamic education should aim to foster a sense of moderation and balance in students, enabling them to navigate the complexities of the modern world while remaining rooted in Islamic principles.

The tips for improving the learning environment through moderate attitudes can be done with the following steps:

- a. Strengthening religious understanding; encouraging students to study Islam comprehensively and critically, so as to avoid narrow and extreme interpretations.
- b. Increasing tolerance and mutual respect; fostering a sense of empathy and appreciation for differences, so that students can establish harmonious relationships with people from various backgrounds.
- c. Developing critical thinking; encouraging students to question information and ideas critically, so as to avoid narrow thinking and being easily influenced by propaganda.
- d. Strengthening Islamic character; upholding peace, justice and compassion.
- e. Embedding moderate values in the curriculum; Schools can integrate education on religious moderation into the curriculum, both through religious and other subjects.
- f. Creating a culture of dialogue and discussion; encouraging students to dialogue and discuss openly on various issues, including sensitive religious issues.

- g. Organising activities that promote tolerance and mutual respect; organising activities that bring together students from different religious and cultural backgrounds, such as seminars, workshops and cultural festivals.
- h. Providing role models from teachers and staff; Teachers and school staff should demonstrate moderate attitudes in daily life.

With these strategies in mind and based on Islamic principles and educational theories, this article will be useful for integrating moderation into the curriculum, pedagogy, and school culture. It encourages the role of teachers, administrators, and curriculum developers in introducing moderation and creating a harmonious learning environment that reflects Islamic values.

Despite the importance of moderation in Islamic education, there is a need for further research to explore the concept of moderation to be effectively integrated into the curriculum, pedagogy and school culture in Islamic schools. Gaps in the learning environment should be eliminated and kept at bay by instilling moderate attitudes in the learning environment. Besides, the introduction of moderation in Islamic schools is an important recommendation for educators and policy makers.

CONCLUSION

The Moderation (moderate attitudes) is a guiding principle in Islamic education in Islamic schools. Moderate attitudes are very important to foster in Islamic schools. By implementing various strategies to enhance a learning environment that upholds moderate attitudes, schools can help students to become a young generation that is intelligent, Islamic in character, and ready to face the challenges of the times.

By carefully managing moderation, Islamic schools can provide a holistic education, not only preparing students academically but also nurturing their spiritual and moral growth. Educators can create a conducive learning environment, not only imparting cognitive knowledge and physical skills but also instilling the values of balance, tolerance of neighbours and compassion in the next generation of Muslim leaders and citizens.

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