



Research Article

## Implementation of Religious Moderation Values in Shaping the Social Character of Elementary School Students

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Received : March 25, 2024  
Accepted : October 23, 2024

Revised : September 20, 2024  
Available online : January 19, 2025

**How to Cite:** Vina tamarin and Nur Hidayat (2025) "Implementation of Religious Moderation Values in Shaping the Social Character of Elementary School Students", *al-Afkar, Journal For Islamic Studies*, 8(1), pp. 182–194. doi: 10.31943/afkarjournal.v8i1.1358.

**Abstract.** This research aims to understand the explanation regarding the implementation of religious moderation values in shaping the social character of elementary school students. The study utilizes a descriptive qualitative approach with data collection techniques conducted through interviews with teachers from Madrasah Ibtidaiyah classes in Bandung City. The data analysis employed includes data condensation, data presentation, and drawing conclusions. The results of this research indicate that the implementation of religious moderation values in shaping students' social character can be achieved at the elementary school level through habitual practices embedded in the learning materials.

Explanation regarding the diversity present in the environment should be taught to students to enable them to practice tolerance as a form of character development.

**Keywords:** Elementary School; Religious Moderation; Social Character

## INTRODUCTION

Education in elementary schools aims not only to provide academic knowledge but also to shape the character and social values of students. Because Indonesia is a democracy, differences in opinions and principles often occur and must be addressed from the foundation, namely through character education<sup>1</sup>. One important aspect of character formation is religious moderation values, which are crucial in creating an inclusive and harmonious environment. Religious moderation values teach students to appreciate differences, whether in religion, culture, or perspectives on life. Given the diversity present in the environment and society, education is the appropriate means to instill religious moderation values<sup>2</sup>. By understanding and appreciating these differences, students can learn to live peacefully and harmoniously side by side.

Education emphasizing religious moderation helps students develop open and inclusive attitudes, which are essential in building positive social characteristics. Students are taught to avoid extremism and fanaticism, and to develop mutual respect and empathy towards others. Education serves as an appropriate avenue to address students' negative character issues<sup>3</sup>. Education offers a way out to effectively implement religious moderation values by fostering respect for individual choices and peace in life<sup>4</sup>. From these points, it can be seen that shaping students' social character can be achieved through instilling religious moderation values in education.

This approach also focuses on developing social character, such as effective communication, teamwork, and peaceful conflict resolution. Shaping social character in elementary school students is crucial because character formation takes time and is necessary to develop students' identity to be sensitive to their environment regardless of differences<sup>5</sup>. By teaching religious moderation values, elementary schools can help students develop social character from an early age. Students learn to engage in constructive dialogue, listen to others' viewpoints, and find solutions

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<sup>1</sup> Rofik Muhammad Nur and Misbah M, 'Implementasi Program Moderasi Beragama Yang Dicanangkan Oleh Kementerian Agama Kabupaten Banyumas Di Lingkungan Sekolah', *Lectura: Jurnal Pendidikan*, 12(2) (2021).

<sup>2</sup> Hafizh Idri Purbajati, 'Peran Guru Dalam Membangun Moderasi Beragama Di Sekolah', *Falasifa Jurnal Studi Keislaman*, 11.2 (2020), 182-94 <[https://media.neliti.com/media/publications/318931-peran-guru-agama-dalam-menanamkan-modera->](https://media.neliti.com/media/publications/318931-peran-guru-agama-dalam-menanamkan-modera-).

<sup>3</sup> Zahra Rahmatika, 'Guru PAI Dan Moderasi Beragama Di Sekolah', *Tafahus: Jurnal Pengkajian Islam*, 2.1 (2022), 41-53 <<https://doi.org/10.58573/tafahus.v2i1.19>>.

<sup>4</sup> Taufikurrahman and Aufa Syakira Zahrah, 'Implementasi Nilai Moderasi Beragama Dalam Membangun Karakter Sosial', *Jurnal Pendidikan Islam*, 13(2).1 (2023), 143-44.

<sup>5</sup> Muhamad Arif, Jesica Dwi Rahmayanti, and Fitri Diah Rahmawati, 'Penanaman Karakter Peduli Sosial Pada Siswa Sekolah Dasar', *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 13.2 (2021), 289-308 <<https://doi.org/10.37680/qalamuna.v13i2.802>>.

together in the face of differences. Instilling religious moderation values can create a generation with strong intellectual qualities, less susceptible to negative influences regarding differences in society<sup>6</sup>. This not only strengthens relationships among students but also lays a strong foundation for their future social lives.

Furthermore, the implementation of religious moderation values can enrich the curriculum with activities that emphasize the importance of diversity and inclusion. Activities such as group discussions, collaborative projects, and real-life simulations provide students with direct experiences in applying these values. Through these activities, students can experience the benefits of moderate and inclusive attitudes, which in turn shape them to be more tolerant and open-minded. However, according to Albana's research<sup>7</sup>, many students still exhibit low levels of tolerance, indicating that instilling religious moderation values can change students' intolerant attitudes. The implementation of religious moderation values in elementary education aims to teach students the importance of tolerance, cooperation, and mutual respect amidst diversity. Strengthening students' social character through religious moderation practiced at home and in school is crucial in today's era to prevent moral crises<sup>8</sup>. It is emphasized that character formation must start from the ground up to create students who have good social characters for their environment.

Overall, the implementation of religious moderation values in elementary education has wide implications for shaping students' social characteristics. By equipping students with a deep understanding and experience of the importance of tolerance and diversity, this education helps create a younger generation ready to contribute to a more peaceful and harmonious society. Through a holistic and integrative approach, education on religious moderation values can be a crucial foundation in shaping students' strong and inclusive characters. There is relevant research addressing this issue. For instance, Farabi's study<sup>9</sup> explains that the application of religious moderation values has been carried out through specific subjects to accustom participants to practice tolerance towards others. Consistent with research by Ali et al<sup>10</sup> after the implementation of religious moderation values, it can build students' social characters, particularly good tolerance attitudes. From

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<sup>6</sup> Zulkipli Lessy and others, 'Implementasi Moderasi Beragama Di Lingkungan Sekolah Dasar', *Paedagogie: Jurnal Pendidikan Dan Studi Islam*, 3.02 (2022), 137-48 <<https://doi.org/10.52593/pdg.03.2.03>>.

<sup>7</sup> Hasan Albana, 'Implementasi Pendidikan Moderasi Beragama Di Sekolah Menengah Atas', *Jurnal SMART (Studi Masyarakat, Religi, Dan Tradisi)*, 9.1 (2023), 49-64 <<https://doi.org/10.18784/smart.v9i1.1849>>.

<sup>8</sup> Hermanto Hermanto, Muhammad Japar, and Erry Utomo, 'Implementasi Pembelajaran Ilmu Pengetahuan Sosial (Ips) Dalam Membentuk Karakter Siswa Sekolah Dasar', *AULADUNA: Jurnal Pendidikan Dasar Islam*, 6.1 (2019), 1 <<https://doi.org/10.24252/auladuna.v6i1a1.2019>>.

<sup>9</sup> Mohammad Al Farabi, 'Penguatan Moderasi Beragama Dalam Membentuk Karakter Siswa Di Madrasah Aliyah Raushan Fikri Islamic School Langkat-Sumatera Utara', *Ansiru: Pengembangan Profesi PAI*, 2023, 104-11.

<sup>10</sup> Markus Ali and others, 'PENANAMAN NILAI-NILAI MODERASI BERAGAMA PADA KARAKTER Attadib : Journal of Elementary Education', *Attadib : Journal of Elementary Education*, 8.1 (2024).

these explanations, it can be concluded that instilling religious moderation values can shape the social character of elementary school students.

From the background outlined above, the problem to be discussed in this research is to understand the social characteristics of elementary school students, the implementation of religious moderation values in elementary schools, and the challenges faced in implementing religious moderation values in elementary schools.

## **METHOD**

This research employs a qualitative approach, wherein qualitative data is obtained through information from conducted interviews. The primary data sources consist of verbal and written statements from students and teachers related to the values of religious moderation in shaping students' character. For the secondary data in this study, the author obtained information from various reputable journals and other literature reviews related to the research topic to enhance understanding and provide relevant sources.

This research involves students and teachers as respondents for the interview activities. The study is located at Madrasah Ibtidaiyah in Bandung, West Java. The research is conducted during the second semester of the 2023/2024 academic year. The qualitative data collection technique used is interviews. For the data obtained from these interviews, the researcher describes the interview results in narrative form. The researcher employs data analysis techniques using condensation, data presentation, and conclusion drawing<sup>11</sup>.

## **RESULTS**

After conducting interviews at one of the Madrasah Ibtidaiyah in Bandung, the author obtained data results in the form of narrative texts. This is related to the implementation of religious moderation values on the development of social character in elementary school students. The interview was conducted with the fifth-grade homeroom teacher over the phone. The homeroom teacher explained the conditions in the field, stating that the teacher had already implemented religious moderation values with their students. This indicates that the cultivation of religious moderation values can be applied to elementary school students. Regarding the formation of social character in elementary school students, it is one of the influences of implementing religious moderation values. To strengthen the argument about the opinion above, the interview results regarding the implementation of religious moderation values in shaping the social character of students in elementary school are presented below.

### **Social Character in Elementary School Students**

Regarding the formation of students' character that occurs in the field related to social activities in the school environment, the fifth-grade teacher stated:

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<sup>11</sup> Matthew Miles, Michael Huberman, and Johny Saldana, *Qualitative Data Analysis A Methods Sourcebook* (USA, 2014).

"Coincidentally, the school hasn't organized many social activities yet. Mostly during outings or extracurricular competitions. So far, the children are still learning to tolerate small things like respecting differences of opinion in discussions, appreciating minor differences in the class, such as food preferences or study methods. Maybe because they live in an environment where everyone is Muslim, so they rarely encounter people of different religions. Mostly, during competitions outside, like the time we competed at Saung Udjo, there were many tourists. Most of them understand the differences, but a few find it strange."

The interview results indicate that the school has not been significantly involved in social activities, except for outings or class competitions. In religiously homogeneous classes, students learn to tolerate minor differences, such as opinions and preferences, so they are less exposed to people of different beliefs. Most students can accept differences when participating in extracurricular activities such as competitions at Saung Udjo, which are attended by many visitors from various cultural and religious backgrounds. However, some students find these differences strange, indicating a lack of interaction with broader diversity.

### **Implementation of Religious Moderation Values in Elementary School**

Regarding the implementation of religious moderation values in elementary schools that occurs in the field, the fifth-grade homeroom teacher stated:

"For implementation, I encourage them to learn tolerance for small things. Mostly, I instill tolerance in group learning. Usually, children are more interested and attentive when relevant examples are provided. Typically, I take examples from viral news. From that topic, I usually insert a few examples and emphasize the importance of tolerance. Then I demonstrate things they commonly do, and exemplify the importance of tolerance. Then, in measuring changes in students' characters, it is usually done through observation, observing their character anytime and anywhere, both inside and outside the school."

The interview results indicate that schools can promote tolerance by teaching students to be more tolerant of small things through group learning. To capture students' attention and emphasize the importance of tolerance, teachers use relevant examples from viral news. Additionally, educators provide practical examples from everyday life to apply tolerance. Changes in students' characters are measured through continuous observation, both inside and outside the school, to assess how their tolerance attitudes are developing. This method helps students gradually understand and apply the principle of tolerance in their daily lives.

### **Challenges in Implementing Religious Moderation Values**

Regarding the challenges faced in the process of implementing religious moderation values will be expressed by the fifth-grade homeroom teacher as follows:

"Maybe there are no difficulties, it's just a matter of getting accustomed to reminding them more often about the importance of tolerance. Some children grow up in families deeply rooted in religion. So they sometimes disagree with things that are different from them. So when reminded several times to be tolerant of religious diversity, they end up asking more questions about religion. Maybe because they grew up in a family that is deeply religious, they find it a bit difficult to tolerate things that are different from their religion, and they rarely meet people of different religions. So, for them, it's something strange and new."

The result of the interview is that although there are no major problems in teaching tolerance, it is important to regularly emphasize its significance. Some students who are raised in very religious families often disagree with things that differ from their faith. They become more interested in other religions after being reminded about the importance of tolerance towards religious diversity. Because they cannot interact with people of different religions, the concept of tolerance feels strange and new to them. This indicates that family background and lack of exposure to diversity can be challenges in instilling a tolerant attitude.

## DISCUSSION

After the elaboration of the interview results, the next step is to provide an explanation regarding matters related to the findings. Here is a detailed explanation of the sub-sections in this research.

### Social Character in Elementary School Students

Implementation of social character in elementary school students is an essential component in their development. Social character includes the ability to interact positively with others, show empathy, collaborate, and appreciate differences. Through character education, behavior formation can be shaped over time<sup>12</sup>. School culture sets the standard for achieving character education in schools. School culture consists of behaviors, traditions, daily habits, and symbols practiced by all students, so the surrounding school community should also be based on these values<sup>13</sup>. Children begin to learn to communicate with others at the elementary school age. This is an important foundational phase as they learn social skills that they will carry into adulthood. Character formation leading to the development of good behavior must be through habituation and training over a long period<sup>14</sup>. From this explanation, it can be understood that social character is formed due to the culture

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<sup>12</sup> T Taufiqurrahman, 'Pendidikan Karakter Prilaku Sosial Anak Usia Sekolah Dasar Dalam Keluarga Di Kecamatan Banjarmasin Timur', *Mu'adalah; Jurnal Studi Gender Dan ...*, IV.2 (2017), 123-38 <<http://jurnal.uin-antasari.ac.id/index.php/psj/article/view/2576>>.

<sup>13</sup> Bayu Purbha Sakti, 'Indikator Pengembangan Karakter Siswa Sekolah Dasar', *Magistra Unwidha Klaten*, 30.101 (2017), 1 <<https://doi.org/10.31227/osf.io/pucw9>>.

<sup>14</sup> Vita Santa Chrisantina, 'Efektifitas Model Pembelajaran Moderasi Beragama Dengan Berbasis Multimedia Pada Peserta Didik Madrasah Ibtidaiyah', *Jurnal Edutrained: Jurnal Pendidikan Dan Pelatihan*, 5.2 (2021), 79-92 <<https://doi.org/10.37730/edutraind.v5i2.155>>.

present in an individual's environment, which can affect students' social abilities in daily socializing.

The ability to collaborate is a key characteristic of healthy social students. Students must work in groups in many tasks and activities at school. Group work teaches them to appreciate others' opinions, share tasks, and achieve common goals. Social skills are formed from the formation of social character, and it is important to develop them as they can make students behave according to the social environment they are in<sup>15</sup>. Before reaching the mentioned abilities above, these skills are nurtured from the beginning when the students enter school. Before entering school, students have learned about social influence and thinking, where students who are still egocentric towards themselves and their environment show that they focus on themselves and things related to their environment, such as family, home, and kindergarten<sup>16</sup>. From this explanation, it is shown that social skills must be instilled since elementary school, as during elementary school, students are adapting to their surrounding environment.

The ability to practice tolerance is an important part of social character. Tolerance is the ability to understand and appreciate others' opinions and decisions. Elementary schools are centers of education, where tolerance values can be applied through character education, thus creating tolerant students and preventing intolerance<sup>17</sup>. At the elementary school age, children begin to learn to see situations from others' perspectives. This can be trained through role-playing, class discussions about diversity, and stories emphasizing the importance of understanding others. Teachers play a crucial role in character formation through habituation; moreover, teachers should be good role models for students because the main task of educators is to teach not only knowledge but also life values<sup>18</sup>. From these explanations, it can be understood that tolerance is a result of the formation of social character in students. This social character is formed through habituation in the learning process.

Elementary school students should also learn other social character traits, such as appreciating differences. Strengthening tolerance character should be given serious attention, especially for students. This should be demonstrated by teachers in everyday activities. This should even be incorporated into the lesson plans of every subject<sup>19</sup>. Children must learn to respect and accept differences in social, religious, and cultural backgrounds in an increasingly diverse society; this can be taught

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<sup>15</sup> Eka Wati, Endang Sri Maruti, and Melik Budiarti, 'Aspek Kerjasama Dalam Keterampilan Sosial Siswa Kelas IV Sekolah Dasar', *Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 4.2 (2020), 97–114.

<sup>16</sup> Fitri Hayati, 'Karakteristik Perkembangan Siswa Sekolah Dasar : Sebuah Kajian Literatur', 5 (2021), 1809–15.

<sup>17</sup> Vivi Tamaeka, 'Penanaman Nilai-Nilai Toleransi Melalui Pendidikan Karakter Di Sekolah Dasar [Instilling Tolerance Values Through Character Education in Elementary Schools]', *Media Ilmiah Komunikasi Umat Beragama*, 14.1 (2022), 14–22.

<sup>18</sup> Herlina Gantini and Endang Fauziati, 'Penanaman Karakter Siswa Sekolah Dasar Melalui Pembiasaan Harian Dalam Perspektif Behaviorisme', *Jurnal Papeda: Jurnal Publikasi Pendidikan Dasar*, 3.2 (2021), 145–52 <<https://doi.org/10.36232/jurnalpendidikandasar.v3i2.1195>>.

<sup>19</sup> Atik Wulidatus Silsi, Akhmad Qomaru Zaman, and Bernadetta Budi Lestari, 'Penguatan Karakter Toleransi Sosial Pada Siswa SMP Negeri 2 Sukodono Melalui Pembelajaran PPKn Berbasis Video', *Jurnal Edukasi Nonformal*, 3.1 (2022), 159–65.

through diversity materials in schools. Students can learn about and understand diversity in Indonesia and tolerance towards religious and cultural diversity through diversity learning in elementary schools and the application of tolerance attitudes towards these materials, allowing students to appreciate and respect religious and cultural differences in schools, as well as other ethnic and cultural differences<sup>20</sup>. From these explanations, it can be understood that strengthening student character can be applied by embedding it into learning materials.

Overall, collaboration between schools, families, and communities is needed for the development of social character in elementary school students. The learning process and curriculum serve as triggers to cultivate new positive traits in students in the form of social character<sup>21</sup>. With proper support and guidance, students can develop strong social skills that will help them in every aspect of their lives. In developing children's social character, it is better for a teacher to also understand the development of changes in student behavior. Fundamental assessment is a way to determine the progress of a child's character. This assessment is carried out to determine the achievement of student character improvement<sup>22</sup>. Good social character is the key to building healthy and harmonious relationships and to building a better society in the future. From these explanations, it can be understood that shaping student character requires collaboration between schools, teachers, parents, and the curriculum.

### **Implementation of Religious Moderation Values in Elementary School**

The implementation of tolerance is closely related to the application of religious moderation in elementary schools. Religious moderation is associated with tolerance or tolerance. Moderation is a process, and tolerance is the outcome or result of implementing moderation<sup>23</sup>. In the context of Indonesia's diversity, religious moderation refers to a balanced and non-extreme attitude in practicing religious teachings. Religious moderation can be interpreted as an attitude shown in understanding the religious context<sup>24</sup>. In elementary schools, teaching religious moderation can begin by informing students that all religions teach kindness and peace, as well as the importance of living together even though people have different beliefs. Religious moderation is the process of balancing, strengthening, and

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<sup>20</sup> Mita Anggraeni and others, 'Pengembangan Sikap Toleransi Siswa Sekolah Dasar Pada Keberagaman Di Indonesia', *Jurnal Gentala Pendidikan Dasar*, 7.1 (2022), 16–24 <<https://doi.org/10.22437/gentala.v7i1.15694>>.

<sup>21</sup> Yasinta Mahendra, 'Pendidikan Karakter Di Sekolah Dasar', in *Seminar Nasional Pagelaran Pendidikan Dasar Nasional (PPDN) 2019*, 2019.

<sup>22</sup> Laras Sinta, Yes Matheos Lasarus Malaikosa, and Djoko Hari Supriyanto, 'Implementasi Penguatan Pendidikan Karakter Pada Siswa Kelas Rendah Di Sekolah Dasar', *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6.4 (2022), 3193–3202 <<https://doi.org/10.31004/obsesi.v6i4.2326>>.

<sup>23</sup> Muhammad Faisal, 'Manajemen Pendidikan Moderasi Beragama Di Era Digital', *Journal of International Conference On Religion, Humanity and Development*, 2020, 195–202.

<sup>24</sup> A. Khoirul Anam Aceng Abdul Aziz, Anis Masykhur and Masduki Duryat, Ali Muhtarom, Idris Masudi, *Implementasi Moderasi Beragama Dalam Pendidikan Agama Islam, Kelompok Kerja Implementasi Moderasi Beragama Direktorat Jenderal Pendidikan Islam Kementerian Agama Republik Indonesia Bekerjasama Dengan Lembaga Daulat Bangsa*, 2019.



practicing religious teachings<sup>25</sup>. Students are educated to respect differences and avoid fanaticism through an inclusive curriculum and school activities that prioritize diversity values. From this explanation, it can be understood that instilling the value of religious moderation in education can foster a tolerant attitude towards others.

Tolerance education in elementary schools can be carried out in various ways, one of which is by telling stories about religious communities. In its implementation, teachers demonstrate tolerance in learning by respecting students' opinions, appreciating students' abilities, and providing equal learning opportunities to all students<sup>26</sup>. Religious moderation is included in the curriculum, where schools function as places where national ideas are instilled, multicultural values are cultivated, religious messages are conveyed in a more peaceful manner, and love for humanity is instilled<sup>27</sup>. Children from various religious backgrounds can learn tolerance well through storybooks, films, and role-playing activities. Providing real examples to respect and accept differences is an important role for teachers. Therefore, students can directly see how the principle of religious moderation is applied in daily life. From this explanation, it can be understood that the application of religious moderation values in learning can be done through a tolerant attitude.

The method of religious moderation in education can be applied through discussions, group work, and field trips<sup>28</sup>. Teachers who understand the importance of religious moderation and have the skills to teach it can be effective agents of change in schools. These skills may include teaching methods that emphasize interfaith dialogue, as well as techniques for addressing conflicts that may arise due to religious differences. Thus, schools can become safe and inclusive places for all students through positive habituation<sup>29</sup>. From this explanation, it can be understood that religious moderation can be applied in schools through positive habituation and incorporation into teaching methods.

Overall, the implementation of religious moderation principles in elementary schools is crucial for building a tolerant and appreciative younger generation. By instilling these values early on, it is hoped that students will grow into individuals who not only understand and respect religious differences but also actively participate in creating peace and harmony in society. For religious moderation and tolerance education to be successful and sustainable, schools, teachers, parents, and communities must work together effectively in this endeavor.

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<sup>25</sup> Uus Ruswandi, 'Moderasi Beragama Dalam Pendidikan Islam', *JIIP: Jurnal Ilmiah Ilmu Pendidikan*, 5 (2022), 3194-3203.

<sup>26</sup> Muhammad Bagastio Jauhari, Srihadi, and Sri Sayekti, 'Upaya Sekolah Menanamkan Sikap Toleransi', *Jurnal Democratia*, 1.1 (2021), 1-15 <<https://doi.org/10.31331/jade.viii.2282>>.

<sup>27</sup> Edy Sutrisno, 'Aktualisasi Moderasi Beragama Di Lembaga Pendidikan', *Jurnal Bimas Islam*, 12.2 (2019), 323-48 <<https://doi.org/10.37302/jbi.v12i2.113>>.

<sup>28</sup> Gloria Bastian S. Sitania, 'Peran Guru Mengimplementasi Sikap Moderasi Beragama Di Sekolah', *Institutio*, 8.2 (2023), 111.

<sup>29</sup> Sutrisno.

## Challenges in Implementing Religious Moderation Values

The implementation of religious moderation values in shaping social character is faced with various complex and dynamic challenges. The challenges in implementing religious moderation values involve issues in applying the concept of religious moderation in Indonesia; many Indonesians have not fully understood and applied the concept of religious moderation in their daily lives<sup>30</sup>. Religious moderation, which emphasizes balance, tolerance, and openness in religion, aims to create a harmonious and inclusive society. However, implementing these values is not easy and requires a holistic and sustainable approach. To achieve the educational goal of producing intelligent and virtuous generations, educational institutions face challenges and opportunities in the modern era<sup>31</sup>. From this explanation, it can be understood that the challenges encountered in the application of religious moderation values range from within Indonesian society itself to the inadequate application of religious moderation.

The diversity of students' backgrounds is one of the major challenges in implementing religious moderation in elementary schools. Children in elementary schools come from various religious, ethnic, and cultural backgrounds. To avoid conflicts or discomfort among students, teachers must be able to handle these differences wisely. The planning process of the learning system is influenced by teachers' understanding of learners' backgrounds, including economics, hobbies, and family backgrounds<sup>32</sup>. Inclusive curriculum and educational approaches that prioritize tolerance and appreciation of diversity are crucial. Limited teacher resources and training to teach moderation values often hinder effective implementation.

Religious moderation in elementary schools faces challenges due to external influences such as family and community. When implementing a new concept, there will inevitably be challenges to long-standing cultures, such as the application of religious moderation in education<sup>33</sup>. In schools, the principles taught to children may differ from what they learn at home or in their environment. This can cause confusion and internal conflicts for children. Schools, parents, and communities must work together to create an environment that supports moderation values. Parental involvement programs and community activities can help reinforce the moderation messages taught in schools.

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<sup>30</sup> Mohammad Asy'ari, 'Menyelami Makna Moderasi Beragama Di Indonesia: Kritik Dan Refleksi Atas Praktik Keberagamaan Kontemporer', *Jurnal Ilmiah Spiritualis: Jurnal Pemikiran Islam Dan Tasawuf*, 7.2 (2021), 207 <<http://ejurnal.iaipd-nganjuk.ac.id/index.php/spiritualis/article/view/642>>.

<sup>31</sup> Acep Saefuddin, Cecep Sumarna, and Abdul Rozak, 'Nilai-Nilai Moderasi Beragama Dan Implementasinya Dalam Pendidikan Agama Islam Di Abad 21', *Jurnal Ilmiah Wahana Pendidikan*, 2023.6 (2023), 11-17 <<https://scholar.google.com/citations?user=7WwjyqYAAAAJ&hl=id&oi=sra>>.

<sup>32</sup> Anggun Noor Kurnia Sari, Mukhamad Nurhadi, and Eka Purwaning Tyas, 'Analisis Kakarakteristik Terhadap Latar Belakang Peserta Didik Bagi Pembelajaran Efektif', *Jurnal FKIP Universitas Mulawarman*, 2022, 30-33.

<sup>33</sup> Kholis M Amrullah, Lutfiatuz Zahro, and Irfan M Islamy, 'Moderasi Beragama: Penanaman Pada Lembaga Pendidikan Formal Dan Nonformal', *Nizham*, 9(2) (2021).

## CONCLUSION

The implementation of religious moderation values in shaping students' social character can be carried out in elementary school students through ingrained habits embedded in the learning materials. Explanations regarding the diversity present in the environment should be taught to students in order to foster tolerance as a form of character formation. This research has limitations in discussing social character studies in depth, thus requiring an explanation of relevant strategies in the development of social character by applying religious moderation values in schools.

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