

Mainstreaming the Moderation of Islamic Religious Education in Global Society

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ABSTRACT

This article examines strategies for mainstreaming moderation in Islamic religious education within the context of global society. The escalation of religion-based extremism and the complexity of globalization challenges have driven the urgency to reconstruct a more moderate and inclusive approach to Islamic religious education. Through a literature review methodology, this research explores the conceptualization of moderation in Islamic religious education, implementation strategies in the curriculum, the role of digital technology, and a multistakeholder collaborative model. The study results indicate that mainstreaming the moderation of Islamic religious education requires a paradigmatic transformation that encompasses epistemological, pedagogical, and institutional dimensions. The development of a curriculum that integrates a multilevel approach and reflective-dialogic learning methods becomes a strategic instrument in the internalization of moderation values. The utilization of digital technology accompanied by the strengthening of critical religious literacy plays a significant role in countering the proliferation of extremist narratives in cyberspace. The implementation of a collaborative multistakeholder model, taking into account the local socio-cultural context, becomes a determining factor in building a moderate and sustainable Islamic education ecosystem amidst the dynamics of global society.

Keywords: Mainstreaming Moderation, Islamic Religious Education, Global Society

1 Introduction

The era of globalization has presented complex challenges in the development of Islamic religious education. The phenomenon of extremism and radicalism under the guise of religion has become a global concern, necessitating a reconstruction of approaches in Islamic religious education to be more moderate and inclusive. Religious moderation, or *wasathiyah*, in the context of Islamic education is a fundamental concept that needs to be mainstreamed as an effort to spread the understanding of Islam as *rahmatan lil alamin* in the midst of a diverse global society [1]. The complexity of global society, with various advancements in information and communication technology, has enabled the boundless spread of various religious ideologies. This condition has the potential to give rise to rigid, textual, and tentatively exclusive religious interpretations among the younger Muslim generation. Traditional Islamic religious education, which tends to be doctrinal and less contextual, is inadequate to equip students to face the challenges of religious moderation in the global era [2].

The concept of mainstreaming moderation in Islamic religious education has become urgent to develop as a strategic response to the extreme polarization of religious understanding. Moderate Islamic religious education is a necessity in creating an educational ecosystem that fosters tolerance values, peace, and respect for diversity [3]. The implementation of moderation values is not only limited to the formal curriculum aspect but also needs to be integrated into various dimensions of community life. The practice of Islamic religious education in various countries with significant Muslim populations still faces various challenges in integrating the principles of religious moderation. The curriculum revision for Islamic education aimed at strengthening religious moderation has not yet fully succeeded due to

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the strong influence of traditional paradigms that tend to be exclusive [4]. This situation is exacerbated by the penetration of transnational ideologies that exploit digital platforms to spread religious narratives that are not in accordance with Islamic moderation values.

Seeing the urgency of the issue, a comprehensive approach is needed to mainstream Islamic education moderation in the global community. This approach not only focuses on the formal aspects of education but also involves various elements of society, including families, religious institutions, media, and civil society organizations. This is emphasized by the fact that a moderate education ecosystem requires synergy among stakeholders to create an environment conducive to the development of moderate Islamic understanding [5].

In addition, the integration of digital technology in Islamic education also needs to be optimized to spread more engaging and relevant moderation narratives for the digital native generation. Additionally, religious digital literacy is an important component in the strategy of mainstreaming moderation in Islamic education to counter extremist content circulating in the digital space [6]. This article aims to comprehensively analyze the strategy of mainstreaming moderation in Islamic religious education in the global community by identifying various inhibiting and supporting factors for its implementation in different socio-cultural contexts. It is anticipated that the findings of this study will aid in the creation of a more flexible model of Islamic religious education in response to the needs of religious moderation in the modern world.

2 Literature Review

The discourse on the moderation of Islamic religious education has become the focus of academic study in recent years. Conceptually, the moderation of Islamic religious education refers to an approach to teaching Islamic values that emphasizes balance (*wasathiyah*), tolerance (*tasamuh*), and inclusivity in understanding religious teachings. This phenomenon has emerged as a response to the challenge of religious understanding polarization in the global era. Moreover, the implementation of Islamic education moderation in various countries faces significant obstacles due to resistance from conservative groups that tend to maintain a textual-doctrinal approach [7]. The epistemological dimension of moderate Islamic religious education is characterized by the openness in interpreting various religious texts while considering the socio-historical context and the objectives of Sharia (*maqashid syariah*). There are three main pillars that can identify the development of a moderate Islamic education curriculum, namely, strengthening critical religious literacy, internalizing universal humanitarian values, and the ability to adapt to the complexities of modern society [8].

It is impossible to analyze the dynamics of Islamic religious education moderation in the international community without taking into account the national education programs of different nations. An integrative approach to mainstreaming the moderation of Islamic religious education requires collaboration among various stakeholders, including religious institutions, educational institutions, civil society organizations, and the government [9]. Comparative studies conducted in several countries with Muslim populations show variations in policy approaches and the implementation of moderation in Islamic religious education, influenced by historical, political, and socio-cultural factors. One of the relevant theoretical frameworks in analyzing the mainstreaming of Islamic religious education moderation is the theory of religious education transformation [10]. According to this approach, when implementing Islamic religious education moderation, four transformational factors must be taken into account: paradigmatic transformation, methodological transformation, institutional transformation, and cultural transformation. These dimensions are interrelated and form the theoretical foundation for developing strategies to mainstream the moderation of Islamic religious education in the global community.

3 Research Methods

This study employs a qualitative-descriptive library research methodology. The data collection process was carried out through a comprehensive literature review from relevant scientific sources, including books, academic journals, research reports, and policy documents related to the moderation of Islamic religious education in a global context. Source selection was carried out by considering the relevance, credibility, and timeliness of the content, prioritizing literature published within the 2020-2025 timeframe.

Data analysis in this study adopts a hermeneutic-interpretative approach that includes the following stages: (1) identification and categorization of key concepts related to the moderation of Islamic religious education, (2) exploration of relationships and patterns between concepts, (3) contextual interpretation of data considering socio-cultural variables, and (4) construction of theoretical propositions as a basis for formulating mainstreaming strategies. The validity of the data is ensured through source triangulation by comparing various perspectives from diverse literature. The limitation of this research lies in its empirical dimension, which does not involve field studies; however, compensation is made through the utilization of previously published empirical research results to strengthen the analysis and recommendations produced.

4 Results and Discussion

Conceptualization of Islamic Religious Education Moderation in a Global Context

In Islamic religious education, moderation is a paradigm of learning that stresses harmony in comprehending and applying Islamic teachings while taking into account the intricacies of the world community. Epistemologically, this concept is rooted in the principle of *wasathiyah*, which is understood as a middle path that avoids extremism in the understanding and practice of religion. In the context of education, moderation is reflected in a learning approach that integrates the normative-textual dimension with the historical-contextual dimension in understanding Islamic teachings. There are three main characteristics of moderation in Islamic religious education: (1) a balance between textual and contextual reasoning, (2) an emphasis on universal Islamic values such as justice, humanity, and peace, and (3) openness to civilizational dialogue [11]. These characteristics serve as the foundation for developing a learning approach that transcends the barriers of primordialism and religious sectarianism. The development of the discourse on moderation in Islamic religious education is inseparable from global dynamics marked by increasing tensions between exclusive and inclusive groups in understanding religion. The phenomenon of transnationalization of religious ideology has also posed significant challenges to efforts to build religious moderation in various countries with Muslim populations. Therefore, the reconceptualization of Islamic religious education moderation needs to consider the global sociopolitical context while remaining rooted in authentic Islamic intellectual traditions [12].

Strategy for Implementing Moderation in Islamic Religious Education Curriculum

The conversion of the Islamic education curriculum into a strategic instrument for mainstreaming religious moderation in the global community. This transformative approach accommodates various dimensions of learning, including cognitive, affective, and psychomotor aspects that are integrated within the framework of moderation in religion. The redesign of the moderate curriculum for Islamic education includes several essential components: the formulation of competencies oriented towards universal Islamic values, the development of contextual learning materials, and the implementation of dialogical and reflective teaching methods. Additionally, the multitek approach in Islamic religious education allows students to explore various interpretations and perspectives in understanding religious texts [13]. This approach stimulates critical thinking and fosters an awareness of the complexity in understanding religious teachings, thereby steering away from tendencies towards monolithic and simplistic interpretations. The pedagogical dimension in the application of moderation in religious instruction in Islam also receives special attention, such as the development of transformative pedagogy that emphasizes experiential learning and critical reflection. This learning model enables students to construct moderate religious understanding through a dialogical process between text, context, and personal experience, allowing internalization of values of religious moderation to occur organically and meaningfully [14].

The Role of Digital Technology in Mainstreaming Moderation in Islamic Religious Education

The digital era has fundamentally changed the landscape of Islamic religious education, creating new learning spaces that transcend geographical and temporal boundaries. Utilizing digital technology in mainstreaming moderation in Islamic religious education provides strategic opportunities to reach a wider audience, particularly the digital native generation. The development of digital learning platforms that contain moderate Islamic content has become imperative in countering the proliferation of extremist

narratives in cyberspace. Several technological modalities that can be optimized in the dissemination of Islamic moderation values include social media, mobile learning applications, video streaming, podcasts, and digital infographics [15]. The diversification of these modalities allows for the dissemination of moderation messages that are adaptive to the diverse preferences and learning styles among young Muslim generations. In addition to technical aspects, religious digital literacy is also a crucial component in the ecosystem of moderate Islamic education in the digital era. Strengthening the capacity for religious digital literacy among educators and students positively correlates with their ability to identify and critique religious content that has extremist nuances. Therefore, the integration of digital literacy into the Islamic education curriculum becomes a strategic step in building resilience against the penetration of extremist ideologies through digital media [16].

5 Conclusion

Mainstreaming the moderation of Islamic religious education in global society is an inevitability that requires a holistic-integrative approach. Islamic religious education's application of moderation cannot be separated from epistemological reconstruction, the development of transformative curricula, the utilization of digital technology, and the strengthening of multistakeholder collaborative models. The strategic role of educational institutions in internalizing wasatiyyah values needs to be supported by various elements of society to create a moderate and inclusive educational ecosystem. The challenge of the transnationalization of extremist ideologies can be addressed through strengthening religious digital literacy and developing moderation content that is adaptive to the preferences of the digital native generation. Thus, moderate Islamic religious education can significantly contribute to building social harmony and global peace.

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