

RELIGIOUS MODERATION AS A FOUNDATION FOR MULTICULTURAL EDUCATION IN SCHOOLS

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Abstract

This study aims to analyze the role of religious moderation as a foundation for building multicultural education in elementary schools. Indonesia is a country with diverse cultures and religions, but issues such as intolerance, isolation, and the negative influence of social media sometimes arise, disrupting harmony in the school environment. Religious moderation is considered a solution to create a balanced, tolerant, respectful, and just attitude. This study used qualitative methods through interviews with the principal, Islamic religious teachers, and fifth and sixth grade students of different religions at a public elementary school in Jepara. The results indicate that school culture is an effective way to instill the value of religious moderation, both through the curriculum, daily interactions, and activities outside of teaching and learning. Providing a place of worship for non-Muslim students, teachers acting as good role models, and interfaith cooperation programs have been shown to build a shared awareness of the importance of respecting diversity. However, challenges remain, such as the exclusive attitudes of some students, teachers' lack of understanding, and the influence of conservative families. To address this, teacher training, parental involvement, and the integration of religious moderation values into the curriculum are needed. Thus, this study confirms that religious moderation is a crucial foundation for implementing multicultural education, which can create an inclusive, harmonious, and tolerant school environment.

Keywords: Religious Moderation, Multicultural Education, Tolerance.

Abstrak

Penelitian ini bertujuan menganalisis peran moderasi beragama sebagai fondasi pembangunan pendidikan multikultural di sekolah dasar. Indonesia merupakan negara dengan beragam budaya dan agama, namun isu-isu seperti intoleransi, isolasi, dan pengaruh negatif media sosial terkadang muncul, sehingga mengganggu keharmonisan di lingkungan sekolah. Moderasi beragama dianggap sebagai solusi untuk menciptakan sikap yang seimbang, toleran, saling menghormati, dan adil. Penelitian ini menggunakan metode kualitatif melalui wawancara dengan kepala sekolah, guru agama Islam, dan siswa kelas lima dan enam yang berbeda agama di sebuah sekolah dasar negeri di Jepara. Hasil penelitian menunjukkan bahwa budaya sekolah merupakan cara yang efektif untuk menanamkan nilai moderasi beragama, baik melalui kurikulum, interaksi sehari-hari, maupun kegiatan di luar kegiatan belajar mengajar. Penyediaan tempat ibadah bagi siswa non-Muslim, guru yang menjadi teladan, dan program kerja sama lintas agama telah terbukti mampu membangun kesadaran bersama akan pentingnya menghormati keberagaman. Namun, masih terdapat tantangan, seperti sikap eksklusif beberapa siswa, kurangnya pemahaman guru, dan pengaruh keluarga yang konservatif. Untuk mengatasi hal ini, pelatihan guru, keterlibatan orang tua, dan integrasi nilai-nilai moderasi beragama ke dalam kurikulum diperlukan. Dengan demikian, studi ini menegaskan bahwa moderasi beragama merupakan fondasi krusial bagi penerapan pendidikan multikultural, yang dapat menciptakan lingkungan sekolah yang inklusif, harmonis, dan toleran.

Kata Kunci: Moderasi Beragama, Pendidikan Multikultural, Toleransi

INTRODUCSION

Religious life in Indonesia is currently a concern for many parties, both domestically and internationally. This is related to the emergence of various religiously motivated social conflicts in society. Conflicts such as extremism, radicalism, hate speech, and interfaith divisions are issues that require careful solutions. These phenomena indirectly increase religious sentiment within Indonesian society. As a result, harmony and a sense of unity as a nation are becoming increasingly weak, with divisions based on religion and beliefs (Amrullah,Zahro', 2021).

Upon closer examination, these religiously related social conflicts actually stem from a failure to discuss religious understanding within Indonesia's diverse and multicultural social context (Arifin, 2023). This is particularly felt by extremist groups who are unwilling to tolerate and find it difficult to compromise with other religious beliefs. They assume that the correct way to practice religion is the one they adhere to. This view is reinforced by the fact that Islam is the majority religion in Indonesia.

Islamic moderation has recently been affirmed as the mainstream of religion in Indonesia. This effort is not only a response to various religious issues and challenges facing global civilization, but also an opportunity for the moderate generation to take more proactive action. While radical, extremist, and puritan groups are vocal and violent, moderate Muslims need to speak out even more forcefully and engage in peaceful action.

Islamic religious education is a deliberate effort to prepare students to truly believe in, trust in, and practice the teachings of Islam, through teaching and guidance that emphasizes the importance of respecting other religions to maintain harmony between religious communities in society and foster national unity.

Indonesia is a country rich in diverse cultures. It is called multicultural because it encompasses many different languages, ethnicities, religions, races, and cultures. These differences contribute to the recognition of Indonesian society as a pluralistic society. This means that Indonesians are constantly in dynamic relationships with one another (Daheri, 2022).

Indonesia is a country with a very high level of diversity, encompassing religion, culture, language, and ethnicity. On the one hand, this diversity is a blessing and a national treasure. However, if not managed properly, it can lead to conflict. Phenomena of intolerance, radicalism, and even violence related to religion and identity frequently emerge in various settings, including schools. Schools should be safe and supportive places for students to grow together despite their differences.

Religious moderation has emerged as one solution to address this diversity. This concept emphasizes the importance of maintaining balance in understanding and implementing religious teachings, avoiding excessive (extreme) attitudes and ignoring religious values. Religious moderation teaches the importance of respecting differences, upholding justice, and prioritizing deliberation to resolve problems. Thus, religious moderation can serve as a moral and cultural foundation for creating harmonious social interactions in schools.

On the other hand, multicultural education is an educational approach that emphasizes the recognition, respect, and acceptance of diversity within society. Through multicultural education, students are encouraged to understand pluralistic realities, develop empathy, and develop a tolerant and inclusive attitude. In this context, religious moderation can be seen as a crucial foundation supporting the implementation of multicultural education. Without a moderate attitude in religion, it will be difficult for students to deeply understand and appreciate the diversity around them (Wahyudi et al., 2023). For example, some students are reluctant to socialize with friends of different religions because they are considered "not of the same faith," leading to discrimination in class. This is despite the fact that the state has clearly stated in Article 29 paragraph (2) of the 1945 Constitution, which states, "The state guarantees the freedom of every citizen to adhere to their respective religions and to worship according to their respective religions and beliefs." This means that we must tolerate differences without undue restraint.

The implementation of religious moderation in schools does not always proceed without obstacles. Some individuals still view their religion exclusively and are reluctant to accept differences. Furthermore, teachers' limited understanding of religious moderation often hinders the integration of its values into learning and school culture. On the other hand, the development of social media has also had a significant impact, with students often exposed to intolerant narratives or hate speech that has the potential to divide.

This study aims to identify the implementation of religious moderation in multicultural education in elementary schools and to identify challenges and solutions in implementing religious moderation in elementary schools.

This research is expected to benefit various groups. For schools, the results can serve as a guide in creating a culture that is tolerant, open, and respectful of diversity. For teachers, this study can serve as a reference in incorporating the values of religious moderation into the teaching and learning process and school activities. Meanwhile, for parents and the community, it is hoped that this research will increase understanding of the important role of the family in fostering moderate attitudes in children. Furthermore, this research also provides a foundation for future researchers to develop studies on the application of religious moderation in the context of multicultural education at various levels of education.

METHOD

The approach used in this study was qualitative, using interviews. The researcher's rationale for using a qualitative approach was to uncover how religious moderation can be the foundation for multicultural education in schools.

Participants in this study were public elementary school principals, religious education teachers, and fifth and sixth grade students of different religions. They served as key informants in this study. The study was conducted at a public elementary school in Jepara. This research was conducted on September 8, 2025. The data sources in this research are primary and secondary. The primary data in this study were obtained from interviews with key informants. Meanwhile, the secondary data sources were obtained through library research, namely the collection of data obtained from various theories and data related to the research, including journals, the internet, and other literature related to the research focus.

RESULTS AND DISCUSSION

RESULTS

Based on interviews with the principal, Islamic Education teacher, and students from grades 5 and 6, the following findings emerged.

Interview focus	Participant responses
Understanding of Religious Moderation	The principal explained that religious moderation is defined as a balanced and fair attitude in respecting diverse beliefs within the school. This attitude is considered crucial to ensure that every student feels safe in learning without facing discrimination
Implementation in School Activities	The Islamic Education teacher explained that the values of religious moderation have been implemented through classroom learning activities, group prayers, and interfaith activities involving all students, including celebrations of national holidays.
Student Attitudes Toward Difference	Most students demonstrated an open attitude and were accustomed to respecting religious differences. However, some students still displayed exclusive attitudes and were reluctant to interact with classmates of different beliefs.
Challenges in Implementation	The principal and teachers acknowledged several challenges, including a lack of comprehensive understanding of religious moderation among some teachers and the influence of exclusive family environments that impact students' attitudes at school.
Solutions taken	The principal emphasized that the school is working to address these challenges by conducting training for teachers, building partnerships with parents, and implementing interfaith programs to foster mutual respect among students, such as community service, Independence Day celebrations, and arts competitions showcasing cultural and religious diversity.

DISCUSSION

Implementation of Religious Moderation in Multicultural Education

Multicultural education is an approach to the learning process that incorporates multicultural values into the content, methods, and assessment of learning. The goal of this education is to increase understanding and appreciation of cultural diversity in Indonesia and to minimize tensions and conflicts between religions (Susana et al., 2021). Multiculturalism is a form of education that encourages the recognition, acceptance, and appreciation of diverse cultures, religious beliefs, and ethnicities. To enhance religious moderation in the

context of multicultural education in Indonesia, it is crucial for teachers to select and use educational media that meet certain criteria, such as learning objectives and subject matter. In today's era, multicultural education is a necessity that cannot be ignored (Hoddin et al., 2023).

In multicultural education, students are encouraged to develop mutual respect and tolerance for cultural and religious differences. Through this approach, they also learn to respect and understand the values of religious moderation, such as tolerance, respect for differences, mutual acceptance, and appreciation. By integrating the values of religious moderation into multicultural education, students will be more sensitive to the religious and cultural differences around them. They will be trained to appreciate and respect these differences while fostering an attitude of mutual respect and tolerance.

In developing multicultural education, collaboration between teachers and educational institutions is crucial to creating an inclusive learning environment, where every student feels accepted and valued. Multicultural education is a process that develops all human potential based on the principles of equality, mutual acceptance, and respect. Therefore, multicultural education is considered crucial as a foundation for creating a harmonious life within a diverse school environment and society.

Implementing multicultural education in Indonesia requires collaboration between various stakeholders, including the government, educational institutions, the community, and parents. This also requires updating the educational curriculum to incorporate the values of multiculturalism and education in aspects of religious moderation (Wahid, 2024). According to Tilar, in general, multicultural education has three main pillars: human equality, intelligent personal development, and the principle of globalization. Furthermore, Ibrahim stated that in multicultural education, it is important to select materials appropriately, deliver different materials for each group, ensure the material is appropriate to the context, base learning on experience and knowledge, and make the learning process contextual for diverse learners. Therefore, the principles of multicultural education are crucial as a conceptual framework to promote inclusive education, respect, and understanding of cultural diversity.

The implementation of the principle of religious moderation in the school environment is evident in various aspects of education, such as the curriculum, the school environment, and extracurricular activities. In terms of the curriculum, Islamic Religious Education (PAI) teachers give in the material related to interfaith tolerance, the importance of brotherhood, and the rejection of extreme attitudes in every learning session. Teachers not only deliver the material directly but also emphasize its relevance to students' daily lives. For example, when discussing verses related to religious harmony, teachers relate them to the experiences of students from diverse religious backgrounds at the school.

School culture serves as an effective channel for disseminating the value of religious moderation. Several previous studies have addressed the implementation of religious moderation in the school environment. For example, research conducted by (Sayyi et al., 2025) on the implementation of religious moderation in multicultural public schools shows that school policies play a crucial role in creating a tolerant atmosphere, namely by providing prayer facilities and prohibiting discriminatory practices between students. Another study by (Al-Anshori et al., 2022) focusing on Islamic high schools (madrasah aliyah), confirmed that

Islamic Religious Education (PAI) teachers play a key role in instilling values of moderation, although challenges remain in the form of exclusivity among some students. Meanwhile, research by (Husen & Khoirudin, 2022) focused more on child-friendly school policies, which provides a special space for non-Muslim students, although guidelines for interfaith interaction remain unclear.

Unlike previous research, this study emphasizes school culture as an effective way to disseminate the value of religious moderation. This is evident not only through official policies or the role of teachers, but also through daily interactions between students and the school community. For example, when Muslim students perform their prayers, the school provides a safe and comfortable space, while simultaneously training other students to respect the process. Thus, this study seeks to highlight how school culture fosters a shared awareness of mutual respect for diversity, thereby enriching understanding of religious moderation from a social practice perspective, not just from a regulatory or curricular perspective. School policies teach students to respect differences, including in their religious practices.

Furthermore, activities outside of class also play a role in strengthening religious moderation. Some schools organize programs that involve various religions, such as national holiday celebrations attended by all students, community service programs to help the community regardless of religious background, and interfaith discussions led by teachers. Through these activities, students learn to interact well with peers of different faiths, so that tolerance is not merely theoretical but also applied in real-life practice.

Another important aspect is the role of teachers as role models. Teachers are expected to demonstrate fairness in treating all students, regardless of religious or social background. The examples set by teachers are highly influential, as students tend to imitate the behavior of their educators. In this way, religious moderation in schools is not only learned in formal contexts, but also through everyday interactions that become part of the school culture.

Furthermore, teachers have the duty to convey the values of tolerance that exist in daily school activities. A friendly attitude, respect for the opinions of others, and openness to differences will provide students with real-life experiences in positively managing diversity (Saepudin, 2022). Outside the classroom, teachers can also instill a spirit of togetherness by collaborating with groups in extracurricular activities. Furthermore, a teacher's role as a role model will be strengthened if they can foster harmonious relationships with all members of the school community, including students, fellow teachers, and educational staff. This harmony fosters a sense of security, comfort, and mutual trust, enabling students to live in an inclusive environment. Therefore, religious moderation is not merely a subject matter but a value that is truly experienced by every individual at school.

Ultimately, a school culture that prioritizes role models, togetherness, and respect for differences will provide a strong foundation for developing a young generation that is moderate, tolerant, and ready to live side by side in a diverse society.

Challenges and Solutions in Implementing Religious Moderation

Although the idea of religious moderation has been widely discussed in Islamic education, several obstacles remain in its implementation. One major obstacle is the

exclusivity of some students who have not fully embraced the idea of moderation. This situation can hinder teachers from instilling inclusive values in students. For example, some students do not want to be friends or form groups with friends of different religions, even refusing to sit next to them because they feel their beliefs will be disturbed. This demonstrates an exclusivity and difficulty accepting diversity (Sudirman et al., 2023).

To address this challenge, educators in public schools need to strengthen their knowledge of religious moderation through training and capacity building. The education and training process for teachers should highlight the importance of moderation in Islam and effective ways to communicate it to students. With adequate preparation, educators can be more successful in teaching the values of moderation in a convincing manner. Furthermore, parental involvement is crucial to supporting the implementation of religious moderation in educational institutions. Teachers in schools must establish good communication with parents so they understand the importance of moderation values in children's development. Parenting activities and discussions with teachers and parents can be one strategy for aligning visions in educating children to develop an inclusive understanding of Islam.

The implementation of a more flexible curriculum can also contribute to the development of religious moderation in schools. The Islamic Religious Education curriculum needs to be developed by adding more material discussing tolerance, diversity in Islam, and inspiring stories from Islamic figures who emphasize moderation. Research results indicate that there are three main strategies implemented by elementary school teachers in instilling the concept of religious moderation: teachers' understanding of religious moderation, the role of active learning methods in instilling the value of moderation, and the integration of the concept of religious moderation into Islamic education (PAI) learning.

Despite the various methods implemented, educators still face a number of challenges in teaching the values of religious moderation in schools. The main challenge is the diversity in students' family backgrounds, which can influence their perspectives on religious issues, both directly and indirectly. Students from families with inclusive parenting styles are generally more accepting of differences and open to moderate ideas, while students from families with exclusive and conservative views often struggle to accept views that differ from their own beliefs. Some parents still hold narrow perspectives and view differences as threats, rather than added value. This impacts the way children think, which they bring to school. Teachers face the dual challenge of not only delivering the material but also correcting the understandings they've ingrained at home.

Another challenge is the limited resources available for teaching. The availability of textbooks, modules, and learning tools that specifically emphasize the values of moderation remains very limited. The majority of religious teaching materials in public schools still focus on normative and doctrinal aspects without truly considering the realities of life in Indonesia's multicultural society. To fully understand religious moderation, students need concrete examples, true stories, and direct experiences that they can reflect on in their daily lives.

On the other hand, teachers also face limitations in terms of professional development. Many Islamic Religious Education teachers and other educators have not received sufficient training on how to integrate the value of moderation into the teaching and learning process. As a result, teaching methods remain traditional, such as one-way lectures,

which discourage students from actively engaging in understanding the values of diversity (Jamaludin, 2022).

Furthermore, social and friendship factors also play a significant role. Students exist within a broader ecosystem, where social media and their surroundings have a significant impact on shaping their views. The emergence of intolerant narratives, hate speech, and narrow-minded religious content on social media can undermine the values of moderation taught in schools. When students are exposed to more external content that is inconsistent with the values of moderation, the learning process in schools is hampered, as what teachers convey often contradicts what they see and hear outside of school.

Given these challenges, a more innovative, creative, and contextual approach is needed to strengthen religious moderation education in public schools. This approach could include developing a curriculum that focuses on multiculturalism, implementing project-based learning methods that encourage collaboration between religions and cultures, and utilizing digital technology to create healthy and educational discussion spaces. Furthermore, schools need to collaborate closely with parents, community leaders, and religious institutions so that the values of moderation are not only taught in the classroom but also implemented in students' daily lives.

Government support is crucial, whether through policies to provide textbooks that are inclusive of all groups, ongoing training for teachers, or by strengthening a school culture that values diversity. Without comprehensive support from all relevant parties, it is difficult for students to deeply internalize the values of moderation. If this innovative approach and diverse support can be realized, religious moderation will not simply be taught but can truly be implemented as an integral part of education in public schools. In this way, schools can become safe places for students to learn to be more accepting of differences, develop tolerant characters, and prepare future generations capable of living peacefully in a diverse society (Yulianto, 2020).

CONCLUSION

Religious moderation plays a crucial role in developing multicultural education in schools. The concept of religious moderation serves as a bridge connecting differences, such as students' religion, culture, and social background, by emphasizing fairness, balance, and non-extremism in dealing with diversity. Multicultural education built on the values of religious moderation will foster a more open, harmonious school atmosphere that respects differences. Thus, schools are not only places for teaching but also centers for inclusive, tolerant, and democratic character formation.

The findings of this study indicate that efforts to instill the value of religious moderation have been implemented through various school policies, curricula, school culture, and the role models set by teachers. Schools provide space for each student to express their religious beliefs peacefully, for example by providing a place of worship for non-Muslim students and teaching Muslim students to respect the worship process. These practices foster a shared awareness that diversity is not a threat, but rather something that needs to be nurtured together. Furthermore, the values of moderation are also instilled

through activities within and outside the curriculum, providing students with direct experience in managing differences in a positive and healthy manner.

However, the implementation of religious moderation in schools still faces several challenges. These obstacles include persistent exclusive attitudes among students, teachers' limited understanding of the comprehensive concept of moderation, and the influence of family or community environments that tend to be conservative and less supportive of diverse values. These factors often hinder teachers from instilling moderate and inclusive attitudes. Therefore, developing the value of religious moderation in schools requires a more comprehensive approach, not only through formal learning but also through collaboration between schools, families, and the community.

Religious moderation must continue to be developed as the primary foundation of multicultural education in schools. Moderation is not just a meaningless phrase; it must be incorporated into clear policies, consistent educational practices, and concrete examples from teachers. In this way, schools can be safe places for all students to learn, develop, and grow in an atmosphere of tolerance, mutual respect, and appreciation for differences. Ultimately, a generation of young people formed in a moderate and multicultural school environment will be better prepared to face the changes of a diverse global society and able to contribute to creating a peaceful, just, and harmonious nation.

SUGGESTION

Based on the research findings, schools are expected to strengthen an inclusive culture and incorporate religious moderation into their vision and policies. Teachers, particularly Islamic Religious Education (PAI) teachers, need to improve their understanding through training to enable them to integrate moderation values creatively and contextually. Parents and the community are also expected to play an active role in instilling tolerance values through collaboration with schools. The government needs to support this with regulations, curricula, and teaching materials that emphasize moderation-based multicultural education. Meanwhile, further research is recommended to expand the scope of study to other schools and levels of education for more comprehensive results.

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