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Implementation of Moderate Religious Values in Deep Learning Approaches in Islamic Religious Education Subjects at SMPN 1 Jumo, Temanggung Regency

Laili Rif'ah Maftuhah

Student, Islamic Education Study Program, Postgraduate Program, State Islamic University of Salatiga

E-mail: Lailimaftuhah1@gmail.com

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ABSTRACT

This study aims to analyze the implementation of religious moderation values in the application of deep learning strategies within Islamic Religious Education (PAI) at SMP Negeri 1 Jumo. Core values of religious moderation such as tawasuth (balance), tasamuh (tolerance), and ta'adul (justice) serve as the foundation for developing students' moral character and their ability to live harmoniously within diversity. The deep learning approach was chosen because it encourages students not only to understand Islamic teachings cognitively but also to internalize them in their daily attitudes and behavior. Through this approach, Islamic Religious Education moves beyond mere knowledge transfer toward nurturing reflective awareness, empathy, and spiritual growth. This research employs a qualitative method with a field study approach. Data were collected through observation, interviews, and documentation, then analyzed using the stages of data reduction, display, and conclusion drawing. The findings indicate that the values of religious moderation are well integrated into lesson planning, classroom practices, and evaluation processes. PAI teachers play an active role in fostering a



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dialogical, reflective, and inclusive learning environment, enabling students to contextualize Islamic teachings and appreciate differences. This study concludes that the integration of deep learning with religious moderation principles provides an effective model for strengthening character education and cultivating a generation of moderate and tolerant young Muslims in secondary schools.

Keywords: religious moderation, deep learning, Islamic Religious Education, values integration, junior high school.

INTRODUCTION

Islamic Religious Education (IRE) has a strategic role in shaping students' character to be faithful, pious, and noble. In the context of a multicultural society, the values of religious moderation are key to maintaining harmony and tolerance among religious communities. The implementation of these values needs to be synergized with the deep learning paradigm currently being developed by the Ministry of Education and Culture (Kemdikbud: 2024), so that the educational process not only transfers knowledge but also fosters understanding, attitudes, and reflective thinking skills.(Fullan, Michael & Maria Langworthy. 2024) SMP Negeri 1 Jumo, as a formal educational institution, strives to realize PAI learning that is not only oriented towards cognitive aspects but also instills humanistic and national values derived from Islamic teachings that are *rahmatan lil 'alamin*.

Through the deep learning approach, students are expected to be able to understand the essence of religious teachings and practice moderate values such as tolerance, balance, and justice in their daily lives. In the context of national education, religious moderation is one of the government's strategic policy focuses as stipulated in Presidential Regulation No. 58 of 2023 concerning the Strengthening of Religious Moderation (Perpres RI Moderasi beragama).



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This policy emphasizes the importance of developing a balanced religious attitude between practicing religious teachings and respecting differences. Schools, as diverse social spaces, have a great responsibility to instill the values of moderation through creative, reflective, and contextual learning processes. Therefore, PAI teachers are required to provide learning that is not only normative but also dialogical and relevant to the social reality of students. In addition, the deep learning paradigm developed by the Ministry of Education, Culture, Research, and Technology is an effective approach to instilling these values.

This approach emphasizes students' ability to think critically, engage in moral reflection, and discover the meaning of Islamic values in real life. (Hattie, John. 2023) Thus, PAI learning not only shapes theoretical religious knowledge but also internalizes the spiritual and social values that form the foundation of moderate behavior. This research is important to describe how PAI teachers at SMP Negeri 1 Jumo apply the values of religious moderation through in-depth learning strategies in the classroom learning process. This research is expected to provide practical contributions to the development of PAI pedagogy that is more contextual and relevant to the challenges of religious life in the global era.

METHOD

This study uses a descriptive qualitative approach with a focus on the process of implementing religious moderation values in PAI learning. The research subjects consisted of PAI teachers and students at SMP Negeri 1 Jumo. Data were obtained through observation, interviews, and documentation of classroom learning activities and In-Depth Learning Plans that included elements of an in-depth learning approach.

Data analysis was carried out through the stages of data reduction, data presentation, and conclusion drawing using the Miles and Huberman model. (Creswell, John W. 2014) Data validity was strengthened through source and technique triangulation so that the research



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results could comprehensively describe the implementation of religious moderation values. A qualitative approach was chosen because it allows researchers to understand phenomena in depth and contextually, not just based on numbers or statistics. According to Creswell (Miles, Matthew B., A. Michael Huberman, & Johnny Saldana. 2024), qualitative research is oriented towards meaning and interpretation of human behavior in the context of social life.

In this study, the researcher acted as the main instrument for collecting and analyzing data directly in the field. Thus, the interaction between the researcher, teachers, and students became the main source for understanding how religious moderation values are applied in deep learning practices. The researcher was intensively involved for three months to observe the dynamics of learning, from planning to evaluation, in order to obtain authentic and in-depth data. In addition, this study used thematic analysis to identify patterns of religious moderation values that emerged in learning practices. Each piece of data obtained from observations, interviews, and documentation was categorized into themes such as tolerance, balance, value reflection, and active student participation.

The results of the analysis were then compared with the theory of religious moderation and the principles of deep learning. (Zed, Mestika. 2024) To maintain the credibility of the research, *member checking* was conducted with PAI teachers and verification of documents such as Deep Learning Plans and teaching journals. This step ensured that the researchers' interpretations were in line with the reality in the field. The data analysis process was carried out cyclically, whereby the researchers continuously tested their initial findings with new data until they reached a level of information saturation.



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FINDINGS AND DISCUSSION

1. Integration of Religious Moderation Values in Learning Planning

Islamic Education teachers at SMP Negeri 1 Jumo developed lesson plans by integrating religious moderation values into each stage of the in-depth lesson plan. Values such as *tawasuth* (balance), *tasamuh* (tolerance), and *ta'adul* (justice) are included in the learning objectives and student activities. For example, through case studies and religious reflection activities, students are invited to understand differences of opinion as part of the grace and diversity of humanity (Ministry of Religious Affairs of the Republic of Indonesia. 2023).

Learning plans are also developed with consideration for the social and cultural context of the students. PAI teachers utilize a contextual approach so that the teaching material is closer to the daily lives of students. PAI teachers utilize a contextual approach so that the teaching material is closer to the students' daily lives. For example, in the theme of "Interfaith tolerance" and other learning content, teachers relate it to the experiences of students in a diverse school environment. Through group discussions, students are invited to examine examples of moderate attitudes in society and relate them to Islamic values.

This approach not only enriches cognitive knowledge but also fosters empathy and social awareness. (Hattie, John. 2023) In planning, teachers also prepare teaching materials that contain stories of the Prophet Muhammad's exemplary behavior in building harmonious relationships with followers of other religions, so that students can learn lessons and apply them in their social interactions. Furthermore, the integration of religious moderation values in lesson planning is realized through the formulation of learning objective indicators that emphasize attitude and character aspects.



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Teachers formulate indicators such as "showing tolerance towards different views" and "respecting joint decisions in deliberations." These indicators guide students to not only understand religious concepts but also display behavior that reflects the value of moderation in social interactions. Thus, PAI learning becomes a vehicle for shaping a moderate personality in line with national education goals.(Rahman, Ahmad. 2023) The formulation of these indicators also serves as a guide for teachers in designing comprehensive learning activities and assessment instruments, covering the cognitive, affective, and psychomotor domains. In addition, teachers apply the principle of differentiated learning in planning learning activities so that every student has the same opportunity to participate.

The values of fairness and balance are realized through the assignment of tasks and activities tailored to students' abilities and interests. Teachers also create a safe learning environment for all students without discrimination. This practice shows how religious moderation is not only taught theoretically but also brought to life in the dynamics of the learning process (Sa'diyah, Halimah. 2022). This differentiated learning allows all students, regardless of their background and abilities, to be actively involved and benefit from the internalization of the values of religious moderation.

Teachers prepare a variety of activities, such as writing reflections, making posters, or giving presentations, so that students can choose the form of participation that best suits their interests and talents. Learning planning oriented towards the values of religious moderation also includes holistic evaluation design. Teachers assess not only the final results, but also the learning process, cooperation, and spiritual attitudes of students.

The authentic assessment models used include self-assessment, reflective portfolios, and attitude observation. (Mujib, Abdul. 2022) Thus, religious moderation values are continuously internalized through meaningful and reflective learning experiences. This is in line with the



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deep learning approach that emphasizes deep understanding and behavioral transformation in students. Teachers also design clear assessment rubrics for aspects of moderation attitudes, so that students understand the expected criteria and can conduct self-assessments of their character development.

2. Implementation of Deep Learning Strategies

Deep learning strategies are realized through learning activities that emphasize active student involvement. Teachers use *inquiry learning* and *problem-based learning* models that encourage students to think critically, discover values, and construct meaning based on social context. This is in accordance with the deep learning guidelines from the Ministry of Education and Culture (deep learning guidelines) and Government Regulation No. 13 of 2025 on deep learning, which emphasizes the connectivity between religious concepts, life experiences, and spiritual reflection.

The implementation of deep learning strategies at SMP Negeri 1 Jumo is carried out through various systematic stages. In the initial stage, teachers ask thought-provoking questions that challenge students' thinking, such as "How does Islam view differences in beliefs?" or "What is the meaning of justice in the context of modern life?" These questions encourage students to explore the meaning of Islamic values in a reflective and contextual manner. Teachers then facilitate the exploration and discussion process, which requires students to analyze real cases, making learning more meaningful and problem-solving oriented (Rahman, Ahmad. 2023).

This process not only hones higher-order cognitive skills but also builds students' metacognitive awareness of how religious values can be applied in solving complex and multidimensional life problems. In addition, PAI teachers apply collaborative strategies in the form of group projects and cross-topic thematic discussions. For example, in the theme



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"Emulating the Prophet's Character in a Multicultural Society," students are divided into groups to research practices of tolerance in the school environment and surrounding community.

Their findings are presented in a class forum for discussion. Activities such as this not only foster communication and cooperation skills, but also instill the values of empathy, openness, and social responsibility, which are part of religious moderation. (Nurdin, Imran. 2023) Collaboration in heterogeneous groups also trains students to respect differences of opinion and work together with anyone, which is a reflection of the value of *tasamuh* in real life.

The deep learning approach is also evident in the teacher's strategy of integrating spiritual reflection at the end of the learning activity. The teacher invites students to write a reflection journal about what they have learned, what values they have discovered, and how they can practice them in their daily lives. This reflection helps students understand the relationship between knowledge and practice, between belief and action.

In this way, learning does not stop at the cognitive level, but touches on the affective and moral dimensions of students. These reflection journals become authentic documents of students' spiritual and moral development, as well as feedback for teachers to improve the learning process in the next meeting. Finally, the implementation of deep learning at SMP Negeri 1 Jumo also takes into account the principles of adaptive and sustainable learning. Teachers utilize digital technologies such as educational videos and interactive learning community forums to enrich the students' learning experience. This makes it easier for students to relate religious values to contemporary social phenomena, such as issues of diversity, social justice, and the environment.

Through this strategy, the values of religious moderation are not only taught but also internalized through reflective, collaborative, and transformative learning experiences. The use of technology also allows learning to transcend the physical boundaries of the classroom,



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where students can interact with more diverse and up-to-date learning resources, thereby broadening their understanding of religious moderation.

3. Values of Religious Moderation in Interaction and Assessment

Interactions in the classroom demonstrate the teacher's efforts to build a dialogical and inclusive atmosphere. Teachers provide space for students to express their opinions, discuss openly, and relate Islamic teachings to universal values such as justice, humanity, and compassion. In terms of assessment, teachers apply *assessment for learning*, which not only assesses knowledge but also students' moderate attitudes and behavior in interactions. (UNESCO, 2022) In daily learning practices, PAI teachers at SMP Negeri 1 Jumo prioritize two-way communication that is respectful and empathetic. When differences of opinion arise in class, teachers guide students to express their views politely and based on relevant arguments. This attitude reflects the values of *tasamuh* (tolerance) and *ta'adud* (justice), which are at the core of religious moderation.

Thus, the interaction process is not only a medium for delivering material, but also a means of character building that respects diversity and fosters a sense of social responsibility. Teachers consistently provide examples of how to express different opinions without offending others, as well as how to be active and empathetic listeners. Modeling this behavior has a significant impact on shaping a healthy and civilized communication culture in the classroom.

Teachers also apply the principle of authentic assessment to evaluate the extent to which students are able to apply the values of religious moderation in real life. Assessment is carried out through observation of attitudes during discussions, involvement in social projects, and personal reflections written by students at the end of the lesson. For example, in the project "Emulating the Tolerance of the Prophet Muhammad SAW," students are asked to identify examples of tolerant attitudes in their environment and write a reflective analysis of the



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meaning of such behavior. From the assessment results, teachers can see an increase in students' awareness of the importance of moderation in attitude and behavior.

This type of authentic assessment provides a more complete picture of students' character development than written tests that only measure cognitive aspects. In addition, the assessment process is also designed to foster students' intrinsic motivation. Teachers provide positive feedback in the form of appreciation for the empathetic and reflective attitudes shown by students, not just numerical scores. This feedback strengthens students' confidence in expressing their views and taking responsibility for their actions. This humanistic assessment is in line with the principle of deep learning, which encourages students to learn from experience and self-reflection.

Constructive feedback that focuses on the process helps students realize that what matters most is not just grades, but how they grow as individuals with moderate character and noble morals. Through a model of interaction and assessment based on the values of moderation, PAI learning becomes more meaningful, fostering spiritual awareness and strengthening a culture of peace in the school environment. Dialogic interactions and authentic assessments create a learning ecosystem that supports the internalization of religious moderation values. Students not only learn about moderation but also experience its practice directly in the social dynamics of the classroom, so that these values become deeply ingrained in their personalities and manifested in their daily behavior.

4. The Impact of Deep Learning on Students' Moderate Attitudes

Observations show that the application of deep learning has a positive impact on changes in student behavior. They become more open to differences, dare to engage in polite dialogue, and are able to position themselves proportionally in religious social life. This implementation is in line with Presidential Regulation No. 58 of 2023 concerning the



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Strengthening of Religious Moderation. Another visible impact is an increase in students' reflective and empathetic thinking skills.

Through the deep learning approach, students not only passively receive religious information, but also engage in critical thinking about social realities. They learn to assess situations based on the values of justice and balance as taught in Islam. Teachers noted that after reflective learning, students were better able to relate religious teachings to social issues, such as the importance of respecting differences, maintaining unity, and rejecting violence in the name of religion.

This reflective thinking skill is an important foundation for the formation of a moderate attitude, where students not only understand religious texts literally, but are also able to grasp the spirit and universal values contained therein to be applied in the current context. In addition, in-depth learning helps to shape a collaborative and mutually respectful classroom culture. Discussion activities and group projects accustom students to working together across backgrounds, respecting others' opinions, and prioritizing deliberation in decision-making. The classroom atmosphere becomes more open and harmonious, where every student feels accepted and valued.

PAI teachers observe positive changes in attitude, especially in students who were previously passive but have become more active and dare to express their opinions politely and argumentatively. This shows that deep learning is effective in building students' social and spiritual competencies. This inclusive classroom culture becomes a miniature of the ideal society that is aspired to, where diversity is not seen as a threat, but as a treasure that enriches insight and life experiences together. From a spiritual perspective, deep learning encourages students to cultivate authentic religious awareness, not just formalities.



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Through personal reflection and meaningful learning experiences, students realize the importance of balance between their relationship with Allah (*ḥablum minallāh*) and their relationships with fellow human beings (*ḥablum minannās*). These values are reflected in daily behaviors such as helping one another, respecting friends of different faiths, and avoiding hate speech. (Zainuddin:2025) Thus, the application of deep learning contributes significantly to the formation of individuals who are faithful, tolerant, and noble in character.

This authentic spirituality becomes a solid foundation for religious moderation, where religious understanding does not make a person exclusive and closed-minded, but rather opens them up to contribute positively to a diverse society. Furthermore, the successful implementation of deep learning based on religious moderation values at SMP Negeri 1 Jumo has become a *best practice* model that can be replicated by other schools with diversity.

This learning is in line with the Eight Dimensions of Graduate Profile paradigm, which emphasizes the formation of faith and piety, citizenship, critical thinking, creativity, collaboration, independence, health, and communication. With continuous integration, the values of religious moderation can be deeply embedded in students and become the foundation for creating an inclusive, peace-loving young generation that is ready to live side by side in diversity. This model shows that character education based on religious moderation does not have to be dogmatic and indoctrinating, but is actually more effective when internalized through participatory, reflective, and contextual learning experiences.

CONCLUSION

The implementation of religious moderation values through an in-depth learning approach in Islamic Religious Education (PAI) subjects at SMP Negeri 1 Jumo was carried out effectively and systematically. Teachers are able to integrate values of moderation such as *tawasuth* (balance), *tasamuh* (tolerance), and *ta'adul* (justice) into all aspects of learning—



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from planning and interaction to assessment. Through deep learning strategies such as *inquiry learning*, *problem-based learning*, and spiritual reflection, students are encouraged to understand Islamic values not only conceptually but also contextually.

This makes PAI learning more meaningful and relevant to the challenges of religious life in a multicultural era. The results of the study show that the application of deep learning contributes significantly to the formation of moderate attitudes in students. Students become more open to differences, dare to express their opinions politely, and are able to relate religious teachings to universal human values. This learning also builds a collaborative, inclusive, and dialogical classroom culture, where teachers act as facilitators who encourage reflection and empathy. This positive impact shows that strengthening religious moderation is not only rooted in the transfer of knowledge but more in the internalization of values through reflective and continuous learning experiences.

In addition to having a direct impact on student character, the application of religious moderation values through in-depth learning also has important implications for the development of teacher professionalism and the direction of national education policy. Teachers need to continue to improve their pedagogical and spiritual capacities in order to be able to design learning that is in line with the values of moderation and the principles of the Eight Dimensions of Graduate Profile. The government and Islamic educational institutions also need to strengthen their support through training, contextual curriculum development, and further research at various levels of education. Thus, Islamic Religious Education will be better able to achieve its main objective, which is to shape students who are faithful, have noble character, and are ready to live peacefully in diversity.



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