

Islamic Education Learning Management Based on Religious Moderation Values

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ABSTRACT

Learning management is needed to optimize learning activities and achieve learning objectives. Through Islamic religious education (PAI) learning, students are directed to be able to actualize religious understanding in everyday life with a religious, multicultural, tolerant, and moderate attitude within the framework of the Indonesian nation and state. One of the efforts is to internalize the values of religious moderation in Islamic religious education learning. The purpose of internalizing the values of religious moderation is to increase students' understanding, practice tolerance, mutual respect, have a national commitment, and be anti-violence. This study aims to describe the management of PAI learning by internalizing the values of character education based on religious moderation. This study uses a library research approach, descriptive data analysis method, collecting data, compiling, clarifying, and interpreting. The study results revealed that the internalization of religious moderation values in PAI learning includes planning, implementation, control, and evaluation activities. Learning planning activities are guided by the content of the PAI curriculum at KMA 183 in 2019. Implementation activities include the application of approaches, methods, media and strategies, adaptive learning to religious moderation values, including student-centered learning approaches, problem-based learning, and contextual and cooperative learning. Learning evaluation activities are carried out by assessing cognitive, psychomotor, and affective aspects. The implication is that PAI teachers should continue to create and innovate learning by internalizing the values of character education in the learning process.

Keywords: Learning Management, Character Education, Religious Moderation

ABSTRAK

Manajemen pembelajaran diperlukan untuk mengoptimalkan kegiatan pembelajaran serta pencapaian tujuan pembelajaran. Melalui pembelajaran pendidikan agama Islam (PAI) peserta didik diarahkan agar mampu mengaktualisasikan pemahaman agama dalam kehidupan bersama dengan sikap religius, multikulturalis, toleran dan moderat dalam kerangka berbangsa dan bernegara Indonesia. Salah satu upayanya adalah internalisasi nilai-nilai moderasi beragama dalam pembelajaran pendidikan agama Islam. Tujuan

internalisasi nilai-nilai moderasi beragama tersebut agar menambah pemahaman peserta didik, melatih sikap toleransi, saling menghormati, memiliki komitmen kebangsaan dan anti kekerasan. Penelitian ini bertujuan untuk mendeskripsikan pengelolaan pembelajaran PAI dengan menginternalisasikan nilai-nilai pendidikan karakter berbasis moderasi beragama. Penelitian ini menggunakan pendekatan library research, metode analisis data secara deskriptif, dengan tahap pengumpulan data, menyusun, mengklarifikasi, dan interpretasi. Hasil penelitian mengungkapkan bahwa internalisasi nilai-nilai moderasi beragama pada pembelajaran PAI meliputi kegiatan perencanaan, pelaksanaan, pengendalian dan evaluasi. Kegiatan perencanaan pembelajaran berpedoman pada muatan kurikulum PAI pada KMA 183 Tahun 2019. Kegiatan pelaksanaan meliputi penerapan pendekatan, metode, media dan strategi, pembelajaran yang adaptif terhadap nilai-nilai moderasi beragama, diantaranya pendekatan student centered learning, problem based learning dan contextual learning dan cooperative learning. kegiatan evaluasi pembelajaran dilaksanakan melalui penilaian aspek kognitif, psikomotorik dan afektif. Implikasinya bahwa, guru PAI hendaknya terus melakukan kreasi dan inovasi pembelajaran dengan menginternalisasikan nilai-nilai pendidikan karakter pada proses pembelajaran.

Kata Kunci : Manajemen Pembelajaran, Character Education, Moderasi Beragama

INTRODUCTION

The process and significance of learning to be a core business are very important in the services of educational institutions. The quality of learning and meaningful learning innovation for students is the main task of educational institutions (Bourke & Roper, 2017). Therefore, the teacher as the main element is not only required to be professional in mastering learning materials but also understand and master learning management, both inside and outside the classroom (Amaroh & Ali, 2021; M. E. Sari, 2017). Teacher competencies As explained in Chapter IV of the Law on Teachers and Lecturers concerning Standards for Educators and Education at chapter 10; teachers must have four competencies, namely pedagogic competence, professional competence, personality competence, and social competence, is the ability to manage student learning. Personal competence is the ability of a strong personality, noble, wise, and authoritative, as well as being a role model for students. Professional competence is the ability to master learning materials broadly and deeply to guide students according to competency standards in the National Education Standards (A. Hakim, 2015; Huda, 2022a; Poro et al., 2019). Social competence is the ability of teachers to communicate and interact effectively and efficiently with students, fellow teachers, parents/guardians of students, and the surrounding community (Law on Teachers and Lecturers, No. 14 of 2005).

Pedagogic and professional competencies include the ability to choose and apply learning methods that are appropriate to the complexity of the material and the character of each student. So that the methods and approaches applied are truly following the self-development of students (Liakopoulou, 2011). Teachers should provide the widest possible space for students to be actively involved throughout the learning process. So that the achievement of the cognitive, affective, and psychomotor domains of students can grow and develop optimally (Hamzah, 2012; Hoque, 2016). The learning process is strongly influenced by several components, including students, teachers, school principals, curriculum, learning infrastructure, as well as physical and social environmental conditions in learning. all of that must be arranged in such a way as to make the best contribution to learning, change attitudes and knowledge of students and be able to adapt to their environment

(Habibi et al., 2019; Huda, 2018b). Learning management is needed to improve the effectiveness and efficiency of the teaching and learning process and the achievement of learning objectives. Therefore, the teacher's role is needed in managing or managing to learn starting from planning, organizing, actuating, e-evaluating to increase the effectiveness of the teaching and learning process (Turnbull et al., 2020) .

Globalization and advances in information technology make all information from wherever it comes easily accessible anytime and anywhere. One of the effects or even part of globalization is the ideology of religious radicalism. Religious radicalism in society is a threat to the unity of the Indonesian nation. One of the government's efforts to counter radical ideology through the ministry of religion is to mainstream religious moderation. Religious moderation has four leading indicators, namely national commitment, tolerance, anti-violence, and accommodating to local culture (Arofah et al., 2020; Harto & Tastin, 2019). The religious life of the Indonesian people today is getting the spotlight from various parties because of the rampant behavior of people who commit violence in the name of religion, such as intolerance, both internal and inter-religious, insults to religious leaders, and even the emergence of various cases of harassment or blasphemy of religion by groups and individuals in the community. Such a situation, of course, cannot be left alone; it is necessary to find a way out. Because if it continues to be left without a definite solution, it is feared that in the future, it is not impossible; it will cloud the atmosphere of harmony, unity, and even national unity. In the end, this situation will lead to the disintegration of the nation (Arifinsyah et al., 2020; U. Husna & Thohir, 2020).

Several previous research results that are relevant to this research regarding PAI learning by actualizing the character of moderation values include religious moderation that can be actualized in every educational institution to live a life full of peace and benefit (Sya'bani, 2021), internalization of moderation can be applied through Islamic education at Public Universities (Anwar & Muhayati, 2021; Syatar, 2020), religious moderation in Indonesia's diversity strengthens national unity, religious moderation in Indonesia has a vital role for stability and the good of the nation (Abror, 2020; Ninoersy, 2021), implementation of the values of religious moderation in Islamic education learning: a review of analysis in elementary, middle and higher education (Chadidjah et al., 2021), The Effectiveness of Multimedia-Based Religious Moderation Learning Models for Students of *Madrasah Ibtidaiyah* (Santa Chrisantina, 2021) and Revitalization of Character Education through Internalization of Islamic Religious Education (PAI) and Religious Culture (Anshori, 2017; Febriliyanti, 2016; Sunarso, 2020). The novelty of this research is managing character values based on religious moderation in PAI learning. Religious moderation is one of the efforts to find a way to goodness, brotherhood, and benefit especially can be applied through the educational process. The education process, inculcating the values of religious moderation, whether included in the formal curriculum or non-formal in nature, is believed to be able to alleviate or even prevent radical behavior, intolerant behavior, and behaviors that can stretch religious harmony in Indonesia.

The focus of this research study is PAI learning management based on the values of religious moderation. This is because subjects that directly relate to aspects of faith, sharia, worship, knowledge, and attitudes are very close and related to the mission of religious moderation values. Likewise, in terms of the curriculum and PAI learning materials developed to sow the values of tolerance, love for the homeland, and accommodating to local culture. Therefore, a PAI learning design is needed to internalize religious moderation values in the learning process, starting from planning, organizing, implementing, and supervising.

LITERATURE REVIEW

1. Learning Management

In understanding the term management, the approach applied is based on the experience of a leader. Management as a system is a process to achieve organizational targets optimally and comprehensively. Achieving organizational targets is carried out by managing the functions of planning, organizing, preparing personnel or staffing, directing and leadership, and controlling. Management is a special process with targets to achieve three a goal maximally by maximizing all available facilities (Gazi, 2020; Hussey, 1998). Terry explained that management is a performance of conceiving the desired result by means of group efforts consisting of utilizing human talent and resources. This provides an understanding that management is the ability to set and achieve planned targets by empowering members and available facilities (Silitonga & Amirah, 2021).

Learning management is a process of planning, implementing, and assessing/evaluating learning, in the context of implementing teaching and learning tasks, in the interaction between teachers and students, both directly in the classroom and outside the classroom. Stoner, quoted by Sufyarma, explained that management is the activity of planning, organizing, leading, and controlling the activities and actions of organizational members and the use of organizational components to achieve the targets that have been set (Susilo et al., 2021). Griffin defines *management* as an action or planning activities, and decision-making, organizing, leadership, and control targeting organizational components (human, financial, physical, and information) to achieve organizational targets (Griffin, 2021). The various meanings of management are influenced by subjectivity, educational background/experience, and a manager's learning environment, including competence and ideals of running a company and being responsible for achievements and failures. On the other hand, there is an assumption that management is an act of planning and achieving the targets that have been proclaimed through activities to maximize human potential and infrastructure. Thus, it can be concluded that management is a process of planning, organizing, actuating, and evaluating to achieve goals (objects) effectively and efficiently (Batubara et al., 2021). Effective have means that the target is met according to planning, and efficient means that the task is completed orderly, organized, and timely.

Learning is an activity that the teacher facilitates to develop cognitive aspects that can improve students' thinking power and can increase the power to manage new knowledge. Learning becomes an action in increasing significant understanding of the lesson content. Learning emerges from the concept of learning. Learning is interpreted as a process in which an organization changes its character as a causality of the occurrence of patterns of interaction and communication (Low & Jin, 2012). Learning is essentially an action that expects the perfection of the behavior of the individual who is learning. Learning implies the meaning of each process planned to facilitate individuals learning competency and a new value. The learning process requires the teacher to recognize and take an inventory of the intakes of students, including talent, motivation, academic and socio-economic background, and others. Information held by educators about student intake is the principal capital for delivering learning materials and is the key to successful learning applications (R. L. Husna & Setiawan, 2021; Mezirow, 2018).

The term learning includes two interrelated concepts, namely learning and teaching. According to cognitive learning theory, learning is a change in perception and understanding. Kleden argues that

learning means practicing something while learning something means knowing something. Cronbach gives the meaning of learning: "a change in behavior shows learning as a result of experience" Harold Spears gives limitations on learning, namely: "Learning is to observe, to read, to imitate, to try something themselves, to listen, to follow direction" while Gooch, said: "Learning is a change in performance as a result of practice" (Sadirman, 2011). Learning in Law no. 20 of 2003 concerning the National Education System states that learning is a process of interaction between students and educators and learning resources in a learning environment. Dimiyati and Mujiono define learning as a teacher's activity in a programmed and planned manner to create an energetic atmosphere for students, emphasizing learning facilities. In Nana Sudjana's opinion, learning is defined as a systematic and deliberate effort so that there is a process of educative interaction between educators and students (Jannah & Sontani, 2018). There are three urgent focuses on learning, namely: *first*; Learning is in the form of an effort to engineer learning situations and conditions for students. *Second*; Learning is an effort to prepare students to become good citizens and become the hope of the nation. *Third*; Learning is a process of maturation of students so that they can enter and adapt to the community.

Thus, from all the opinions above, it can be concluded that learning is applied to construct thinking power and the ability to understand and master materials, in which knowledge comes from outside and is then constructed within students so that students can develop intellectually. The concept of management as a process of learning is interpreted as an effort and the attitude of the leadership (principal) as the person who gives instructions in schools and businesses as well as the actions of teachers as managers of learning in the classroom in order to achieve school and learning program targets (Dunham, n.d.; Slintak, 2019). In managing learning, the teacher as the manager carries out various activities ranging from planning, organizing, applying, and evaluating the learning carried out (Montiel et al., 2018). Based on the concept of management and learning, learning management can be understood as a process of managing, which includes planning, organizing, actuating, and evaluating the learning process related to all components in it to achieve goals. According to Ibrahim Bafadal, learning management is all actions in order to achieve an educative, effective, and efficient teaching and learning process (D. N. A. Sari et al., 2018). Learning management is the arrangement of all learning activities starting from planning, organizing, actuating, and evaluating, which includes the core curriculum and supporting curriculum based on the curriculum set by the Ministry of Religion and the Ministry of Education and Culture.

2. PAI Learning Management Objectives

PAI learning objectives focus on strengthening the understanding and character of students. The Ministry of Religion has issued KMA No. 183 of 2019 concerning the Islamic Religious Education Curriculum. As explained by KMA 183 of 2019, PAI learning aims to prepare Indonesian people to have a moderate, inclusive, cultured, religious mindset and attitude and have the ability to live as individuals and citizens who are faithful, pious, noble, productive, creative. Innovative and collaborative and able to be part of the solution to various problems in society, nation, state, and world civilization. In addition, students are expected to be able to express their religious understanding in living together, which is multicultural, multiethnic, multi-religious, and the complex of life in a responsible, tolerant and moderate manner within the framework of the Indonesian nation and state based on Pancasila and the 1945 Constitution (Huda, 2022b; Komarudin et al., 2021; Marjuni & Ulwani, 2022).

The purpose of learning management is a derivation of the National Education Goals of Law no. 20 of 2003 concerning the National Education System chapter 3, which reads, "National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Learning management is managing various student activities so that these activities positively impact the institution (school/madrasah) (Khunaifi & Matlani, 2019). Learning is expected to run smoothly, orderly, and reasonably to provide support for the achievement of school targets and educational targets in general.

In particular, the objectives of learning management include two things, namely goals for students and goals for educators. The goals for students include educating students to become more responsible for themselves for their behavior and actions; making students aware that every direction and instruction of educators to students to behave following class rules is love and not anger and arrogance of educators and inspires the attitude of responsibility and discipline of students to their duties and obligations (Shodiq, 2019). The goal for educators is to understand the implementation of lessons appropriately and adequately. Understand the steps that must be applied to guide students with learning difficulties. Identify and provide remedial services for students who have not achieved complete learning. These goals provide an understanding that every educator must carry out learning management by applying various strategies and methods by adjusting the characteristics of the material and students so that active, innovative, creative, effective, and fun learning activities can be realized (Hidayat & Syafe'i, 2018).

Thus, the conclusion from the main objective of learning management is to print students' personalities following national education goals. In detail, the objectives of learning management include the following, namely the realization of an active, innovative, creative, effective, and meaningful learning process. The creation of active students in developing their interests and talents to achieve religious-spiritual depth, professional competence, having skills and intelligence, having noble character, and being skilled at positioning themselves in society, nation, and state. The implementation of teaching and learning activities that are effective, efficient, quality, and meaningful.

DISCUSSION

1. Implementation in learning management

Learning management activities include planning, organizing, actuating, and controlling activities. POAC is an organizational management principle introduced by eorge R. Kelly, which consists of planning, organizing, actuating, and controlling. Learning planning is the process of preparing subject matter, using methods, media, and learning approaches, assessing, and allocating available time to achieve learning objectives. Planning is an essential activity in various activities in the form of accommodating everything related to the work to achieve optimal targets/goals. Planning is the first step to any course of action, which decides the strategy as to how to attain maximum outcome from such action (Kelly, 2018). Planning determines all actions and resources to achieve targets/goals. Learning planning includes, selecting and determining the actions of educators, when and how to implement them; discussing and determining the implementation of work according to learning targets; learning strategy innovation; analyzing the situation and conditions to achieve the

implementation of learning, and communicating plans related to learning to the authorities. According to Hamalik (2008), (Yumnah, 2020) there are three characteristics in the learning system: the plan, which includes the arrangement of the material, and the design, which is the learning elements in a particular plan. Interdependence between elements of a unified learning system as a whole. Each element is essential, and each contributes to the learning system. Objectives, the learning system has specific goals to be achieved (Turnbull et al., 2020). These characteristics form the basis of the difference between artificial systems and natural systems .

Some things that the teacher must consider in planning the lesson are the characteristics of the students, the availability of time, and the learning materials. These considerations should accommodate several learning principles, namely raising students' attention to learn; The learning process should not ignore the problem of student attendance. Educators are required to attract and win the hearts of students so that they can concentrate and be interested in the subject matter being taught, and the teacher must also look good and be pleasant as an example. Next is to provide motivation, learners need intrinsic and extrinsic motivation (Low & Jin, 2012). Students need intrinsic motivation because teaching and learning activities are less effective without the readiness of physiological and biological aspects. Extrinsic motivation comes from outside/educators. If the attention of students is focused, the teacher can motivate students. Educators must be able to grow and strengthen students' motivation throughout the teaching and learning activities that take place .

The next concern is students' activeness; Learning activities are meaningful if students are proactive in teaching and learning activities. As subjects, students receive learning materials, but students are proactive in their activities. In this case, educators, as far as possible, engineer situations and conditions that provide a stimulus for creative student activity. Direct Engagement; educators need to understand that students must be involved and directly involved in learning activities. Therefore, educators need to engineer situations and conditions in line with learning targets—submitting Lesson Materials. The delivery of learning materials can be designed to provoke student activity avoid student fatigue and boredom during teaching and learning activities; educators, as much as possible, use various methods and strategies that follow the character of the material (Aisyah et al., 2019). The material is prepared and reorganized by the teacher. This is expected to provide a stimulus and challenge for students to understand and re-learn the material that has been taught.

Of the various functions in management, implementation (actuating) is an essential function. The planning and organizing function is only at the level of the abstract concept of the management process, and the actuating function is directly related to the implementers in the organization. *Actuating* is the implementation of planning with an *organizing footing*. *Actuating* is the embodiment of planning that has gone through various selections and analyses to realize and implement maximum and conducive learning. The implementation of the PAI teaching and learning process based on the values of religious moderation must adhere to the principles contained in the guidelines for implementing religious moderation in Islamic educational institutions (Muallip, 2014). Factors in PAI learning management, in particular, can be classified into several categories, namely: 1). teacher factor; The teacher competency factor in managing learning is very urgent in increasing the effectiveness of the teaching and learning process, especially in the current era of the COVID-19 pandemic. Teacher competencies in teaching and learning activities include professional competence, personality competence, pedagogic competence, and social competence. Learning is not optimal when learning is only ceremonial. It takes exemplary and integrity from the teacher to make learning more meaningful 2). The student factor is essential in the teacher's consideration of

choosing methods, strategies, and learning media. During the COVID-19 pandemic, sometimes students lack responsibility in carrying out and completing their duties as students who are still required to study while studying from home. Students feel bored with new study habits. While at home, students are still required to study both online and offline, guided by the teacher and accompanied by their parents. 3). Family factor. In the family environment, the role of parents and other family members at home dramatically influences the formation of discipline in children (Habibi et al., 2019; Hoque, 2016; Shuell, 2021).

Next is the factor of learning facilities. Learning facilities that support student learning activities will make the teaching and learning process fun and obtain the expected learning outcomes. Therefore, adequate learning facilities are essential for achieving satisfactory student learning outcomes. Facilities in the form of tools or technology-based facilities are very much needed, and the price for most parents of students is difficult to reach in preparing learning facilities. Learning facilities include two fundamental aspects, namely Facilities and Infrastructure (Azhari & Kurniady, 2016; Eze et al., 2018).. Educational facilities are everything used for learning equipment by students and teaching and learning equipment by educators. Educational infrastructure is everything used as a way and a place to carry out educational activities. Facilities are the needs of students who play an essential role in the teaching and learning process to advance the quality of education in a country so that education can be of quality. Supporting learning facilities are comfortable and clean classrooms, PAI laboratories, PAI teaching aids, PAI learning resources, PAI literacy, virtual libraries such as Al-Quran and Hadith search applications, internet facilities, and other learning equipment.

PAI learning at madrasah refers to the Graduate Competency Standards and Content Standards regulated in PMA 183. The Graduate Competency Standards provide a conceptual framework for learning objectives that must be achieved. Content Standards provide a conceptual framework for learning and learning activities derived from the level of competence and the scope of the material (Jannah & Sontani, 2018, p. 183). The learning objectives of Akidah, Qur'an Hadith, and SKI, following Graduate Competency Standards, include developing the domains of attitudes, knowledge, and skills that are elaborated for each madrasa. The learning process is directed at developing the three domains holistically, meaning that one domain cannot be separated from other domains. Thus the learning process gives birth to personal qualities that include attitudes, knowledge, and skills .

The three domains of competence have different acquisition trajectories (psychological processes). Attitudes are obtained through "accepting, carrying out, appreciating, living, and practicing" activities. Knowledge is acquired through "remembering, understanding, applying, analyzing, evaluating, creating" activities. Skills are acquired through the activity of "observing, asking, trying, reasoning, presenting and creating" held interactively, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for the initiative, creativity, and independence according to their talents, interests, and abilities (Bourke & Roper, 2017; Nadlir, 2013). For this reason, each education unit carries out learning planning, implementation of the learning process, and assessment of the learning process to improve the efficiency and effectiveness of achieving graduate competencies.

To strengthen student competence with a scientific, integrated thematic and thematic in one subject, it is necessary to apply discovery/inquiry learning. In addition, to encourage the ability of students to produce contextual works, both individually and in groups, it is highly recommended to

use project-based learning and problem-based learning. The implementation of learning is the implementation of three learning activities: preliminary, core, and closing activities. In preliminary activities, the teacher must prepare students psychologically and physically to participate in the learning process; invites to pray for the benefits and blessings of the knowledge learned and to pray for teachers, and teachers until the Prophet Muhammad SAW (L. Hakim, 2015) as a source of learned Islamic teachings; provide contextual motivation for students to learn according to the benefits and application of teaching materials in everyday life, by providing local, national and international examples and comparisons, as well as adapted to the characteristics and levels of students; ask questions that relate previous knowledge to the material to be studied; explain the learning objectives or essential competencies to be achieved, and convey the scope of material and references related to what activities students will do to achieve learning objectives.

The core activities use learning models, learning methods, learning media, and learning resources tailored to students and subjects' characteristics. The selection of thematic and/or integrated and/or scientific and/or discovery and/or project-based learning approaches, problem-based learning is adjusted to the characteristics of the competencies to be achieved. Core activities must inspire, arouse curiosity, and motivate students to excel to create seriousness in learning and develop aspects of students' attitudes, knowledge, and skills. One alternative learning method for the entry of Islam into the archipelago is the role-playing method. Role-playing is very suitable for increasing students' activeness in exploring learning material. This method familiarizes students with being critical of what they learn with role demonstrations following the description of the material. Role-playing can provide alternative learning methods that are more effective so that this can be done to stimulate student learning motivation (Nurjannah, 2019; Yustian et al., 2017).

The concept of applying role-playing in this learning is as follows:

- a. Teachers and students work together to compile and prepare a scenario that will be displayed, namely the material for the entry of Islam into the archipelago. Scenarios designed by teachers and students should contain a series and what students must display. So that students can develop their storylines and solutions regarding the cases raised.
- b. The teacher divides the students into several role groups and studies the scenario before the performance (a few days before the lesson). (Kumalasari, 2021; Nurjannah, 2019).
- c. The teacher tells students what learning activities will be carried out.
- d. The division of groups, in this case, is also adjusted to the number of students in the class. The group played a role in the entry of Islam into the archipelago through trade, marriage, da'wah, education, and the arts.

Following the characteristics of the attitude, then one of the alternatives chosen in the delivery of this material is the affection process. Conditioning students carry out the affection process to accept, carry out, appreciate, appreciate, and practice the values / morals that will be instilled. All learning activities to achieve the objectives of the knowledge aspect become media and means for forming attitudes and internalizing moral values. Teachers need to seriously and consistently carry out the affective process to form habits, culture, and character in students (KMA Number 183 of 2019) In the Knowledge aspect, students are invited to go through knowing, understanding, applying, analyzing, evaluating, and creating activities. The characteristics of learning activities in the knowledge domain have differences and similarities with learning activities in the skills domain (Hoque, 2016; Jauhari et al., 2020).

We can take context and reflection from PAI learning based on character and moderating values, including being actualized in an attitude of loving the homeland and diversity. Indonesia is rich in culture and local wisdom, even before the arrival of Islam in the archipelago. Islamic values have been acculturated with various traditions and cultures in society as a form of da'wah and teaching Islam to the community. Some of these traditions are still found in the community today. There are values of Islamic education in symbols of local wisdom that exist in the community, including messages of faith education, sincerity, worship, and education for socializing (Huda, 2018; Irawati, 2017; Nurdianzah, 2020). Therefore, many religious traditions were left by *walisanga* as a form of teaching Islam in the past to the Javanese community, which until now are still preserved by the community.

CONCLUSION

With a series of PAI learning activities, it is hoped that it will be able to direct students to the formation of noble character through the internalization of positive values, wisdom, and *ibrah* in the journey of history through habituation cultivation and empowerment. Through PAI learning, teachers and students increase their understanding and application of the concept of religious tolerance and moderation as a manifestation of the form of Islam *rahmatan lil 'alamin*. In this case, the three educational centers must be interconnected and strengthened between activities in the madrasa environment, families, and students' associations in the community. PAI learning management includes planning, actuating, teaching, and evaluating the learning process. The purpose of PAI management based on character and the value of religious moderation in learning is to foster students to have a deep understanding and practice *ahlakul al-karimah*, including patriotism, tolerance, respect, and respect for differences maintaining harmony.

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