

The Concept of Religious Moderation in Thematic Hadith Education as the Foundation of Students' Faith and Character

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Abstract This study aims to analyze how thematic hadith learning can instill religious moderation as the basis for shaping students' faith and character. Religious moderation is understood as a balanced, non-extreme religious attitude that is able to respect differences. In Islamic education, moderation not only serves to build harmonious social attitudes, but also strengthens true faith and noble character. This study uses the library research method by collecting and analyzing literature related to hadith, Islamic education, and religious moderation. The results of the study show that the values of moderation, such as *tawassuṭ* (middle way), *tasāmuḥ* (tolerance), *tawāzun* (balance), and *i'tidāl* (justice), can be effectively applied through thematic hadith learning. This model not only adds to theoretical understanding but also encourages students to practice Islamic teachings in a balanced manner that is relevant to their daily lives. Thus, thematic hadith learning plays an important role in shaping students who have strong faith, moderate character, and are able to live harmoniously amid diversity. This study suggests further empirical research to observe the application of this model in schools or madrasas directly.

Keywords: Character Education, Faith, Thematic Hadith, Religious Moderation.

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Abstrak Penelitian ini bertujuan untuk menganalisis bagaimana pembelajaran hadis tematik dapat menanamkan moderasi beragama sebagai dasar pembentukan akidah dan karakter peserta didik. Moderasi beragama dipahami sebagai sikap beragama yang seimbang, tidak ekstrem, dan mampu menghargai perbedaan. Dalam pendidikan Islam, moderasi tidak hanya berfungsi untuk membangun sikap sosial yang harmonis, tetapi juga memperkuat akidah yang benar dan akhlak yang mulia. Penelitian ini menggunakan metode studi pustaka (library research) dengan mengumpulkan dan menganalisis literatur terkait hadis, pendidikan Islam, dan moderasi beragama. Hasil kajian menunjukkan bahwa nilai moderasi seperti *tawassuṭ* (jalan tengah), *tasāmuḥ* (toleransi), *tawāzun* (keseimbangan), dan *i'tidāl* (keadilan) dapat diterapkan secara efektif melalui pembelajaran hadis tematik. Model ini tidak hanya menambah pemahaman teori, tetapi juga mendorong peserta didik untuk mengamalkan ajaran Islam secara seimbang dan relevan dengan kehidupan sehari-hari. Dengan demikian, pembelajaran hadis tematik berperan penting dalam membentuk peserta didik yang berakidah kuat, berkarakter moderat, dan mampu hidup harmonis di tengah keragaman. Penelitian ini menyarankan adanya penelitian lanjutan secara empiris untuk melihat penerapan model ini di sekolah atau madrasah secara langsung.

Kata kunci: Akidah, Hadis Tematik, Moderasi Beragama, Pendidikan Karakter.

INTRODUCTION

Islamic education plays a key role in shaping a generation with strong faith, grounded in sound beliefs, and possessing noble character (Nur Rochbani Ita Tryas, 2024). Ideally, religious moderation should serve as the foundation for shaping students' religious attitudes, encouraging them to be fair, balanced, and non-extremist, and to appreciate diversity in religious practices (Edi, Dwi, & Ramona, 2024). Amid global developments, technological advancements, and social diversity, students are now confronted with a variety of perspectives and ideological currents that can lead to extreme attitudes, whether in the form of radicalism or liberalism (Hasbi et al., 2024). These circumstances require that religious education focus not only on knowledge, but also on fostering a perspective that is open-minded, balanced, and capable of respecting differences (Lubis, 2024). One approach that can be taken is to reinforce the value of religious moderation in the teaching of hadith (Evita Sari Dalimunthe & Muhammad Syahbudi, 2023).

As the second primary source of Islamic teachings after the Qur'an, the Hadith contains a wide range of moral guidelines, principles for living, and comprehensive religious guidance (Suhendi, 2023). Through a thematic (mawḍū'ī) approach, the study of hadith can be presented in a more contextual manner so that its values can be applied in students' daily lives (Mutaqin, Zakiah, Amirudin, & Nurul, 2025). Thematic hadith instruction that emphasizes the principle of religious moderation can foster attitudes of *tawassuṭ* (the middle way), *tasāmuḥ* (tolerance), *tawāzun* (balance), and *i'tidāl* (Alnashr & Hakim, 2024). These values are highly relevant as a foundation for strengthening students' faith and character, so that they not only understand religious teachings in a literal sense but are also able to apply them wisely in social contexts (Aslan & Nurhayati, 2025).

Religious moderation is not merely a reflection of social attitudes, but also an expression of sound faith and mature character (Burrohman, Harmi, & Fathurrohman, 2025). Without moderation, religious understanding has the potential to give rise to rigid thinking, excessive actions, and even deviations in belief and behavior (Salim, 2023). Therefore, hadith education aimed at strengthening religious moderation is important to implement as a means of nurturing students who are firm in their faith, possess noble character, are able to uphold unity, and are prepared to live harmoniously amidst diversity (Rohman, 2021).

A number of previous studies have demonstrated the importance of religious moderation in Islamic education. A study conducted by (Saleh, Abd. Rahman, dkk 2025) reveals that the Prophet's social teachings, which are rooted in the values of *tasāmuh* (tolerance), *ta'āwun* (cooperation), and *rahmah* (compassion)—instilled through his example and guidance—have proven effective in shaping an inclusive interfaith character. Furthermore, research by (Aldi & Khairanis, 2025) It is emphasized that hadiths contain educational values such as honesty, compassion, responsibility, and tolerance; however, it has been found that the use of hadiths in teaching is still not optimal due to teachers' limited understanding and teaching approaches that remain conventional. On the other hand, research Sujai Safriadi dkk (Suja'i Sarifandi, dkk, 2023) emphasizes that religious moderation encompasses four key indicators: commitment to the nation, tolerance, opposition to violence, and respect for local culture; and underscores the importance of an interdisciplinary and contextual approach in its implementation within Islamic education. Nevertheless, these three studies have not specifically highlighted how the values of religious moderation can be internalized through thematic hadith learning as the foundation for shaping students' faith and character. Thus, a study focusing on the integration of religious moderation into thematic hadith education is crucial to conduct.

A review of previous research indicates that studies on religious moderation are still conducted in general terms and have not yet been directly linked to the analysis of hadith texts. The study by Silmi Afifah et al. only broadly highlights the social values of the Prophet Muhammad, while the study by Muhammad Aldi and Retisfa Khairanis discusses the educational dimensions in the hadith without focusing on the concept of moderation. On the other hand, Hidayati's research discusses religious moderation in the context of Islamic education conceptually, but is not based on a specific understanding of hadith. This indicates that there is no research that specifically analyzes the values of religious moderation through specific hadith and links them to Islamic educational practices.

This study makes a new contribution by using specific hadiths as the primary foundation for the development of religious moderation education. Through an analysis of values such as tolerance, commitment to the nation, non-violence, and respect for cultural diversity contained in the hadiths, this study offers a more in-depth examination than previous research. Furthermore, this study also attempts to develop a more practical and applicable concept for implementing religious moderation in the learning process within Islamic educational institutions. Thus, this study not only provides a theoretical analysis but also offers a model for implementing hadith-based religious moderation education.

Given this urgency, this study aims to examine the concept of religious moderation in thematic hadith learning and its relevance as a foundation for shaping the faith and character of students. This study employs a literature review approach by analyzing various sources on hadith, Islamic education, and studies on religious moderation that align with the research focus.

METHOD

This study employs a qualitative approach in the form of a literature review. The entire data collection process was conducted through a review of written scholarly works, ranging from hadith collections to references on Islamic education. This study did not involve field research, direct observation, or interviews, as the data were obtained entirely from the analysis of various relevant literature sources.

The data used in this study are divided into two levels: primary sources and secondary sources. Primary sources serve as the main references in this study, including: Hadith books discussing the values of moderation in Islam; major books on the concept of religious moderation, including official works from the Indonesian Ministry of Religious Affairs; and authoritative literature

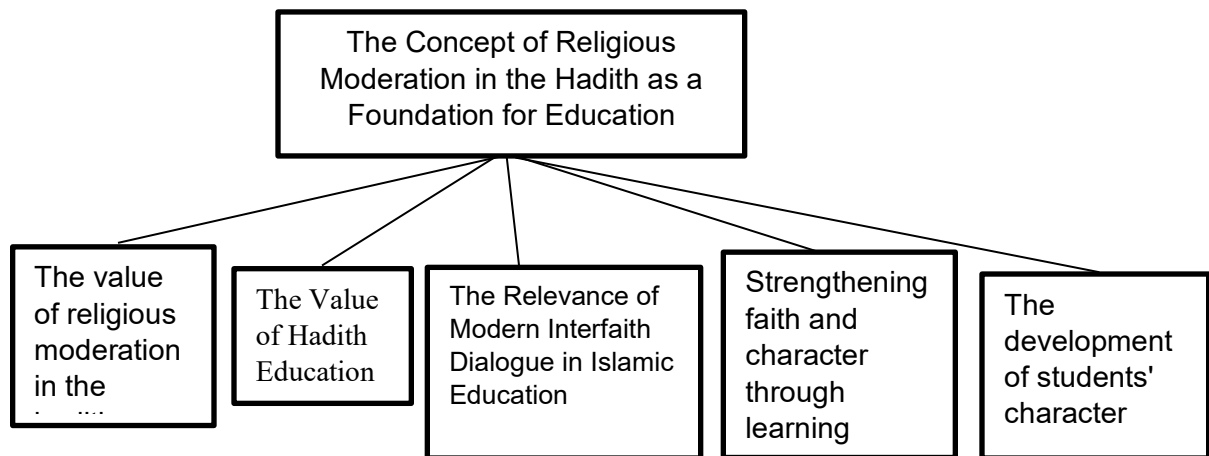
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focused on Islamic education, particularly regarding hadith studies and character development. Meanwhile, secondary sources serve as supporting information in analyzing primary data, including: reference books in the fields of character education, Islamic creed, and hadith teaching strategies; journal articles; and various previous studies related to the research topic.

Data collection was conducted using the documentation method, namely by tracing and reviewing literature related to the research topic, such as hadith books, books on Islamic education, and other scientific sources. The information found was then recorded, selected, and organized according to the

RESULT AND DISCUSSION

This study was conducted using a literature review approach, examining various sources related to hadith, Islamic education, and religious moderation. Based on the literature analysis, it was found that the values of moderation in the hadith can be applied in thematic hadith instruction as a means of strengthening students' faith and fostering their character development. The results of this study are presented in the following diagram.



The Value of Moderation in the Hadith

Research findings confirm that the hadith provides guidelines for a moderate approach to religion. The Prophet Muhammad (peace be upon him) rejected extremism (ghuluw) both in worship and in religious social interactions. These values of moderation include *tawassuṭ* (taking a middle path), *tasāmuḥ* (tolerance), *tawāzun* (balance), and *i'tidāl* (fairness). These four values indicate that the practice of religion must conform to sharia in a proportional manner—neither extreme nor overly lax. Therefore, moderation in the hadith serves as the foundation for shaping

students so they can practice religion wisely, respect differences, and avoid radical or liberal attitudes.

Educational Values in the Hadith

In addition to containing teachings of moderation, the hadith also embodies educational values that play a role in shaping students' character. The Prophet Muhammad (peace be upon him) instilled the values of honesty, compassion, responsibility, discipline, and cooperation through his commands and personal example. These values are not merely theoretical but were directly practiced in his life. Thus, the Hadith views education as a character-building process that integrates aspects of knowledge, attitude, and action. Through thematic learning, the values of the Hadith can be connected to students' real lives, making them easier to apply in daily life.

The Relevance of Moderation in Islamic Education

Research findings indicate that religious moderation is an urgent necessity in Islamic education, particularly in an era of social and technological development that provides unrestricted access to extremist religious ideologies. Educational institutions such as schools and madrasahs are required not only to emphasize the intellectual mastery of religious material but also to foster an inclusive, humanistic, and just perspective toward diversity. The application of moderation in education serves to prevent the emergence of rigid fanaticism as well as permissive attitudes that can weaken religious conviction. Therefore, Islamic education must not only focus on conveying teachings but also shape students to be able to respond wisely to differences.

Strengthening Faith through Thematic Hadith Learning

Thematic hadith learning makes it easier for students to understand Islamic teachings in accordance with the realities of life. Through this method, students are not only required to memorize the text of the hadith but are also encouraged to internalize the moral messages and foundational principles of faith contained within them. The thematic approach links religious teachings to social contexts, ensuring that the strengthening of faith occurs rationally, proportionally, and free from extremist attitudes. Thus, thematic Hadith encourages students to internalize the values of faith in a way that is more relevant to their social circles, so that religion is not merely known in a superficial manner.

Character Development of Students

The application of the value of religious moderation through thematic hadith instruction plays a significant role in shaping students' character holistically. Values such as *tawassuṭ* (moderation), *tasāmuḥ* (tolerance), *tawāzun* (balance), and *i'tidāl* (justice)—learned from the hadith—will shape individuals who are polite in their conduct, respect differences, act justly, and

are able to live harmoniously within a diverse society. Such character not only reflects sound faith but also positive social ethics. Therefore, thematic hadith instruction plays a crucial role in producing students who are strong in their creed while also capable of maintaining harmony and peace in communal life.

Based on the results of this study, it can be concluded that hadith plays a significant role in teaching moderate attitudes in religion through thematic teaching methods. The values of moderation in hadith not only help strengthen students' faith but also foster peaceful and mutually respectful social attitudes. Therefore, it is necessary to further discuss how these values can be effectively applied in the Islamic education process. Furthermore, it is evident that the values of moderation in the hadith play a vital role in strengthening faith while simultaneously shaping the character of students. To understand their application more clearly, this discussion section will elaborate on.

The Concept of Religious Moderation in Islam Based on the Hadith

Religious moderation (*al-wasathiyah*) is a fundamental teaching in Islam that emphasizes a balanced approach to practicing the faith. Based on various hadiths, the Prophet Muhammad (peace be upon him) emphasized that Muslims are not permitted to be extreme in their religious practices (*ghuluw*) or to be too lax without regard for the Sharia. In fact, the Prophet Muhammad SAW warned against making religion a burden upon one self.

From these hadiths, it can be concluded that the principle of religious moderation consists of four core values: *tawassuṭ* (moderation), *tasāmuḥ* (tolerance), *tawāzun* (balance), and *i'tidāl* (justice). The value of *tawassuṭ* guides the faithful to avoid leaning toward extremism in worship or belief. *Tasāmuḥ* teaches respect for differences and peaceful coexistence. *Tawāzun* demands a balance between personal and social interests, as well as between worldly and otherworldly matters. Meanwhile, *i'tidāl* emphasizes fairness in thought, speech, and action toward all groups.

These four values demonstrate that moderation is not merely a matter of social ethics, but also a reflection of sound religious belief. By understanding these concepts, students can be guided to practice their faith in a balanced manner, avoid falling into extremist ideologies, and be able to appreciate diversity in community life.

The Educational Value of Hadith in Strengthening Students' Faith and Shaping Their Character

Hadiths not only discuss the rituals of worship but also contain teachings that can strengthen faith and shape the character of students. The Prophet Muhammad SAW emphasized that proper education is not merely about increasing religious knowledge, but also about instilling attitudes and behaviors consistent with Islamic teachings. Thus, the study of hadith helps students understand their faith while putting it into practice in their daily lives. The educational values contained in the Hadith include teachings on honesty as the foundation of a Muslim's character, an attitude of compassion that reflects the perfection of faith, and trustworthiness that fosters a disciplined and responsible character. The Hadith also teaches the importance of cooperation in goodness so that students can care for others and live harmoniously within society.

Through these values, it is evident that education in the hadith does not focus solely on religious knowledge but also guides students to become devout Muslims with good character who are capable of positive social interaction. When presented through a thematic approach, these values are easier to understand and apply because they are directly linked to the students' real-life experiences.

The Importance of Religious Moderation in Contemporary Islamic Education

Religious moderation has become a crucial aspect of Islamic education today because students live in a diverse environment and are easily exposed to various external influences. Without a foundation in moderation, they may fall into either extreme religious attitudes or, conversely, become so lax that they neglect religious teachings. Through moderation, students are guided to practice their religion in a balanced manner: neither going to extremes in worship nor disregarding the guidance of Islamic law. Character traits such as being non-fanatical, not easily taking offense at differences, and being able to engage in dialogue with others are essential skills that must be cultivated through education.

Therefore, Islamic education must seriously and continuously integrate the value of moderation into the learning process. Students must not only understand religious teachings theoretically but also learn how to apply the values of justice, tolerance, and balance in their daily lives. When properly applied, moderation not only strengthens students' faith but also fosters the character of a Muslim who is virtuous, loves peace, and is able to live harmoniously

within society. The value of religious moderation serves as a vital foundation for shaping a generation that is both religious and virtuous in social life and national life.

The Impact of Thematic Hadiths on Religious Moderation on Strengthening Students' Faith

Thematic hadith instruction that emphasizes the value of religious moderation makes a significant contribution to strengthening students' faith. Through discussions linked to everyday situations, students not only learn the text of the hadith but also understand its message and how to apply it appropriately. This understanding helps them adopt a balanced approach to religion neither being overly strict nor indulgent and enables them to filter out various extremist ideologies that contradict Islamic teachings. In addition to strengthening religious conviction, the thematic approach also fosters positive social character traits, such as tolerance, fairness, and the ability to appreciate diversity. The values of moderation they learn enable students to possess a firm faith without neglecting the importance of maintaining harmony in social interactions. Thus, thematic hadith learning not only reinforces faith in Allah but also fosters individuals who are devout, possess noble character, and are capable of maintaining unity within society.

Discussion

Etymologically and theologically, religious moderation in Islam is rooted in the concept of *wasathiyah*, which means "middle" or "balanced." Basri et al. (2022), in their study on religious moderation among Indonesian Muslims, emphasize that *wasathiyah* is a fundamental characteristic of Islam that encourages its followers to take the middle path in every aspect of life, including religious practices, social relations, and responses to differences.

This understanding is reinforced by Wibowo and Kurniawan (2023), who examined the reinforcement of *wasathiyah* Islamic values from the perspective of madrasah education. They found that there are four core dimensions of *wasathiyah* that must be internalized in the learning process: (1) *tawassuth* a moderate attitude and non-alignment with extremism; (2) *tawazun* balance in practicing religious teachings; (3) *i'tidal* justice and consistency; and (4) *tasamuh* tolerance toward differences in beliefs and social practices,

Furthermore, the Ministry of Religious Affairs of the Republic of Indonesia (2023) emphasizes that religious moderation is based on four main principles: balance (*tawazun*), tolerance (*tasamuh*), the principle of consultation, and commitment to the Unitary State of the Republic of Indonesia. These four principles must underpin the Islamic religious education curriculum at all levels, including in the teaching of hadith.

From a global perspective, Alabdulhadi (2024) examined the practices of Islamic education teachers in promoting wasatiyyah values among high school students in Kuwait; the study found that although the concept of wasatiyyah is cognitively understood by teachers, its implementation in teaching methods and strategies still faces significant obstacles, particularly regarding teachers' ability to operationalize the values of moderation into daily learning activities

In Indonesia, religious moderation has become an official state policy implemented through the education system. Masturin (2023) studied the development of Islamic Religious Education (IRE) materials based on religious moderation to shape students' character. This study concluded that Islamic Religious Education (IRE) materials explicitly designed to integrate the values of religious moderation proved more effective in shaping students' character compared to conventional materials that are doctrinal in nature and lack contextual relevance. Furthermore, Chotimah, Qudsy, and Yusuf (2025) added a critical dimension by pointing out that the implementation of religious moderation in Islamic education management is often superficial, functioning more as a theoretical concept than as a transformative force in character development. This study calls for a shift from cognitive understanding toward a deeper and more practical internalization of values

Thematic hadith study, or the *maudhu'i* approach, is a research method that collects and analyzes hadiths with similar themes collectively to produce a more comprehensive and contextual understanding. This method differs from book-by-book hadith study (*tartib*), which only examines hadiths sequentially based on the order of chapters in a specific book.

Faruq and Warsito (2023) examined moderation in understanding hadiths regarding religious extremism from the perspective of Yusuf Qardhawi. They found that the thematic approach in hadith studies allows readers to gain a more complete and balanced picture of a given theme—including the theme of religious moderation—compared to studying hadiths in isolation, which risks leading to a fragmented understanding.

The development of a strong and sound faith (*aqidah*) is a prerequisite for fostering an authentic attitude of moderation in students. A shallow or poorly structured faith is, in fact, vulnerable to extreme and exclusive interpretations. In this context, thematic hadith instruction on moderation plays a vital role in shaping the cognitive, affective, and conative dimensions of students' faith.

Research by Abdurrohman, Adiyono, and Harun (2023) on the spread of faith among early Muslim communities during the Meccan period found that the process of forming authentic faith requires a gradual and contextual approach; it cannot be forced or rigidly dogmatized. This

principle has direct implications for hadith education: the internalization of the value of moderation must occur organically and in accordance with students' cognitive and spiritual developmental stages.

A study by Azar et al. (2025) on innovations in Aqidah Akhlak instruction through the implementation of the Think-Pair-Share strategy to foster values of religious moderation indicates that cooperative learning methods integrating thematic discussions of hadiths on moderation significantly enhance the understanding and internalization of moderate values among madrasah students. This study emphasizes the importance of active and participatory learning methods in instilling values of moderation.

Thematic hadith learning must be rooted in a solid understanding of the concept of wasathiyah as a fundamental principle of Islam. The selection of hadith themes must include hadiths on tolerance, brotherhood, self-control, justice, and non-violence, which together form a roadmap for religious moderation based on revelation.

The findings of this study have important implications for the development of the hadith curriculum in madrasahs and public schools. First, the curriculum needs to explicitly adopt a thematic approach to hadith instruction, organizing the material around relevant themes of moderation. Second, assessment should encompass affective and behavioral dimensions, not just cognitive ones. Third, teacher training needs to be strengthened, particularly regarding the ability to integrate hadith values with contemporary social contexts.

Basri et al. (2022) state in their research that the integration of higher-order thinking skills in Islamic Religious Education, including critical analysis of thematic hadiths, effectively enhances students' capacity to understand and implement the values of religious moderation in a contextual manner

The development of a religious moderation curriculum conducted by Mukhibat et al. (2024) at universities indicates that curricula specifically designed to integrate the values of moderation—particularly those linking the values of the Qur'an and hadith to contemporary social issues—help students adopt a more tolerant attitude and resist being provoked by extremist content on social media

Overall, the findings of this study have important implications for the development of the hadith curriculum in madrasahs and public schools. First, the curriculum needs to explicitly adopt a thematic approach to hadith instruction, organizing the material around relevant themes of moderation. Second, assessment should encompass affective and behavioral dimensions,

not just cognitive ones. Third, teacher training needs to be strengthened, particularly regarding the ability to integrate hadith values with the contemporary social context.

CONCLUSION

The results of this study indicate that thematic hadith instruction can be an effective method for instilling a moderate attitude in religious practice. Values such as *tawassuṭ* (the middle path), *tasāmuḥ* (tolerance), *tawāzun* (balance), and *ītidāl* (justice) contained in the hadith not only strengthen students' faith but also guide them to adopt a moderate stance, avoid extremism, and appreciate diversity. Through a thematic approach, students can understand the meaning of the hadith in a more contextual manner, so that Islamic teachings are not merely studied as theory but can also be practiced in daily life in a more relevant and balanced way.

This study is still limited to a literature review approach; therefore, the application of its concepts in the field requires further, more comprehensive research. Consequently, future researchers are advised to conduct empirical studies in schools or madrasahs to directly test the effectiveness of thematic hadith instruction in fostering religious moderation among students. Future research could also develop a more interactive and contextual hadith-based learning model, so that Islamic education can address the challenges of the digital era without abandoning the value of moderation as the foundation of faith and character development.

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