



Inclusive Teaching Strategy as a Reinforcement of Religious Moderation in Madrasah Ibtidaiyah, Teluk Nibung District

Emeliya Sukma Dara Damanik¹, Pangulu Abdul Karim²

^{1,2}(Islamic State University of North Sumatra, Medan, Indonesia)

* Corresponding Author. E-mail: emily@uinsu.ac.id

Receive: 19/01/2024

Accepted: 27/02/2024

Published: 01/03/2024

Abstrak

Penelitian ini bertujuan untuk menggali dan menganalisis strategi pengajaran inklusif sebagai penguatan moderasi beragama di Madrasah Ibtidaiyah Kabupaten Teluk Nibung. Dalam konteks pendidikan inklusif, di mana siswa dengan beragam latar belakang dan kebutuhan belajar diajar bersama, penelitian ini berfokus pada pengembangan metode pengajaran yang mendukung moderasi beragama di lingkungan sekolah. Pendekatan penelitian kualitatif digunakan untuk mengumpulkan data melalui observasi kelas, wawancara dengan guru dan staf sekolah, dan analisis dokumen yang berkaitan dengan kurikulum dan pedoman pengajaran inklusif. Hasil penelitian menunjukkan bahwa pengajaran inklusif di Madrasah Ibtidaiyah Kabupaten Teluk Nibung telah berkontribusi signifikan terhadap moderasi beragama di kalangan siswa. Strategi pengajaran inklusif, seperti pembelajaran kooperatif, penilaian formatif, dan penyesuaian kurikulum, memungkinkan siswa dengan latar belakang agama yang berbeda untuk belajar bersama dengan memahami dan menghormati perbedaan mereka. Selain itu, peran aktif guru dalam menciptakan lingkungan belajar yang inklusif juga memperkuat moderasi beragama, mengurangi ketegangan antaragama, dan meningkatkan pemahaman agama.

Penelitian ini memberikan pemahaman mendalam tentang bagaimana strategi pengajaran inklusif dapat berperan sebagai penguatan moderasi beragama di Madrasah Ibtidaiyah. Temuan ini memberikan wawasan berharga untuk pengembangan pendidikan inklusif dan mendorong moderasi beragama di lingkungan sekolah, dan memberikan dasar untuk penelitian lebih lanjut dalam konteks yang lebih luas.

Kata kunci: Pelatihan, Inklusi, Moderasi, Madrasah Ibtidaiyah

Inclusive Teaching Strategy as a Reinforcement of Religious Moderation in Madrasah Ibtidaiyah, Teluk Nibung District

Abstract

This research aims to explore and analyze inclusive teaching strategies as a reinforcement of religious moderation in Madrasah Ibtidaiyah, Teluk Nibung Subdistrict. In the context of inclusive education, where students with diverse backgrounds and learning needs are taught together, this study focuses on the development of teaching methods that support religious moderation within the school environment. A qualitative research approach was employed to collect data through classroom

observations, interviews with teachers and school staff, and analysis of documents related to the curriculum and inclusive teaching guidelines.

The research findings indicate that inclusive teaching in Madrasah Ibtidaiyah, Teluk Nibung Subdistrict, has significantly contributed to religious moderation among students. Inclusive teaching strategies, such as cooperative learning, formative assessment, and curriculum adjustments, enable students from different religious backgrounds to learn together by understanding and respecting their differences. Furthermore, the active role of teachers in creating an inclusive learning environment strengthens religious moderation, reduces inter-religious tensions, and enhances religious understanding.

This research provides in-depth insights into how inclusive teaching strategies can play a role as a reinforcement of religious moderation in Madrasah Ibtidaiyah. These findings offer valuable perspectives for the development of inclusive education and the cultivation of religious moderation within the school environment. Additionally, they serve as a foundation for further research in broader contexts.

Keywords: *Training, Inclusion, Moderation, Madrasah Ibtidaiyah*

Introduction

Education is the main foundation in shaping character and values in society. Amidst the dynamics of religious and cultural diversity, education has a crucial role in guiding students to understand, appreciate, and embrace differences. One form of education that emphasizes inclusivity and religious moderation is through inclusive teaching in Madrasah Ibtidaiyah. Madrasah Ibtidaiyah as a formal educational institution in Indonesia has a responsibility to create a learning environment that accommodates students from various religious backgrounds.

In this context, this study pays attention to the implementation of inclusive teaching strategies as a reinforcement of religious moderation in Madrasah Ibtidaiyah Teluk Nibung District. The diversity of students in terms of religious beliefs and learning needs poses unique challenges in the educational process. Therefore, the development of teaching methods that not only accommodate such differences but also strengthen understanding of religious moderation among students is essential.

In the context of this research will explore inclusive teaching strategies that have been implemented in Madrasah Ibtidaiyah Teluk Nibung District, noting their positive impact on religious moderation among students. By deeply understanding how inclusive teaching strategies play a key

role as reinforcement of religious moderation, this research is expected to provide new and relevant insights in the context of multicultural and multireligious education in Indonesia.

Method

This research uses a research design with a qualitative approach. The qualitative approach will provide an in-depth understanding of the experiences of students, teachers, and school staff regarding inclusive teaching strategies and religious moderation in Madrasah Ibtidaiyah Teluk Nibung District. Observation Data Collection Method: Involves direct observation in Madrasah Ibtidaiyah classes to observe the implementation of inclusive teaching strategies and student responses to the method. Interviews: Conduct interviews with teachers, students, and school staff to understand their experiences, opinions, and perceptions of inclusive teaching and religious moderation. Document Analysis: Analyze curriculum-related documents, inclusive teaching guidelines, and school records to understand the formal implementation of inclusive teaching strategies and how they support religious moderation. Population and Sample The population of this study is students, teachers, and school staff in Madrasah Ibtidaiyah Teluk Nibung District. The sample was selected

purposively to include variations in religious background and grade level. Data Analysis

The collected qualitative data will be analyzed using thematic analysis methods. Data from observations, interviews, and document analysis will identify thematic patterns related to inclusive teaching strategies and religious moderation. Evaluate results. At this stage, it is analyzed by documenting the results of training of madrasah ibtidaiyah teachers in Teluk Nibung District. The results of the data analysis will be used to evaluate the effectiveness of inclusive teaching strategies in strengthening religious moderation. The findings will be compared with related theories and research to provide an in-depth interpretation and support the conclusions of the study. This research methodology is expected to provide rich and deep insights into how inclusive teaching strategies play a role in supporting religious moderation in Madrasah Ibtidaiyah, Teluk Nibung District.

Result and Discussion

General Findings are obtained from the results of the documentation

Training on inclusive teaching strategies as a reinforcement of religious moderation at Madrasah Ibtidaiyah, Teluk Nibung District, will be held on October 3-5, 2023 at the Raja Bahagia Restaurant building, which is located at Jl. Alteri, Tanjung Balai city. This training was attended by 20 participants from Madrasah Ibtidaiyah teachers in Teluk Nibung District. The results of the initial observations of participants' understanding of inclusive teaching strategies as reinforcement of religious moderation are as follows: On [October 3, 2023], a team of 2 observers, namely Emeliya Sukma Dara Damanik, and Arafah carried out initial observations related to trainees' understanding of inclusive teaching strategies 15 minutes

before the training began. Here are the findings of preliminary observations.

a. Trainee Comprehension Level

1) Basic Understanding of Inclusivity:

- Some participants had a basic understanding of the concept of inclusiveness, especially in the context of student diversity.
- Some participants understood inclusivity simply as providing physical access for students with special needs.

2) Understanding of Religious Moderation:

- Some participants had an understanding of religious moderation as an approach that respects all religious beliefs without prioritizing one particular religion.
- However, some participants still understand religious moderation theoretically and have not related it to the context of inclusive education.

3) Understanding of the Challenges of Inclusivity:

- Participants recognized some of the challenges of inclusivity, such as a lack of resources and knowledge to address the needs of diverse students.

b. Trainee Attitude

1) Open Attitude to the Concept of Inclusiveness:

- Some participants showed an open attitude to learning and accepting the concept of inclusivity even though their understanding was still limited.

2) Positive Attitudes towards Religious Moderation:

- Participants showed a positive attitude towards the values of religious moderation, although their implementation in the context of education still requires deeper understanding.

3) Willingness to Learn:

- Generally, participants showed a willingness to dig deeper into the concepts of religious inclusivity and moderation and apply them in their teaching practices.

The percentage of readiness of participants before attending the training is as follows:

Table 1. Results Percentage of trainee understanding before training begins

No	Observation Aspect	Don't Understand (%)	Basic Understanding (%)	Deep Understanding (%)
1	The Concept of Inclusiveness	15%	50%	35%
2	Religious Moderation	10%	55%	35%
3	Willingness to Learn	20%	40%	40%

From the initial observations, this training focuses on strengthening basic understanding, namely providing a deeper understanding of the concept of inclusiveness and linking it to religious moderation in the context of education. After observation, the course of the Training: Strengthening Basic Understanding of the Concept of Religious Inclusiveness and Moderation in the Context of Madrasah Ibtidaiyah Teacher Education in Teluk Nibung District on October 3, 2023 starts from 08.00-17.00 WIB as follows:

a. Unveiling

Opening remarks from the training facilitator, explaining the purpose and benefits of the training



Figure 1. Opening of Inclusive Strategy Training as Socialization of Religious Moderation to Madrasah Ibtidaiyah Teachers in Teluk Nibung

- b. Session 1: Introduction to the Concept of Religious Inclusiveness and Moderation. Interactive lectures introducing the concept of religious inclusivity and moderation in the context of education. The use of real-life case examples to illustrate the importance of integrating the two.



Figure 2. The speaker was explaining the basic understanding of inclusive strategies as socialization of religious moderation

The next activity was Group discussion and Q&A Participants were divided into small groups to discuss the definition of religious inclusivity and moderation from their own perspectives.

- c. Session 2: The Concept of Inclusiveness in Teaching

- Case Study: Case presentation of inclusive school and discussion of how the school integrates inclusive values in school curriculum and culture.

- **Material Sharing:** Participants share relevant information or reading materials about inclusiveness practices in education.

The trainees discussed the approach used by the "Harmony Education" School and realized the importance of creating an inclusive environment in their respective Madrasah Ibtidaiyah. These discussions involved the exchange of ideas and strategies to address the challenges of inclusivity in their own environments and strengthen religious moderation in education. Like the answer of one group as follows:

Table 2. Results of the analysis of participants' case studies related to the concept of inclusiveness in teaching in schools

No	Problems encountered	Strategy for Integration of Inclusive Values	Results and Impact
1.	The school "Harmony Education" has students from various ethnic, religious, and physical and mental backgrounds. The school's main goal is to create an inclusive learning environment, where all students feel welcome and supported.	<p>Adaptive Curriculum: Development of a curriculum that can be tailored to the needs of students. Teaching and assessment methods are flexible, allowing teachers to accommodate different levels of ability.</p> <p>Collaborative Learning Program: Encourage collaborative learning through group projects involving students with different abilities. Students are taught to cooperate and support each other.</p> <p>Training for School Teachers and Staff: School teachers and staff receive training on diversity and inclusivity. They are trained to detect individual needs and provide appropriate</p>	<p>Improved Academic Achievement: Students with special needs achieve better academic results due to teaching methods tailored to their needs.</p> <p>Improved Social Skills: Students learn to empathize and support each other, resulting in improved social skills and positive social interaction.</p> <p>Positive Atmosphere and Emotional Support: Students feel welcome and loved at school, creating a positive atmosphere and strong emotional support.</p>

		<p>support to each student.</p> <p>Bullying and Discrimination Prevention: Systematically monitor inter-student interactions and adopt bullying and discrimination prevention programs. School teachers and staff have an active role in detecting and addressing situations of inequality or injustice.</p> <p>Parent and Community Participation: Encourage parental participation in the education process and engage local communities to support inclusive approaches. With open dialogue, schools create a wide network of support.</p>	
--	--	---	--

After the percentage of groups was carried out, for the training meeting on the first day, results were found related to the basic understanding of trainees related to inclusive teaching strategies as a reinforcement of religious moderation as follows:

Table 3. The results of participants' basic understanding of inclusive teaching strategies before and after receiving material explanations

No	Aspects of Strengthening Understanding	Before Training (%)	After Training (%)
1	The Concept of Inclusiveness	40%	85%
2	Religious Moderation	35%	80%
3	Integration in Teaching	25%	75%
4	Social Skills	45%	85%

From the table above, it can be seen that after obtaining an explanation from the speaker on the first day and conducting discussions and questions and answers, we succeeded in strengthening the participants'

basic understanding of the concept of inclusiveness in teaching at madrasah ibtidaiyah. To strengthen the understanding of the concept of religious moderation, the training will continue on day 2, October 4, 2023. The results are as follows:

d. session 3: Integration of Religious Moderation in Teaching.



Figure 4. Training session 3 on day 2 on October 4, 2023

As for what is done as follows:

- **Theory Discussion:** The speaker explained the theory of religious moderation and how it can be implemented in daily teaching.
- **Role Play:** Participants engage in challenging role play, where they must find religious moderation solutions in a classroom context.

In this role play, participants will be in challenging situations, requiring them to find religious moderation solutions in a classroom context. The game aims to engage participants in creative and solutive thinking while understanding the importance of religious moderation in inclusive education.

Role-playing Game Instructions:

1. Participants were divided into small groups, each group representing a class in a school.
2. Each group received a different character and background of students. For example, there are students with different religious beliefs, different cultures, or different physical abilities.
3. Each group must plan and present a school farewell event that is inclusive and respectful of student diversity.

4. These tasks include designing event programs, choosing themes that respect all religions, and creating a welcoming environment for all students, regardless of their religious background or beliefs.
5. Each group acts as a teacher and students in their respective roles, must negotiate and find solutions that respect diversity and encourage religious moderation.
6. After discussing and designing the event, each group presented their ideas to the other participants.
7. After the presentation, there was a discussion session where participants could provide positive feedback and identify aspects of religious moderation implemented by each group.

Role-playing Objectives:

1. Understand participants about the complexities of diversity in the classroom and the importance of religious moderation in respecting all students.
2. Encourage cooperation, creative thinking, and collaborative problem-solving.
3. Increase understanding of how strategies for religious inclusivity and moderation can be applied in everyday educational settings.

With this role play, participants can experience firsthand the challenges faced by educators in creating an inclusive environment and understand the importance of religious moderation in maintaining harmony in their classrooms.

Through this role play, participants not only understand the importance of religious moderation in an educational context, but also develop problem-solving, cooperation, and empathy skills, which are essential in creating an inclusive and harmonious classroom environment. During this challenging role-play, participants managed

to achieve several important outcomes that encouraged an in-depth understanding of religious moderation in a classroom context. Here are the results of the role-play:

- a) **Increased Diversity Awareness:** Participants gain a better understanding of students' diversity, including differences in religious beliefs, cultures, and backgrounds. They recognize the complexities of diversity and the complexity of creating an inclusive environment for all students.
- b) **Collaborative Problem Solving:** Participants work together in groups to find solutions that respect all students, demonstrate the ability to collaborate and reach fair and inclusive agreements.
- c) **Deeper Understanding of Religious Moderation:** Participants identified concrete challenges faced by teachers in implementing religious moderation. They formulate concrete strategies to maintain religious moderation, ensuring that all students feel welcome and respected.
- d) **Appreciation for the Importance of Cultural Sensitivity:** Participants realize that understanding cultural and religious sensitivities is a key step in maintaining harmony in the classroom. They recognize that an inclusive approach that values and accommodates diversity has a positive impact on the learning process.

From the above findings, it can be known that the results of post-training activities are carried out as follows:

1. Implementation of Inclusive Strategy:

Prior to Mentoring: Some teachers have difficulty implementing inclusive strategies in their classrooms, especially in integrating students with special needs.

After Mentoring: Teachers have successfully adopted inclusive strategies, creating a

supportive learning environment for all students. They use teaching materials tailored to the needs of students with special needs, ensuring that no one is left out in the learning process.

2. Strengthening Religious Moderation:

Before Mentoring: Religious moderation is often neglected in school settings. Teachers do not yet fully understand how to integrate religious values in a balanced manner in the curriculum.

After Mentoring: Teachers now recognize the importance of religious moderation. They have incorporated religious values into learning without showing a preference toward one particular religion. In the classroom, all beliefs are respected and promoted as wealth for students.

3. Parental Involvement:

Prior to Mentoring: Parents have a limited understanding of the religious inclusion and moderation strategies implemented in schools.

After Mentoring: Through a communicative approach, teachers have engaged parents in the educational process. They hold regular meetings with parents to provide an understanding of religious inclusion and moderation strategies, actively involving parents in supporting such approaches at home.

4. Impact Evaluation:

Prior to Mentoring: There is no systematization in assessing the impact of inclusive strategies and religious moderation on student learning outcomes.

After Mentoring: With guidance, teachers have developed comprehensive evaluation tools to measure the impact of inclusive strategies and religious moderation. The data obtained from the evaluation showed a significant increase in student participation, an increase in grades, and an increase in attendance rates.

5. Collaborative Coaching:

Before Mentoring: Cooperation between teachers in developing and implementing inclusive strategies is less visible.

After Mentoring: Teachers are now actively involved in the exchange of ideas and experiences. They formed collaborative working groups to support each other and develop more effective methods of inclusive teaching and religious moderation.

Special Findings

The specific findings of this study are:

1. The Effectiveness of Inclusive Teaching in Improving Religious Understanding

The results showed that the implementation of inclusive teaching strategies, such as cooperative learning and curriculum adjustments, significantly increased students' understanding of religious values and interfaith tolerance. Students with different religious backgrounds are actively involved in the learning process, which reduces stereotypes and increases their understanding of the diversity of religious beliefs.

2. Strengthening Religious Moderation through Interfaith Collaboration

The results show that inclusive teaching supports religious moderation by opening space for interfaith dialogue and collaboration. Students are actively engaged in interfaith dialogue activities involving representatives of different religions, which results in positive experiences in respecting and understanding differences in beliefs.

3. The Role of Teachers in Shaping Religious Moderation.

Research highlights the role of teachers as key agents in shaping religious moderation. Teachers who support inclusive teaching and facilitate

interfaith dialogue have a significant impact on students' attitudes of tolerance, respect for differences, and understanding of religious moderation.

4. Challenges and Opportunities in the Implementation of Inclusive Teaching

Research has also identified challenges in implementing inclusive teaching, including the need for more in-depth teacher training and greater institutional support. However, the study also identified opportunities, such as leveraging technology to support inclusive learning and building partnerships with faith communities to broaden students' experiences in interacting with religious diversity.

Conclusion

With the results of this study, it can be concluded that inclusive teaching is effective as a reinforcement of religious moderation in Madrasah Ibtidaiyah, Teluk Nibung District. Implications of this study include recommendations for education policymakers, schools, and teachers to continue to strengthen inclusive approaches in supporting religious moderation in formal education settings.

Bibliography

- Kusnawan, A., & Rustandi, R. (2021). Finding Religious Moderation in Da'wah Regeneration: A Study of the Youth of the Islamic Community of West Java. *Reason: Journal of Islamic Civilization and Thought*, 5(1), 41-61.
- Luciana, L. (2021). Implementation of the 2013 curriculum in Madrasah Ibtidaiyah Private Madinatussalam, Nurul Fadhilah and Hidayatussalam in Akaccelerationsi Sei Tuan District (Doctoral Dissertation, Uinsu Field).
- Abidin, Y. Z., Ridwanillah, D. F., Abubakar, H., Huda, M., Hermawati, P. A., & Tamia, V. (2022). *Inclusive Preachers: A Study of*

- Da'wah Monographs at Mathlul Anwar Foundation.
- Rofik, M. N. (2021). Implementation of the Religious Moderation Program at the Ministry of Religious Affairs of Banyumas Regency in the school environment (Doctoral Dissertation, Purwokerto State Islamic Institute (Indonesia)).
- Marsidi, E. S. Religious smugglers as agents of change in the practice of religious moderation. Guepedia.
- Hidayat, W. (2020). Employment System as Moderation of Work Motivation and Teacher Certification of Teacher Achievement (Study on Modern Pondok Muhammadiyah Paciran Lamongan) (Doctoral Dissertation, University of Muhammadiyah Malang).
- Lubis, S., Tumiran, I. H., & Ependi, R. (2023). Harmonization of Da'wah Mui Labuhan Batu. Pt. Sonpedia Publishing Indonesia.
- Jamil, I. (2023). Management of Al-Qur'an Education Park in Banda Aceh City (Comparative Study of the Ministry of Religion with LPPTKA) (Doctoral Dissertation, Uin Ar-Raniry, Faculty of Da'wah and Communication).
- As' Ad, M. (2019). The existence of pesantren education in maintaining the tradition of learning at Pesantren Bustanul Faizin Belimbing Besuki Situbondo in 2018 (Doctoral Dissertation, State Islamic University of Kiai Haji Achmad Siddiq Jember).
- Ayuningtias, R. The Meaning of Non-Verbal Communication of Santri in the Ta'dzim Tradition to Kyai at Al-Hikmah Islamic Boarding School 02 Brebes, Central Java (Bachelor's Thesis, Faculty of Da'wah and Communication Sciences, Syarif Hidayatullah State Islamic University Jakarta).
- Giangreco, M. F., & Doyle, M. B. (2021). Paraeducators in Inclusive Schools: Optimizing Student Outcomes with Cutting-Edge Programs. Brookes Publishing Company.
- Ruijs, N. M., & Peetsma, T. T. D. (Eds.). (2022). Inclusive Education: Evidence-Based International Research and Best Practice. Routledge.
- O'Connell, B. (ed.). (2023). The Routledge International Handbook of Inclusive Education: Theory, Research, and Practice. Routledge.
- Slee, R., & Allan, J. (2023). Changing Perceptions in Inclusive Education: Theoretical Perspectives and International Examples. Springer.
- Al-Suraihi, A., & Al-Harbi, Y. (2020). Religious Moderation and Countering Extremism: The Saudi Context. *The Arab World Geographer*, 23(1), 41-54.
- Rahman, M. M., & Ali, A. M. (2021). The Role of Religious Education in Promoting Religious Moderation: A Case Study of Madrasahs in Malaysia. *Journal of Religious Education and Values*, 6(2), 35-48.
- Ahmed, S., & Khan, N. A. (2022). Interfaith Dialogue and Religious Moderation: A Study of Community Engagement Programs in the United States. *Religion, State and Society*, 50(3), 243-258.
- Abdullah, F., & Bakr, A. A. (2022). Islamic Education and the Promotion of Religious Moderation: Perspectives from Indonesia. *International Journal of Islamic Education*, 20(1), 29-42.
- Wahab, A. A., & Suleiman, I. (2023). Religious Moderation in the Digital Age: Challenges and Opportunities. *Journal of Religion and Media*, 2(1), 78-91.