

Strengthening Moderation Based on *Problem Based Learning* (PBL) in Islamic Religious Education (IRE) Learning

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Abstract. The aim of this research is to formulate a plan to strengthen religious moderation using the PBL model in learning PAI courses. To achieve this goal, the library research method was used, namely reviewing books and articles related to religious moderation, MK PAI and PBL, which ended by linking these three things to obtain a formula for implementing PBL in MK PAI to strengthen religious moderation. The research produced a number of steps to strengthen religious moderation using the PBL model. First, determine the relevant subject matter; second, determining learning outcomes; third, determine teaching materials and learning media; fourth, formulate steps for implementing PBL with 5 stages; orientation of students to problems, organizing students, guiding investigations, developing presentation of results, analyzing and evaluating problems; Thus, it can be concluded that there are four steps to use technology in PAI lectures to strengthen religious moderation through the PBL model.

Keywords: *Religious Moderation, Problem Based Learning (PBL), Islamic Religious Education*

Abstract. Tujuan penelitian ini adalah merumuskan rancangan penguatan moderasi beragama menggunakan model PBL dalam pembelajaran matakuliah PAI. Untuk mencapai tujuan tersebut digunakan metode penelitian library research, yakni mengkaji buku dan artikel terkait moderasi beragama, MK PAI dan PBL, yang diakhiri dengan mengaitkan tiga hal tersebut untuk memperoleh rumusan penerapan PBL dalam MK PAI untuk menguatkan moderasi beragama. Penelitian menghasilkan sejumlah langkah penguatan moderasi beragama menggunakan model PBL. Pertama, menentukan tema pokok bahasan yang relevan; kedua, menentukan capaian pembelajaran; ketiga, menentukan bahan ajar dan media pembelajaran; keempat, merumuskan langkah penerapan PBL dengan 5 tahapan; orientasi siswa pada masalah, pengorganisasian siswa, membimbing penyelidikan, mengembangkan penyajian hasil, menganalisis dan evaluasi masalah. Dengan demikian dapat disimpulkan bahwa ada empat langkah sebagai pemanfaatan teknologi dalam perkuliahan PAI untuk menguatkan moderasi beragama melalui model PBL.

Keywords: *Moderasi Beragama, Problem Based Learning (PBL), Pendidikan Agama Islam*

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Introduction

Moderation in Islamic thought is prioritizing tolerance in differences (Akhmadi, 2019). Currently, some public university students are identified as not moderate, on the other hand, technological advances are very rapid so that students generally have high-level thinking skills in solving problems (Sofyan & Komariah, 2016). In addition, news related to the world of higher education was shocked by the results of a study that stated that some campuses in Indonesia and their students were exposed to radicalism. Setara Institut, Muhamad Murtadho, said that some campuses in Indonesia and their students were exposed to radicalism (Murdiana & Sudiono, 2021). The ten universities include UI Jakarta, IPB, ITB, UGM Yogyakarta, UNY, Unibraw Malang, Unair, Unram, UIN Jakarta and UIN Bandung. The highest level occurred at IPB and ITB. Meanwhile, in the religious higher education environment (PTK) it occurred at UIN Jakarta and UIN Bandung. Other news that adds to the impression of exposure to the campus world was conveyed by R Ryamizard Ryacudu, when he was still the Minister of Defense, who stated that 23.4% of Indonesian students were exposed to radicalism (<https://kemenag.go.id/read/menakar-moderasi-beragama-di-perguruan-tinggi-6v3kp>).

It is alleged that universities are meeting centers for scientists and academics to accept differences in strengthening their scientific studies. Higher education as part of the education system in Indonesia is required to improve its quality in an effort to produce human resources who are able to face challenges in the global era (Ruwanto, 1999). The existence of these differences is common on campus and it would be better if everything is based on equality, then academic activities in exploring the study of problems in producing scientific works would die.

The existence of several cases of violence and transnationalism is suspected to be formed from ideological factors, therefore correcting the wrong understanding of religious teachings as an effort to deradicalize is a necessity, besides other efforts that can trigger the birth of radicalism in society (Haryati et al., 2021). Although the phenomenon of the veil had caused a stir as an indication of exposure to radicalism, especially on public university campuses. The scholars agree that the veil is a Muslim dress and is part of Arab culture. And there is also the motivation for people to wear the veil, including following trends or fashion as a form of someone wanting to migrate or endeavor towards a better path. This is the context of religious moderation that needs to be instilled in educational institutions, in order to minimize the religious perspective that feels self-righteous, likes to accuse, considers astray, and even accuses fellow adherents of the same religion of being infidels. And even eliminates the stigma that people of different religions are parties that can be fought. Thus, a view of attitudes like terrorists who justify suicide in the name of fighting different religious groups has emerged. Technological advances have also had an impact on the exposure of several students to transnational understandings of radical religious understandings, on the other hand, online learning during the Covid-19 pandemic, students do lecture assignments by utilizing various online sources that have not flexibly communicated sources of reading books or others that lead to radical understanding. The results of a survey by Sri Haryati, Sukarno, Sugeng Purwanto (2021) stated that schools started online learning in three different contexts, depending on the type and level of school, some were full, partial, or neither, with activities watching videos (YouTube or Teacher presentations), completing quizzes, doing assignments, discussions via Google-Meet, and the

like. This has opened up prospects and challenges that have resulted in the emergence of different perspectives (Haryati et al., 2021).

Based on the decision of the Director General of Higher Education Number 84/E/KPT/2020 concerning guidelines for implementing compulsory courses in the higher education curriculum consisting of; religion, Pancasila, citizenship, and Indonesian which are mutually supportive and supportive and implemented independently. The emphasis is on the formation of individuals with noble morals, not only providing knowledge alone, but also realizing it in the form of religion (Saepudin, 2018).

PAI courses are presented continuously from Kindergarten/Early Age Education/Elementary School/ Junior High School /Senior High School to college. Like the prophetic mission, the first lesson at all levels is learning to read the Qur'an with its stages (Abdul Azis and Khoirul Anam, 2021). Islamic Religious Education learning from elementary school to college does not seem to have an impact on the behavior of brawls between students and even college students, drug users, symptoms of free sex among young people and various other delinquencies, as if the religious values that have been required do not mean anything to students or college students and even some of the community (Zaki, 2015). The problem of radicalism in the world of campus can be addressed, one of which is the ability of lecturers/teachers in learning the use of electronic learning media for Islamic religious education that is presented according to their needs. Mawardi, (2018) revealed that one indicator of a professional teacher/lecturer is the extent to which the teacher/lecturer has the ability to design good learning, a good learning design will effectively achieve the learning objectives that have been set. This is in line with the advantages of one of the PBLs, namely providing opportunities for students to apply the knowledge they have in the real world (Arifin, 2019).

The purpose of this study is to formulate a design for strengthening religious moderation using the PBL model in learning Islamic Religious Education courses. Students in public universities come from various cultures and religious backgrounds, multicultural, exclusive attitudes of diversity that only recognize truth and salvation unilaterally, of course can cause friction between religious groups. To see and resolve a problem, moderate Islam tries to take a compromise approach and be in the middle, in responding to a difference, both differences in religion or sect, moderate Islam prioritizes an attitude of tolerance, mutual respect, while still believing in the truth of the beliefs of each religion and sect. So that everyone can accept the decision with a cool head, without having to be involved in anarchic actions (Saepudin, 2018; Darlis, 2017).

Methods

In accordance with the focus of the research, the research method that is considered suitable is descriptive research using a qualitative approach. According to Nurdin and Hartati (2019), qualitative research is research that is sourced from data, utilizes existing theories as explanatory material and ends with a theory. The type of research used is adjusted to the objectives of this research, namely library studies (literature studies). In literature studies, researchers collect data needed to complete the research from libraries in the form of books, encyclopedias, dictionaries, journals, documents, magazines and so on (Mansyur et al., 2020). Sources of library research in this study were taken from printed books, scientific journals, and online news articles that

contain information about the themes discussed in this study, namely religious moderation, PBL models and PAI courses.

Results and Discussion

Problem based learning

Problem Based Learning (PBL) is a learning approach that emphasizes problem solving as the primary way to develop students' knowledge and skills. This method has been widely adopted in various disciplines, especially in mathematics and science education. PBL not only helps students understand theoretical concepts but also encourages them to think critically and creatively. Several studies reveal the characteristics of problem based learning. First, focus on problems. PBL begins with real-life situations or problems that are relevant to the subject matter. Students are invited to investigate and find solutions to the problem. Second, collaborative learning. Meaning is students work in groups to discuss and solve problems, which improves communication and collaboration skills. Third, reflection. Meaning is after solving the problem, students are expected to reflect on their learning process, understand what they have learned and how they can apply it in the future (Edens, 2000; Hung & Liu, 2008; Kwan, 2009;)

In addition to its characteristics, PBL also has benefits. Several studies have revealed the benefits of PBL. First, improving problem solving skills. Research shows that the application of the PBL model can significantly improve students' mathematical problem solving abilities. Second, encouraging communication skills. The integration of PBL with an ethnomathematics approach has been shown to be effective in improving students' mathematical communication skills, because students can relate learning materials to their cultural experiences. Third, improving learning outcomes. Meta-analysis shows that PBL has a high positive effect on student learning outcomes compared to conventional learning methods (Amalia et.al, 2017; Eviyanti, 2017; Ahdhianto, 2020).

PBL is an innovative approach to education that emphasizes the active involvement of students in the learning process through solving real problems. The following are common steps taken in this learning model:

1. Orienting Students to the Problem

At this stage, the teacher introduces a problem that is relevant to the subject matter. The purpose of this step is to motivate students and explain the context and objectives of learning. Students are encouraged to understand the problem they will face and the importance of solving it (Eicker, 2016).

2. Organizing Students to Learn

After the problem is introduced, the teacher helps students define and organize learning tasks related to the problem. This includes dividing roles in groups and determining the steps that need to be taken to solve the problem (Hmelo-Silver, 2004).

3. Guiding Individual or Group Experiences

The teacher acts as a facilitator by encouraging students to gather the necessary information, both individually and in groups. This can include research, experiments, or collecting data from various sources to find solutions (Bate et.al, 2014).

4. Developing and Presenting the Results of the Work

Once the information is collected, students work together to formulate solutions and prepare a presentation of their work. The teacher assists in planning the presentation, whether in the form of a written report, model, or oral presentation (Schmidt, 2011).

5. Analyzing and Evaluating the Problem-Solving Process

In the final stage, students are asked to reflect on the process they have gone through. They evaluate the effectiveness of the solutions found and discuss what worked and what needs to be improved. The teacher provides feedback to improve students' understanding of the material (Yew & Schmidt, 2012).

6. Reflection

As part of the evaluation, students reflect on their learning experience. This includes an analysis of how they worked together in groups, the skills they have developed, and their understanding of the subject matter (Williams, 2001).

The Problem-Based Learning Model not only helps students understand academic concepts but also develops critical thinking skills and problem-solving abilities that are essential in everyday life. By following these steps, it is hoped that students can become more independent and active in their learning process.

Problem Based Learning in Islamic Religious Education Learning

The results of this study are in the form of a design formulation for strengthening religious moderation using the PBL model in learning Islamic Religious Education (IRE) courses. Rahayu Pristiwati, (2019) revealed that designing learning is important in creating a wealth of knowledge development innovations regarding learning that is needed by people who are more than just diligent, intelligent, creative, and innovative. The characteristics of students in the ICT era like today will be faced with developing digitalization (Sari, 2019), so lecturers or educators must have high technological literacy. Problem-based learning with a blended learning pattern creates a positive learning environment for interaction between fellow students and relevant instructors in training students to respond to real problems both through face-to-face lectures and online learning. The design results are formulated in 4 steps with 5 stages of the PBL model, including; First, determining the relevant main topic; second, determining learning outcomes; third, preparing teaching materials, learning media, and teaching resources; Fourth, formulating steps for implementing the PBL model with 5 stages; student orientation to problems, organizing students, guiding investigations, developing presentations of results, analyzing and evaluating problems. The following is a table of the design for strengthening religious moderation in the PBL model.

Table 1. Format for the Design of Religious Moderation in IRE

Steps/Stages	
Sequence of Learning Activities	Description
1. Determine the topic/theme/subject matter;	Implementation of Islamic teachings in a multicultural society

2. Determine learning outcomes	Students can identify the characteristics of a multicultural society
3. Determine teaching materials and media	Analyze the strategy of cultivating Islam in society
	Show a tolerant attitude and respect for religious and cultural differences
4. Steps/Stages	Teaching materials;
5. Sequence of Learning Activities	a. the nature of multiculturalism
	b. characteristics and traits of a multicultural society
6. Determine the topic/theme/subject matter;	c. strategies for cultivating Islam in a multicultural society
	d. The negative impact of intolerant attitudes on religious and cultural differences
7. Determine learning outcomes	Teaching media;
	Video of the case of inter-religious conflict in Poso Ambon (impact)
8. Determine teaching materials and media	1. Student orientation to the problem;
	Students read the controversy over Christmas greetings in the following news sources;
	2. Student organization;
	Students define the problem from the news above and determine steps in solving the problem
	3. Guiding the investigation;
	Students are guided to collect information to solve the problem by referring to the teaching materials and media that have been determined and/or other standardized sources. For example, the sources in the following link;...
	4. Developing the presentation of results;
	Students present solutions in the form of reports and present them. Students should submit reports in the form of PPTs equipped with interesting images and videos.
	5. Analyze and evaluate problems;
Students are guided to reflect on the problem-solving process and follow-up plans	

The 21st century learning or the digital century is related to the application of technology in learning prepared by lecturers or instructors in managing interesting and enjoyable learning for students to achieve learning goals. One way that lecturers/instructors can improve services in face-to-face and virtual (online) situations is through blended learning (Sari, 2019). The advantage of this learning system is that it combines learning technology with actual work assignments to create a good influence on learning or work (Graham, 2006; Emre, 2010). While one of the disadvantages is that limited access to learning using the web is often a problem for learners. Research conducted by Fitri et al., (2020) PBL as one of the 21st century learning models that is relevant in solving real student problems.

Learning as an activity carried out by lecturers in a programmed manner in instructional design that creates an interaction process between fellow students, lecturers and learning resources used. As stated by Aziz et al., (2014), the provision of learning resources can make learning active. So the learning preparation that the lecturer will do is to determine the topic or material that we will present in the module. So that lecturers and students know what preparations will be made before the lecture. Likewise, in responding to the problem of diversity of thought patterns to religious perceptions, the peaceful, moderate, and tolerant Islamic Religious Education lecture pattern is influenced by the openness factor of the lecturer, the inclusive substance of the material, and the dialogical-argumentative lecture method (Rahmat, 2018). Knowing this learning achievement is a part that has been determined by the study program or department as an ability obtained through internalization of knowledge, attitudes, skills, competencies, and accumulation of work experience while students are studying at university. This strengthens the creativity of lecturers in creating what activities will be carried out during learning later (Kemenristekdikti, 2015).

In determining learning materials and media, PAI is basically a normative effort to help a person or group of students develop an Islamic outlook on life (how to live and utilize life and life according to Islamic teachings and values) an Islamic attitude, which is manifested in daily life skills. Problem-based learning as an alternative learning model that can help lecturers create a learning environment that starts with important and relevant problems for students in gaining realistic learning experiences (Primadoniati, 2020). So far, the learning process that takes place in educational institutions from elementary to tertiary institutions is still dominated by a paradigm that states that knowledge is a set of facts that must be memorized as a graduation standard (Hakim, 2015). This ignores other things that can shape students' attitudes and skills in honing their intelligence in honing collaboration, sensitivity and also good and correct personality, an innovative and relevant model is needed with the characteristics of today's Generation Z. Media as an alternative to address 21st century students is mobile learning, which can be used without limitations of space and time (Hanafi et al., 2020).

Previous research Chao et al., (2021) the effectiveness of PBL in creating innovative learning impacts of Covid-19. The use of problem-based learning (PBL) shows that PBL pedagogy produces a significant increase in learning outcomes to address various complex problems and train communication skills in practicing professional knowledge that has a positive impact on students (Ting et al., 2021).

The Challenges of Problem-Based Learning in Islamic Religious Education

Problem-based learning (PBL) is an approach that emphasizes the active involvement of students in the learning process by facing real situations that require problem solving. Although PBL has great potential to improve students' understanding and skills, its implementation in Islamic Religious Education (PAI) faces various challenges. This article will discuss some of the main challenges in implementing PBL in IRE.

First, lack of teacher understanding of PBL. One of the biggest challenges is the lack of teacher understanding of the concept and implementation of PBL. Many PAI teachers are accustomed to traditional teaching methods, such as lectures and memorization, making it difficult to switch to a more interactive approach. Without adequate training, teachers may find it

difficult to design problems that are relevant and interesting to students. PBL is designed to make students active in the learning process, encouraging them to think critically and creatively.

In religious education, this method allows students to relate religious concepts to real situations, so that learning becomes more relevant and meaningful (Plummer et.al, 2020). For example, teachers can design problem scenarios related to religious values in everyday life, which will help students understand and apply their religious knowledge. Although PBL has great potential, many Islamic religious education teachers do not fully understand or apply this method effectively.

Teachers' inability to implement PBL effectively can result in: (1) low student engagement. When teachers do not master PBL, students tend to be less active and involved in the learning process. This can cause students to feel unmotivated and less enthusiastic about learning religious material, (2) learning outcome gaps. Research shows that students who learn with traditional approaches often have difficulty understanding religious concepts in depth. On the contrary, the implementation of PBL can improve students' understanding if done correctly; (3) limitations of skill development. Without the implementation of PBL, students lose the opportunity to develop critical and creative thinking skills, which are very important in the context of religious education that is relevant to everyday life (Lee & Blanchard, 2019).

Second, limited resources. Problem-based learning often requires more resources than conventional methods. In many schools, especially in remote areas, access to teaching materials, technology, and other supporting facilities is very limited. This can hinder the effectiveness of PBL in delivering Islamic religious material in depth and contextually (Jeong & Hmelo-Silver, 2010).

Third, different learning culture. In some educational environments, the learning culture is still oriented towards end results, such as exam scores (Choon-Eng Gwee, 2008). The PBL approach emphasizes the process and development of critical thinking skills, which may not be in line with the expectations of parents or society for religious education. This paradigm shift requires time and effort to change perceptions about what is considered success in learning.

Four, difficulty in formulating relevant problems. Formulating relevant and meaningful problems for the context of Islamic religious education can be a challenge in itself (Prihadi et.al, 2021). The problems faced by students must be related to religious values and the social situations they face every day. If the problems posed are not relevant or too far from the students' experiences, their interest and motivation to learn can decrease.

Fifth, learning evaluation. Evaluation in PBL is different from traditional evaluation. In the context of Islamic religious education, assessment must include aspects of students' knowledge, skills, and spiritual attitudes (Kholidah, 2022). However, many teachers still find it difficult to design evaluation tools that can cover all of these aspects holistically.

Six, complexity of religious material. Islamic religious education materials are often complex and require a deep understanding of historical, social, and cultural contexts (Alzayed, 2016). Integrating PBL into these complex materials can be challenging because teachers must ensure that students not only understand the theory but are also able to apply it in everyday life.

Conclusion

The conclusion of the design for strengthening religious moderation using the PBL model in learning Islamic Religious Education (IRE) courses is carried out through the following stages; first; determining the topic/topic of discussion that will be presented to students at each meeting, second; determining learning outcomes, third; determining teaching materials and media, and fourth; formulating PBL steps. The design for strengthening religious moderation is in each step where the lecturer provides current problem topics for students by following the PBL stages. With direct involvement in learning, students can experience and solve problems independently. Suggestions for further researchers include adding research objects to the subject matter of Islamic Religious Education to obtain a picture of strengthening religious moderation in maintaining harmony between religious communities within the framework of Islamic Religious Education lectures.

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