

The Effectiveness of Islamic Education Management in Strengthening Religious Moderation at State Junior High School 3, Tarakan City

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ABSTRACT

This study aims to analyze the implementation of Islamic education management in strengthening religious moderation at SMP Negeri 3 Tarakan City, assess its effectiveness in shaping moderate student character, and identify factors that support and hinder its implementation. The study used a qualitative approach with a case study method through observation, in-depth interviews, and documentation. The results indicate that strengthening religious moderation has been systematically implemented through educational management functions, including planning, organizing, implementing, and monitoring. The values of religious moderation are integrated into learning, religious activities, and school culture, emphasizing tolerance, respect for diversity, and strengthening national character. The implementation of Islamic education management has proven effective in developing tolerant, inclusive, non-violent students with a strong national commitment. Inhibiting factors include the influence of poorly controlled digital media, differences in students' religious understanding, limited mentoring programs, and social environmental challenges. This study confirms that Islamic education management plays a strategic role in strengthening religious moderation and building a harmonious, inclusive, and character-oriented educational culture for students

ABSTRAK

Penelitian ini bertujuan untuk menganalisis pelaksanaan manajemen pendidikan Islam dalam penguatan moderasi beragama di SMP Negeri 3 Kota Tarakan, mengkaji efektivitasnya dalam membentuk karakter peserta didik yang moderat, serta mengidentifikasi faktor-faktor yang mendukung dan menghambat implementasinya. Penelitian menggunakan pendekatan kualitatif dengan metode studi kasus melalui observasi, wawancara mendalam, dan dokumentasi. Hasil penelitian menunjukkan bahwa penguatan moderasi beragama telah dilaksanakan secara sistematis melalui fungsi manajemen pendidikan yang meliputi perencanaan, pengorganisasian, pelaksanaan, dan pengawasan. Nilai-nilai moderasi beragama diintegrasikan ke dalam pembelajaran, kegiatan keagamaan, serta budaya sekolah yang menekankan sikap toleransi, penghargaan terhadap keberagaman, dan penguatan karakter kebangsaan. Implementasi manajemen pendidikan Islam tersebut terbukti efektif dalam membentuk peserta didik yang toleran, inklusif, anti-kekerasan, dan memiliki komitmen kebangsaan yang kuat. Adapun faktor penghambat meliputi pengaruh media digital yang kurang terkontrol, perbedaan pemahaman keagamaan peserta didik, keterbatasan program pendampingan, dan tantangan lingkungan sosial. Penelitian ini menegaskan bahwa manajemen pendidikan Islam memiliki peran strategis dalam memperkuat moderasi beragama dan membangun budaya pendidikan yang harmonis, inklusif, serta berorientasi pada pembentukan karakter peserta didik.

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1. Introduction

Education plays a strategic role in shaping students' character, personality, and perspectives on life in society, the nation, and the state. Amidst increasingly complex social dynamics resulting from globalization, the development of information technology, and increasing intercultural and interfaith interaction, educational institutions are required to function not only as a means of transferring knowledge, but also as a vehicle for the formation of values and attitudes capable of creating a harmonious social life. In the context of Indonesia's multicultural society, education has a crucial responsibility in instilling the values of tolerance, mutual respect, and moderation in religion to maintain national unity and integrity.

Religious moderation is a strategic issue in the development of Indonesian human resources. [1] Religious moderation is understood as a perspective, attitude, and religious practice that places the values of justice, balance, tolerance, and respect for diversity as primary principles in social life. This concept is increasingly relevant given the ongoing phenomena of intolerance, radicalism, hate speech, and social polarization that have the potential to disrupt interfaith harmony. In this context, educational institutions hold a crucial position as the vanguard in instilling the values of religious moderation from school age through a planned, systematic, and continuous educational process.

Islamic education essentially teaches the values of *rahmatan lil alamin* (blessing for the universe), emphasizing balance between human relationships with God, fellow human beings, and the environment.[2] Therefore, strengthening religious moderation in Islamic education is not a separate concept from Islamic teachings themselves, but rather an implementation of the principle of *wasathiyah* (moderation), which prioritizes a moderate, just, and tolerant attitude and avoids all forms of extremism.[3] The successful internalization of these values is greatly influenced by the effectiveness of educational management implemented by educational institutions in designing, implementing, and evaluating various learning programs and student character development activities.

Islamic education management is a crucial instrument for optimizing all educational resources to achieve established learning objectives. Through management functions including planning, organizing, implementing, and controlling, educational institutions can develop various strategies that effectively support the strengthening of religious moderation.[4] The implementation of these management functions allows the values of religious moderation to be taught not only theoretically in Islamic Religious Education lessons but also internalized through school culture, extracurricular activities, teacher role models, and social interactions among school members.

SMP Negeri 3 Tarakan City is an educational institution located in a heterogeneous community in terms of religion, ethnicity, culture, and social background. This situation presents both challenges and

opportunities for the school in fostering a culture of religious moderation among students. Various character-building programs, religious learning, fostering tolerance, and activities that emphasize the value of togetherness are part of the school's efforts to instill the values of religious moderation. The success of these programs is certainly inseparable from the effectiveness of the school's Islamic education management.

Various previous studies have shown that religious moderation in educational settings is influenced by leadership quality, school organizational culture, teacher competence, and the effectiveness of educational program management.[5] However, most research still focuses on the implementation of religious moderation in Islamic schools (madrasas) or Islamic universities, while studies on the effectiveness of Islamic education management in strengthening religious moderation in junior high schools are still relatively limited, particularly in border areas such as Tarakan City, which has unique social and cultural characteristics. Therefore, a more in-depth study is needed to understand how Islamic education management functions are implemented in strengthening religious moderation and its effectiveness in shaping student character.

Based on this description, this study aims to analyze the implementation of Islamic education management, including the functions of planning, organizing, implementing, and supervising in strengthening religious moderation at SMP Negeri 3 Tarakan City; analyze the effectiveness of Islamic education management in shaping and internalizing the values of religious moderation in students; and identify factors that support and inhibit the effectiveness of Islamic education management in strengthening religious moderation. The results of this study are expected to provide theoretical contributions to the development of Islamic education management studies and serve as a practical reference for schools in designing more effective and sustainable strategies for strengthening religious moderation.

2. Method

This research uses a qualitative research method with a case study approach. This approach was used to gain an in-depth understanding of the effectiveness of Islamic Education Management in strengthening religious moderation at SMP Negeri 3, Tarakan City.

Location and Time

This research was conducted at SMPN 3 Tarakan, Tarakan City, North Kalimantan, Indonesia, from February to April 2026.

Research Subjects: Islamic Religious Education Teacher, Principal, Vice Principal, Teacher, Education Personnel, Students of SMPN 3 Tarakan

Data Collection Techniques

- Observation

- In-depth interviews
- Documentation

Data Analysis Techniques

- Data reduction
- Data display
- Conclusion drawing and data verification

Data Validity

- Source triangulation
- Technique triangulation
- Time triangulation

3. Result and Discussion

Result

1. Implementation of Islamic Education Management which Includes Planning, Organizing, Actuating, and Controlling Functions in Strengthening Religious Moderation at State Junior High School 3, Tarakan City

The research results indicate that strengthening religious moderation at SMP Negeri 3 Tarakan City is implemented through the implementation of Islamic education management functions integrated into various school programs. The implementation of these management functions is a crucial foundation in creating an educational environment conducive to the development of moderate, tolerant, and nationally minded student character.

In terms of planning, the school has developed various programs oriented towards strengthening religious moderation through the integration of values of tolerance, togetherness, and respect for diversity into the school's vision, mission, goals, and Islamic Religious Education learning program. Planning is carried out in a participatory manner, involving the principal, vice principal, Islamic Religious Education teachers, guidance and counseling teachers, and other educational staff. The values of religious moderation are also integrated into learning materials, religious activities, commemorations of national and religious holidays, and student character development programs.[6] These findings indicate that planning is not solely oriented towards academic achievement but also directed towards fostering harmonious socio-religious attitudes.

In terms of organization, the school clearly divides tasks and responsibilities among all elements involved in the program to strengthen religious moderation. The principal acts as the policymaker and program director, while the Islamic Education teacher is the primary implementer of the internalization of moderation values through religious learning and activities. Additionally, other subject teachers, homeroom teachers, student organization advisors, and other educational staff contribute to creating a school culture that supports a tolerant and inclusive attitude. The established coordination pattern demonstrates collaboration among school members, ensuring that the religious moderation program is not the sole responsibility of one party but rather a shared responsibility of the entire school community.

In terms of implementation, the implementation of

religious moderation is realized through various intracurricular and extracurricular activities. In the Islamic Education learning process, teachers develop a learning approach that emphasizes a moderate, tolerant understanding of Islam and respect for differences. Students are encouraged to understand the importance of peaceful coexistence in a pluralistic society. In addition to classroom learning, the values of religious moderation are also instilled through habituation activities such as greetings, mutual respect, communal religious activities, commemorations of national holidays, social activities, and character development that emphasizes the values of mutual cooperation, responsibility, and social concern. These conditions indicate that the internalization of religious moderation occurs not only through the transfer of knowledge, but also through the social experiences that students have in their daily school life.[7]

Meanwhile, in terms of supervision (control), the school conducts regular evaluations of the implementation of the religious moderation strengthening program. Supervision is conducted through monitoring learning activities, observing student behavior, evaluating school programs, and coordinating with the principal and teachers. Evaluations focus not only on program achievement but also on changes in student attitudes and behavior in daily life. Through these oversight mechanisms, schools can identify emerging obstacles and make improvements to the program.[8] These findings demonstrate that the supervisory function plays a crucial role in maintaining the sustainability and effectiveness of the implementation of religious moderation in the school environment.

Based on these findings, it can be understood that the planning, organizing, implementing, and monitoring functions have been implemented systematically and integrated. The implementation of these Islamic education management functions aligns with educational management theory, which emphasizes the importance of coordinating all educational resources to achieve organizational goals effectively and efficiently. Therefore, strengthening religious moderation at SMP Negeri 3 Tarakan City is not carried out incidentally, but rather through a planned and ongoing managerial process.

2. The Effectiveness of Islamic Education Management in Forming and Internalizing the Values of Religious Moderation in Students at SMP Negeri 3, Tarakan City.

The research results show that the Islamic education management implemented at SMP Negeri 3 Tarakan City is highly effective in shaping and internalizing the values of religious moderation in students. This effectiveness can be seen in changes in students' attitudes, behaviors, and social interaction patterns, which increasingly demonstrate moderate character in school life and their social environment.

The first value successfully internalized is tolerance. Students demonstrate the ability to respect differences in religion, ethnicity, culture, and social background without fostering discriminatory attitudes. In various school activities, students are able to establish harmonious relationships with peers from diverse

backgrounds. This demonstrates that the educational process has successfully fostered multicultural awareness, a key indicator of religious moderation.

The second value is inclusiveness and openness to accepting differences. Students not only understand the importance of diversity conceptually but are also able to apply it in their daily lives. They are accustomed to working together in heterogeneous groups, respecting the opinions of others, and avoiding excessive fanaticism. These abilities are the result of the school's consistent learning and habituation process.

The third value is national commitment. Research results indicate that students have a good understanding of the importance of maintaining national unity within the framework of the Unitary State of the Republic of Indonesia. Strengthening national values through ceremonies, national day commemorations, and character education contributes to the development of moderate attitudes aligned with the values of Pancasila and the state constitution.

Furthermore, students also demonstrated a tendency to reject various forms of violence, bullying, and intolerant behavior that can disrupt the harmony of the school environment. This indicates that strengthening religious moderation impacts not only cognitive aspects but also affect the affective and behavioral aspects of students. This success is inseparable from the effectiveness of the program's management, which is carried out in a planned, organized, and sustainable manner.

From an Islamic education management perspective, program effectiveness can be measured by the degree to which predetermined objectives are achieved. Based on research results, the goal of strengthening religious moderation at SMP Negeri 3 Tarakan City has been achieved through the establishment of a school culture that respects diversity, increased student awareness of the importance of tolerance, and the development of moderate religious character. Thus, the Islamic education management implemented in this school can be assessed as effective in supporting the process of character formation of students in accordance with the principles of religious moderation.

3. Supporting and Inhibiting Factors of the Effectiveness of Islamic Education Management in Strengthening Religious Moderation at State Junior High School 3, Tarakan City.

The implementation of strengthening religious moderation at SMP Negeri 3 Tarakan City is influenced by various supporting and inhibiting factors that interact throughout the educational process. These factors contribute to the success of the implementation of Islamic education management in shaping the moderate character of students.

The most dominant supporting factor is the principal's commitment and leadership in encouraging the implementation of the religious moderation program. The principal provides support through policies, resource allocation, and strengthening a school culture that upholds the values of tolerance and togetherness. This support serves as a crucial foundation for ensuring the program's consistent

sustainability.

Another supporting factor is the competence and exemplary behavior of teachers, particularly Islamic Religious Education teachers. Teachers not only serve as transmitters of learning materials but also as role models demonstrating moderate, tolerant attitudes and respect for diversity. The role models demonstrated by teachers have a strong influence on the development of students' character.

Furthermore, a conducive school culture, parental support, and harmonious relationships within the school community are also significant supporting factors. A safe, inclusive, and respectful school environment provides a space for students to practice the values of religious moderation in their daily lives. Collaboration between schools and families also strengthens the internalization of the values instilled in the educational environment.

On the other hand, research has also identified several inhibiting factors. One is the influence of social media and developments in information technology, which allow students to access various religious information without adequate verification processes. Exposure to content containing intolerance, radicalism, or hate speech has the potential to influence students' mindsets if not balanced with good digital literacy.

Another inhibiting factor is the differences in students' religious backgrounds and their family environment. Some students acquire religious understandings differently from their social environment, sometimes requiring a more intensive approach in the guidance process. Furthermore, limited learning time and available mentoring programs also pose challenges to optimally strengthening the internalization of religious moderation values.

Nevertheless, these obstacles can be minimized through increased collaboration between schools, families, and the community, strengthening students' digital literacy, and developing character development programs that are more adaptive to the challenges of the times.[9] Therefore, the success of strengthening religious moderation does not only depend on the school's internal management, but also requires support from various parties as part of a sustainable educational ecosystem.

Conclusion

Based on the research results, it can be concluded that the implementation of Islamic education management to strengthen religious moderation at SMP Negeri 3 Tarakan City has been carried out systematically through the application of management functions including planning, organizing, implementing, and controlling. During the planning stage, the values of religious moderation are integrated into school programs, learning materials, and various student character development activities. The organizing stage is carried out through the division of tasks and coordination involving all school elements. The implementation stage is realized through moderate Islamic Religious Education learning, habituation activities, school culture, and character strengthening programs. The monitoring stage is carried out through

regular monitoring and evaluation of program implementation and student attitude development.

The Islamic education management implemented at SMP Negeri 3 Tarakan City has proven effective in shaping and internalizing the values of religious moderation in students. This effectiveness is reflected in the development of attitudes of tolerance, openness to diversity, commitment to nationalism, anti-violence attitudes, and the ability of students to coexist harmoniously in a heterogeneous environment. This success demonstrates that strengthening religious moderation not only occurs in terms of knowledge but is also internalized in students' attitudes and behavior in their daily lives.

The successful implementation of the program is supported by the commitment of the principal, the competence and exemplary behavior of teachers, a conducive school culture, parental support, and synergy among the school community. Meanwhile, inhibiting factors include the influence of digital media, which does not always align with the values of moderation, differences in students' religious backgrounds, and limited time and mentoring programs. Therefore, strengthening collaboration between schools, families, and the community, as well as continuous improvement of digital literacy and character education, is necessary to ensure the strengthening of religious moderation is implemented optimally and sustainably.

The results of this study confirm that Islamic education management plays a strategic role in building an inclusive, tolerant school culture oriented toward strengthening moderate character. Therefore, effective education management can be a crucial instrument in supporting the creation of a generation that is religious, virtuous, and capable of maintaining harmony and unity in a diverse society

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