

# MANAGERIAL STRATEGIES OF ISLAMIC EDUCATION TEACHERS IN IMPLEMENTING RELIGIOUS MODERATION IN EDUCATIONAL INSTITUTION

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**Abstract:** *The purpose of this research is to study the management methods used by Islamic Religious Education (PAI) teachers at SMKN 2 Bandar Lampung when implementing the values of religious moderation. The method of religious moderation emphasizes balance, tolerance, and an inclusive attitude in religious life. The researchers examined the role of PAI teachers as controllers in incorporating moderation values into the learning and school culture. They do this by using a qualitative case study approach. Observation, documentation, and in-depth interviews were used in the data collection process. The results show that PAI teachers at SMKN 2 Bandar Lampung use managerial strategies such as continuous value-based evaluation, internal teacher training, inclusive lesson planning, and cross-subject collaboration. Success is supported by the enhancement of the religious moderation curriculum, teacher training, and inclusive school policies. This research also applies a systems approach in educational management, considering the interaction between input, process, and output in moderate educational practices. The research results contribute to the development of contemporary Islamic education management theory and adaptive religious education policy practices. This research suggests that teachers should be strengthened with competency-based training and evaluation to implement the values of religious moderation in vocational schools.*

*Keywords:* Management; Islamic Education Teacher; Religious Moderation; Vocational Education.

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## Introduction

Islamic education greatly influences the character and beliefs of students in Indonesia, especially in the era of globalization filled with multicultural challenges. The emergence of religious extremism that threatens interfaith harmony is the biggest challenge today. To uphold the principles of tolerance and justice in religious social life, religious moderation has evolved into a strategic approach (Fahmi, 2025). The initial research conducted at SMKN 2 Bandar Lampung shows that Islamic Education teachers have begun to incorporate moderation values into the curriculum and learning activities.

In addition to knowledge transfer, teachers strive to promote the value of religious moderation through exemplary behavior and planned management approaches. In their role as classroom managers, teachers have the responsibility to create a pleasant and open learning environment, where others' opinions are valued and inclusive attitudes emerge (Samsul AR, 2020). This is related to the goal of the Indonesian Ministry of Religious Affairs to enhance religious moderation in formal schools.

In Islamic education, managerial strategies refer to the teacher's ability to systematically plan, organize, direct, and evaluate the learning process. According to (Sugiarto & Farid, 2024), this strategy requires educators to act as transformational leaders who can bring value changes into the school environment. In situations like this, a systems management approach is very important. This approach involves managing inputs (curriculum, teachers, students, and curriculum), processes (teaching and interaction), and outputs (students' tolerant behavior).

Previous research shows that the integration of religious moderation in Islamic education still faces several issues. This includes limited training, lack of moderate religious literacy among teachers, and the absence of clear management guidelines at the school level (Suprpto, 2020). Therefore, in-depth research is needed to study how teachers manage religious moderation in vocational secondary education institutions.

The purpose of this research is to study the management strategies of PAI teachers at SMKN 2 Bandar Lampung to internalize the values of religious moderation. In addition, this study also aims to identify the factors that support and hinder the implementation of these strategies, as well as how educational policies and teacher training contribute to their success (Rahmawati & Nurachadija, 2023).

This research differs from previous studies because it uses a systems approach to analyze educational management and examines how curriculum management, teacher training interventions, and school policies correlate with each other in management. This research also makes a theoretical contribution to the field of Islamic education management and provides practical implications for creating religious moderation policies in vocational schools (Tobondo, 2025).

Therefore, this research is expected to serve as a reference for policymakers and educators in creating effective solutions to enhance moderation values in schools, particularly by strengthening the role of teachers as managers of values and culture (Aji & Rasidi, 2024).

To achieve religious moderation, curriculum management is very important. The success of this strategy is measured through the adjustment of teaching materials, the use of contextual learning methods, and assessments that reflect moderate values (Aluf, Bukhori, & Bashith, 2024). This research uses a qualitative approach with a case study. This study found that a curriculum that does not respond to national and religious values can reinforce students' exclusive attitudes. This method was chosen to allow researchers to thoroughly and contextually understand how Islamic Education teachers implement religious moderation at SMKN 2 Bandar Lampung. Case studies allow for the examination of real-world phenomena, especially in the field of vocational education, which is highly dynamic and complex.

Teacher training and professional development programs are becoming increasingly necessary in managerial interventions. A pedagogical approach that is friendly towards diversity and cross-cultural communication skills must be provided to PAI teachers (Ulfa, 2016). In addition, this training aims to enhance teachers' understanding of how to comprehend and apply the concept of religious moderation. The research activities are designed in several main stages, namely (1) identification and formulation of the problem, (2) field data collection, (3) data analysis, and (4) reporting the results. This design is intended to provide a systematic and structured overview of the research process so that other researchers can also apply it (Berlianti, Abid, & Ruby, 2024).

The synchronization between input (human resources, policies, facilities), process (teaching and learning interactions, evaluation), and output (changes in student behavior) is very important, according to theoretical research on the systems approach in educational management (Akbar Rafsanjani, Amelia Amelia, Maulidayani Maulidayani, Anggi Angraini, & Laila Ali Tanjung, 2023). This research focuses on Islamic Religious Education teachers at SMKN 2 Bandar Lampung and the learning activities and interactions related to the application of religious moderation values. Islamic Religious Education teachers must be able to act as catalysts who manage all these elements to synergize in supporting moderation education. The focus of this research is on how teachers use these values in the learning process and within the context of school culture.

This research emphasizes that the development of teachers' managerial skills is crucial for the success of the religious moderation program due to the theoretical approach of educational management, which includes aspects of systems, leadership, and program evaluation. This not only supports the national plan to maintain interfaith harmony but also strengthens the role of schools as places to cultivate tolerant and inclusive students (Mumtahana, 2025).

## Method

This research was conducted at SMKN 2 Bandar Lampung as the main location. This school was chosen because its students come from diverse social, cultural, and religious backgrounds. In addition, this school implements policies based on the principles of tolerance and inclusivity.

Three main methods were used to collect data: (1) in-depth interviews with the principal and PAI teachers; (2) direct observation of teacher-student interactions and the learning process; and (3) documentation of school activities and policies related to religious moderation.

One of the operational definitions of the research variable is as follows: (1) Teacher management strategies consist of a series of planning, implementation, supervision, and evaluation carried out by teachers to manage learning and religious values; (2) Religious moderation means a non-extreme, tolerant, and respectful attitude towards differences; and (3) Implementation in this context includes the actual activities of teachers in and out of the classroom.

Data analysis involves the process of data reduction, data presentation, and drawing conclusions. The

analysis is conducted thematically by examining patterns in teachers' management strategies to implement religious moderation. To ensure that the data obtained is accurate, triangulation of sources, methods, and time was used.

With this method, the research is expected to provide a broad and comprehensive picture of how Islamic education teachers use the values of religious moderation in vocational education units.

## Findings and Discussion

### Findings

The research results show that Islamic Religious Education (PAI) teachers at SMKN 2 Bandar Lampung have developed various effective managerial strategies to implement religious moderation. The main tools used include interview guides, observation sheets, and documentation tools such as cameras and voice recorders. The main materials of this research are the narratives of interview results, observation notes, and documentation of teachers' learning and managerial activities. The three main components consist of these strategies: continuous evaluation, activity implementation, and lesson planning. Each approach describes a systemic approach that incorporates moderate values in education.

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First, in terms of planning, PAI teachers actively create Lesson Plans (RPP). This lesson plan includes topics on religious moderation such as the importance of social harmony, interfaith tolerance, and the attitude of *wasathiyah* in religious practices. This lesson plan was developed through the Subject Teacher Consultation Forum (MGMP), which also serves as a place for discussions on inclusive values among teachers of various religions. This shows a very good culture of cooperation among teachers.

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Second, the teacher uses a dialogic and participatory approach in the learning process. Case studies, group discussions, and role simulations are part of the learning process. With cross-disciplinary projects, teachers apply the values of moderation in other subjects, such as Indonesian Language and PPKn. According to (Werong, Kurnaningsih, & Iriani, 2024), moderation actions, the commemoration of interfaith holidays, and interfaith discussion forums are effective ways to spread these values.

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Third, evaluation is conducted by considering cognitive, affective, and psychomotor aspects. Reflection journals, behavior observations, and formative assessments are used by teachers to measure students' attitudes towards diversity. According to Harris (2023), this evaluation is comprehensive and ongoing and is discussed periodically through academic supervision by the principal and PAI supervisors.

Data analysis involves the process of data reduction, data presentation, and drawing conclusions. The analysis is conducted thematically by examining patterns in teachers' management strategies to implement religious moderation. To ensure that the data obtained is accurate, triangulation of sources, methods, and time was used.

This research hopes to provide a broad and comprehensive picture of how Islamic education teachers effectively use religious moderation values in vocational schools. Observation results show that extracurricular activities such as Islamic Spirituality (Rohis) and the Student Council (OSIS) are important sources for actualizing the values of moderation. The PAI teacher becomes a mentor who directs student work programs to prioritize tolerance, social justice, and interfaith dialogue. The teacher in this situation not only acts as an educator but also manages the students' religious programs.

Interviews with students show that after participating in lessons and activities taught by PAI teachers, their understanding of the concept of religious moderation has increased. Students stated that they are more capable of accepting differences, not easily provoked, and actively engaging in conversations with students from various cultural and religious backgrounds. This shows that the management strategy successfully changed the students' paradigm (Maryam, 2019).

Teacher evaluation reports, curriculum documents, and recordings of learning activities show consistency between the planning and implementation of moderation strategies. There are signs that value-based educational management can be implemented simultaneously with a systems approach that includes inputs, such as curriculum and training, processes, such as teacher strategies, and outputs, such as changes in student attitudes.

Overall, the managerial strategy of PAI teachers to implement religious moderation at SMKN 2 Bandar Lampung has proven to be effective and flexible. This strategy is supported by the transformative leadership of the principal, an inclusive curriculum, and a school culture that values diversity.

## **Discussion**

### **1. Planning Learning Based on Religious Moderation**

PAI teachers at SMKN 2 Bandar Lampung use a systematic and inclusive approach in their lesson planning. Teachers from various religious backgrounds collaborate in the Subject Teacher Consultation Forum (MGMP) to create the Learning Implementation Plan (RPP). This lesson plan incorporates values of religious moderation such as the attitude of *wasathiyah*, social harmony, and tolerance. Previous research found that teachers must work together to create good learning and instill religious moderation in schools.

Moreover, incorporating the values of religious moderation into the PAI curriculum shows that people understand the importance of education that emphasizes balance and tolerance (Ulfa, 2016). This is reinforced by research showing that a curriculum designed with consideration for moderation values can help students become more tolerant and appreciate differences (Hilmin, Dwi Noviani, & Eka Yanuarti, 2023).

The challenges associated with organizing learning based on religious moderation must also be considered. Research has shown that a lack of understanding among teachers about religious moderation can be an obstacle to its implementation. Therefore, it is important for teachers to be trained and supported.

The involvement of other stakeholders, such as parents and the community, also supports a learning plan based on religious moderation. Schools and communities can build tolerance and harmony in the educational environment through collaboration (Laila Wardati, Darwis Margolang, 2023).

Therefore, a learning plan that integrates the principles of religious moderation requires a comprehensive approach, involving various parties, and supported by deep understanding and adequate training for teachers.

### **2. Application of Dialogic and Participatory Learning**

The PAI teacher at SMKN 2 Bandar Lampung uses dialogic and participatory methods such as case studies, group discussions, and role simulations in the learning process. This method allows students to actively participate and learn more about the principles of religious moderation. Research shows that interactive learning can increase students' awareness of the importance of tolerance and appreciating differences. This method aligns with this approach (Fatrah & Nursalim, 2024).

In addition, active and participatory learning can also help students acquire the social skills and empathy needed to live in a pluralistic society. These findings are reinforced by the fact that discussion and reflection in learning can enhance students' tolerant and inclusive attitudes (Raharjo & Lopo, 2025).

However, issues related to the implementation of dialogic and participatory learning must also be considered. Training in active learning strategies and classroom management becomes important to support the success of this method because some teachers may face difficulties in managing effective discussions or creating a classroom environment that encourages active student participation (Karnia et al., 2023).

Schools should also help support dialogic and participatory learning by providing appropriate resources and facilities. A good learning environment can enable students to interact and communicate with each other effectively (Aulia Dini Hanipah, Titan Nurul Amalia, & Dede Indra Setiabudi, 2022).

To ensure that the principle of religious moderation is well instilled in students, dialogic and participatory learning requires many things, such as teacher training and good classroom management.

### **3. Evaluation of Religious Moderation Learning**

At SMKN 2 Bandar Lampung, the evaluation of religious moderation learning is conducted using reflection journals, behavioral observations, and formative assessments. Formative assessments evaluate the

cognitive, affective, and psychomotor aspects of students. This evaluation method is designed to measure students' understanding of religious moderation and how they apply it in their daily lives. This aligns with research that emphasizes the importance of conducting a comprehensive assessment of religious moderation learning (Aluf et al., 2024).

Furthermore, this research shows that evaluations that include cognitive and psychomotor components can provide a more comprehensive picture of how students understand and apply the principles of religious moderation. The research also shows that comprehensive evaluations can help teachers adjust their teaching approaches to be more effective (Hasan, 2024).

The challenge of assessing religious moderation learning must also be considered. Training in the development of comprehensive evaluation instruments becomes important because some teachers may face difficulties in creating evaluation instruments that can accurately measure affective and psychomotor aspects (Muslihata & Wardan, 2024).

Student involvement in the evaluation process, such as self-reflection, can enhance students' awareness of the values of religious moderation and help them internalize these values.

To ensure that students not only understand the concept of religious moderation but also can apply it in their daily lives, the evaluation of religious moderation learning requires a holistic and participatory approach.

#### **4. Strengthening Religious Moderation through Extracurricular Activities**

PAI teachers at SMKN 2 Bandar Lampung also use extracurricular activities such as Islamic Spirituality (Rohis) and the Student Council (OSIS) to promote the values of religious moderation outside the classroom. Students are invited to participate in programs that emphasize tolerance, social justice, and interfaith dialogue through these activities. Studies show that participating in extracurricular activities centered on the value of moderation can help students become more tolerant and inclusive (Intan, Winanda, Saputri, & Mustofiah, 2024).

In addition, extracurricular activities such as Islamic studies and visits to places of worship of other religions can broaden students' understanding of diversity and the importance of living together harmoniously (Maulidina, Siswanto, Warsito, & Hari, 2024). This is reinforced by findings that show such activities can shape a more tolerant and open-minded generation.

However, the implementation of extracurricular activities based on religious moderation also faces challenges, such as a lack of support from the school or the community. Therefore, it is important for schools to collaborate with various parties in supporting activities that instill the values of religious moderation.

Furthermore, training for extracurricular supervisors in understanding and teaching the values of religious moderation is also an important factor in the success of this program. Instructors who have a good understanding of religious moderation can be more effective in guiding students.

Thus, well-designed extracurricular activities supported by various parties can be an effective means of strengthening the values of religious moderation among students.

#### **5. System-Based Educational Management in Building Religious Moderation**

System-based educational management implemented at SMKN 2 Bandar Lampung encompasses a holistic approach from planning, execution, to structured learning evaluation. This approach is based on the synergy between the principal, PAI teachers, the school committee, and students in creating a school culture that upholds the values of religious moderation. This systemic management takes into account all components of education to work in a coordinated manner to shape students' characters to be moderate, tolerant, and peace-loving. This is in line with research findings that show that comprehensive educational management can enhance the effectiveness of character education based on religious moderation.

The leadership of the principal is the main driving force in advancing an education system that integrates religious moderation. Visionary and participative school principals can create a school climate that supports moderate values, such as openness to differences, appreciation of local culture, and rejection of extremism. The implementation of value-based management also strengthens the oversight system for the

consistent execution of moderation education. Research by (Ismunandar, 2025), shows that transformational leadership by school principals plays a significant role in creating a harmonious and inclusive school culture.

Besides the principal, PAI teachers as curriculum implementers have a strategic role in aligning learning with the school management system. Teachers are not only educators but also agents of change in conveying the values of Islam rahmatan lil 'alamin in accordance with the spirit of moderation. In a well-functioning system, teachers are facilitated through training, periodic evaluations, and moral support to enhance their competence in instilling moderation values. As explained in the research by (Monigir, Sadsuitubun, Rambitan, Sumual, & Wakur, 2024), the integrated teacher professional development system within school management has proven to enhance the quality of value education.

An effective management system also includes reinforcement through co-curricular and extracurricular activities as part of the moderation learning process. SMKN 2 Bandar Lampung optimizes child-friendly school programs, interfaith forums, and student involvement in social activities based on humanitarian values. In this context, the management not only focuses on academic aspects but also builds strong social integration among students from various religious backgrounds. This is in line with the study by (Fahmi, 2025), which emphasizes the importance of strengthening school-based social systems in shaping students' moderate character.

Thus, the system-based educational management at SMKN 2 Bandar Lampung has proven capable of creating a learning environment that supports the sustainable implementation of religious moderation values. This system involves all elements of education and is designed to encourage collaboration, accountability, and the transformation of students' character. In the long term, this management model not only strengthens a moderate religious identity but also creates a peaceful and tolerant school ecosystem. As expressed by (Janah, Akil, & Ramdhani, 2024), system-based school management significantly contributes to strengthening character education in the multicultural era.

## Conclusion

Based on the research results at SMKN 2 Bandar Lampung, it can be concluded that Islamic Religious Education (PAI) teachers have successfully developed and implemented systematic and contextual management strategies to internalize the values of religious moderation through lesson planning, dialogic methods, continuous evaluation, and the integration of tolerance values in intra and extracurricular activities. This strategy illustrates a system-based educational management approach that regulates input, process, and output to foster inclusive and tolerant student character. The success of religious moderation in vocational education environments is influenced by school policy support, the diversity of student backgrounds, and the active role of teachers as value managers and change drivers.

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