

Development Of School Culture Based on Islamic Moderation Value in Madrasah Ibtidaiyah

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Abstract: *This study aims to describe and analyze the development of school culture based on Islamic moderation values in Madrasah Ibtidaiyah Negeri 1 in Malang City. The focus of this study was chosen because MIN I Malang City has a vision and mission, curriculum, and academic culture that depict a moderate and multicultural portrait of madrasahs. Implementation of the curriculum with various programs that are relevant to the principle of moderation and seek to fulfill and develop the diversity of groups regardless of race, ethnicity, and culture, as well as trying to provide skills to students to be socially active to create social change or reconstruction in MIN I City Malang, is an interesting uniqueness to be studied. Through qualitative research, this study found that MIN I Malang City has a value that is used as the basis for shaping the character of Islamic moderation. The values in question include balance, tolerance, and harmony. Through these values, all activities are carried out, including the development of a school culture based on Islamic moderation. Among other things, an academic culture that describes a child-friendly culture, religious moderation, and environmental friendliness is the actualization of environmental education. Social culture is built through habituation and citizen interaction, as well as a culture of democracy (deliberation, non-violence, and no bullying). The development of the character of Islamic moderation through school culture in MIN I Malang is carried out by developing a culture of moderation through habituation and coaching programs, inserting moderation characters into learning (integration of materials and learning processes) through planning, implementation, and evaluation, and supporting madrasah facilities to develop character moderation, which is the development of material culture.*

Keywords: *school culture, the value of Islamic moderation*

INTRODUCTION

Several cases of intolerance have become a dark record for this nation. For example, the Sunni and Shia conflict in East Java (2006), as well as several other cases of radicalism and terrorism. Based on these cases, awareness of diversity needs to be instilled in all people as a form of love for the country. Another opinion (Ihsan, 2019) mentions that diversity awareness is related to the character of multicultural citizenship, namely, a character that is based on moral values and can bring awareness to the gift of the almighty creator because it has been able to create the diversity of religions, cultures, customs, languages, tribes, and ethnicities that exist in society. This is closely related to the value of tolerance as a principle of life for the Indonesian people. Therefore, maintaining and instilling the value of diversity and forming a tolerant and moderate national personality need to be done.

Many efforts have been made by the government to protect the Unitary State of the Republic of Indonesia from divisions either due to internal or external friction. Looking at cases of intolerance and the vision of realizing harmony in society, both between religious communities, ethnic groups, and other socio-economic conflicts. The government is trying to carry out human development through

strengthening religious moderation, which will be implemented starting in 2019 and will be accommodated in the 2020–2024 RPJM (Sumarto, 2021).

The substance of moderation in Indonesia is nothing new. Because Indonesia already has social and cultural capital that is accustomed to living with tolerance, respect for brotherhood, and respect for diversity (Riniti Rahayu & Surya Wedra Lesmana, 2020), When these noble values began to fade, the moderation movement was revived in the form of mainstreaming moderation programs in all institutions and aspects of people's lives. Moderation will create the character of a society that is neither extreme right nor extreme left. Flexibility and inclusivity will be developed to create harmony and peace in carrying out life by prioritizing religious moderation, respecting diversity, and not getting stuck in intolerance, extremism, and radicalism. The method of cultivating the character of moderation can be done through education in the family, school, and community.

State Madrasah Ibtidaiyah 1 Malang City seeks to develop the character of moderation. Through the vision and mission, curriculum, and academic culture developed by State Madrasah Ibtidaiyah 1 Malang City is able to portray a moderate portrait of madrasas and respect for differences. This is evidenced by the vision and mission, as well as the implementation of the curriculum with various programs that are relevant to the principle of moderation in education. In the realm of the State Madrasah Ibtidaiyah 1 Malang City curriculum, Malang City is developing a 2013 curriculum that respects cultural diversity as well as learning and habituation activities that provide opportunities for cultural performance and student interest in talents (W. MIN 1, 14-1-2023). Internalization of Islamic moderation values is carried out to shape the character of students who are *rahmatan lil alamin*. As contained in the independent curriculum policy at KMA 347 of 2022, the project to strengthen the profile of *Rahmatan lilAlamiin* students in MI, MTs, MA, and MAK is focused on cultivating religious moderation, which can be implemented through programmed activities in the learning process and habituation in supporting a moderate attitude (D.MIN1.2023). Through the PAKUBUMI program (development of *akhlakul karimah* *ubudiyah* and Islamic culture), the formation of an attitude of religious moderation in MIN I Kota is carried out. The program that facilitates the formation of this attitude is carried out to cultivate both spiritual and social attitudes as in the 2013 curriculum and strengthen the profile of Pancasila students and students of *Rahmatan lil Alamin* (W. Kord.Pakubumi.MIN1.1.14.2023). Both teach and instill the value of moderation, including moderation in religion, which is a priority for the ministry of religion. Based on these reasons, a study on research on Islamic Moderation Character Development through School Culture at State Madrasah Ibtidaiyah 1 Malang City is needed in this study to provide benefits to the scientific treasures of character and multicultural education, especially the use value for the development of moderation character.

METHODS

This study uses a qualitative approach and this type of case study research. located at MIN I Malang City. The choice of location for this research is because MIN I Malang City has several uniquenesses and is considered representative of Madrasas around Malang Raya, which teach multicultural values and religious moderation. In addition, MIN 1 Malang City also has a unique community of madrasa residents, which characterizes a multicultural society, namely "diverse" in family background, family economic level, social status, area of residence, ethnicity, and language every day but still able to live side by side, respect each other, and live in a situation that is full of peace. The research sample was taken using a purposive sampling technique with a "data-rich" standard (Patton, 2002). Specifically, by conducting interviews with the head of the madrasa as the policymaker and implementing Islamic moderation and school culture, teachers as policy implementers as part of the school culture, and also students, Without overriding the results of the researchers observations to interpret the data. The data is collected using the Snowball Sampling strategy according to the needs in the field. (Creswell, 2015). After the data is collected, data analysis is then carried out according to the Milles Huberman data analysis flow, namely data collection, consensus, description, and conclusion. The source triangulation technique was used for data analysis techniques in this study by comparing the interview results of each informant. After obtaining credible data, analysis is carried out with several related documents. This research is qualitative, and the researcher is the main instrument (Mekarische, 2020).

RESULT AND DISCUSSION

1. Islamic Moderation Value developed in MIN1 Malang City.

Basic educational institutions need to learn about moderation, not only in religion but also in ethnicity, race, and class. This is done to foster harmony, and unity is fostered from an early age (Amri, 2021). The continuation of a peaceful life depends on the unity and integrity that are built. Therefore, it is important to instill the value of moderation in Madrasah Ibtidaiyah students as elementary-level madrasahs. Referring to the goals and position of the madrasah as an Islamic educational institution, the value of moderation that is stretched is based on the value of Islamic moderation (Ni'mah, 2020). The Islamic moderation values developed at MIN I Malang City are as follows:

a. Balance value

Balance values are developed through various learning activities and habituation programs. In learning activities, the value of balance is directed at upholding tolerance and accommodating diversity in culture, ideology, language, ethnicity, and class (Hadi, 2019). This material needs to be given to be able to give students an understanding of the need to determine a good attitude through Islamic teachings that are friendly and rahmatan lil alamin. This is necessary because Indonesia has a Muslim-majority population. A moderate understanding of Islam that has the principle of tawazun needs to be disseminated to defeat conservative, extremist, and radical understandings. (Triputra & Pranoto, 2020).

The implementation of the balance value at MIN I Malang City is illustrated by how to implement the curriculum in learning, such as material content, learning methods, and other learning facilities. This is evidenced by the results of observations of learning and academic activities (school culture) that were developed. In the interviews conducted, it was said that a teacher at MIN I Malang City must be able to be a role model for students. Exemplary means a good example that can be observed by students or not (Kandiri & Arfandi, 2021). Like physical appearance, it is necessary to pay attention to cleanliness, tidiness, and politeness to provide an example of good appearance for the sons and daughters of MIN I Malang City. This does not stop at physical examples but also includes non-physical examples related to spiritual education. This means that MIN I teachers in Malang must be able to set an example of spiritual quality for their students even though they don't know. For example, we always make it a habit to pray at midnight, dhuha, and fast on Mondays and Thursdays. This is necessary to cleanse ourselves so that we, the MIN I Malang City teachers, can be closer to God. If this is done consistently (continuously and steadily), then what we convey will be carried out, and students will obey and always remember what we convey, including the learning material.

The statement by the head of MIN I Malang City shows that there is a principle of balance that teachers strive for in teaching and educating students. Not only curriculum materials but also spiritual education are prioritized. This is evidenced by the documentation of habituation activities at MIN I Malang City, which makes these sunnah worships carried out. While the role of teachers outside the madrasah also pays attention to these values, apart from being teachers at Madrasah MIN I Malang City, teachers also have many public leadership roles such as heads of RT/RW, LMS administrators, etc. Madrasah events also often hold refreshing activities such as recreation and family gatherings, which aim to relieve teaching duties for a moment and are used to strengthen brotherhood and kinship among the academic community. This activity is usually done once a year during the school holidays. These activities illustrate the need for balanced behavior between work, rest, and entertainment. Because if you are already in the Madrasah, then all focus is on the duties of the Madrasah from 6:00 WIB to 15.00 WIB or even more.

b. Tolerance value

The issue of religious pluralism and intolerance in Indonesia is predicted to be a trigger for radicalism in Indonesia's plural society. Therefore, tolerance is important to preserve the existing diversity. There will be no moderation without tolerance (Sutrisno, 2019). On the other hand, it cannot be said to be tolerant if it is not moderate. Instilling the value of tolerance from an early age is something that must be implemented, because remembering that our nation, Indonesia, is a religion

of culture, customs, ethnicity, and religion So that if diversity is introduced from an early age, then children will get lessons on how to respect other people, respect other religions, and foster tolerance between religions, tribes, and customs that exist in society. Tolerance at MIN I Malang City is the basis of values for social relations to foster noble character.

In the MIN I curriculum in Malang City, the value of tolerance is spelled out in the Graduate Competency Standards (SKL) and the Spiritual-Social Attitude Competency (D.Kur.MIN1.2022). The implementation of the value of tolerance at MIN I Malang City is reflected in behavior, activities, and interactions of mutual respect. Tolerance can develop in a wider context, namely through interactions between madrasas and the community. Such as involving other schools and madrasas in madrasah activities. Inviting interfaith schools to the declaration of religious moderation and health walks with the theme of religious harmony involving participants from interfaith schools (D.MIN1.2022) The celebration of the 44th Min 1st Anniversary in Malang City held a dialogue about religious moderation, followed by one of the students explaining how to implement tolerance in schools (D.MIN1.2023). This is as stated by the head of MIN I in Malang City:

The value of peaceful coexistence with various ethnic cultures, including adherents of religion, is important to be given to the sons and daughters of MIN I Malang City so that actualization of the value of tolerance can provide awareness of diversity and be open-minded to make Indonesia a common home (W. Kamad MIN 1, 2023).

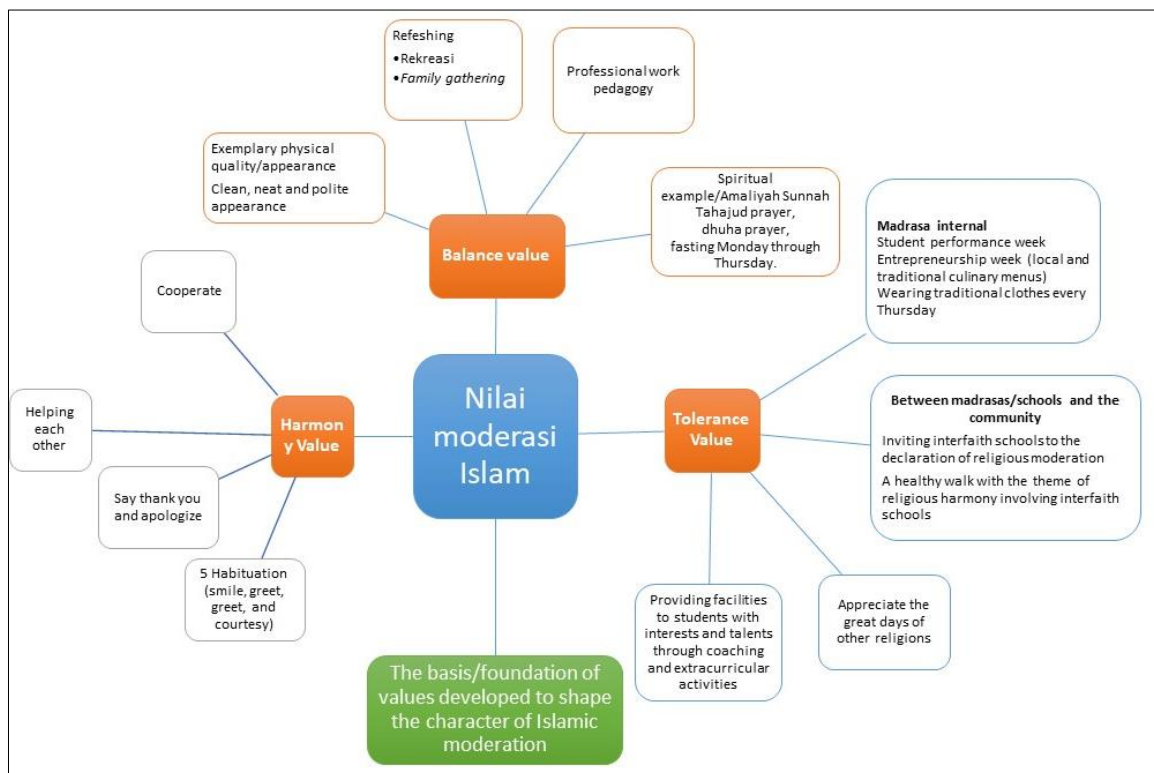
Simply put, the implementation of religious tolerance is carried out by developing harmony in religious life, namely internal harmony among MIN I Malang City residents and harmony between religious communities outside the madrasa or community in general. Every week, MIN I Malang City holds a student performance show week (PUKIS) featuring various kinds of creativity, such as the Corn Planting Dance, Chicken Dance, Replying to Pantun, Regional Clothing Fashion Show, Rancak Dance, which shows the diversity of Indonesian culture, Banjari, Choir, Sosiodrama, Pacelathon Stori Telling, Bazaar with regional specialties, as well as exhibitions of student works ranging from calligraphy, painting, cubits to works from used goods. "By carrying out the theme Aura Nusantara, PUKIS activities can introduce students to respect and maintain tolerance for Indonesia's diversity, love culture, regional and traditional culinary menus, and get to know Indonesia's traditional clothes. As citizens who love our homeland and nation, we must continue to protect the environment so that it is sustainable." (O.MIN1.15.12.2022). This fact shows that there is an effort to instill the value of tolerance and learn to live in diversity (Rahkman Ardi, David Hizkia Tobing, Gita Nuraini Agustina, Ahmad Fauzan Iswahyudi, 2021) through mutual interaction between and across MIN I Malang City residents. namely, mutual respect, mutual respect, and mutual understanding of each other.

c. Harmony

The value of harmony is a value that forms the basis for the development of various activity programs in Madrasas (Abror Mhd., 2020). The implementation of harmony in MIN I Malang City is illustrated by the daily traditions of the school community. Such as the habit of saying one heart greeting (when welcoming students at the front of the madrasa gate while greeting by placing the right hand on the left shoulder while bowing slightly), the habit of praying in an orderly manner, speaking well, saying thank you and sorry, and walking slightly bowed when in front of the teacher. Indicators of the level of achievement are relevant to the development of good/polite and bad behavior according to the Center for Curriculum-Balitbang Ministry of National Education (2007), namely: a) being friendly, b) asking for help nicely, c) being grateful if you get something, d) speaking polite in speaking (don't shout), e) willing to give in, f) listen to parents/friends talking, g) don't disturb friends, h) give and return greetings, i) cover mouth and nose when sneezing/coughing, j) respect others older, k) respecting friends/other people, l) listening and paying attention to friends talking, m) greeting, and n) loving those who are younger and respecting those who are older (D. EDM/MIN1/2021). In addition, saying greetings, saying politely, and respecting others are the core materials for strengthening students' noble character through the development program of akhlakul karimah, ubudiyah, and Islamic culture (Fadliyah et al., 2021). According to the program coordinator for the development of akhlakul karimah, ubudiyah, and Islamic culture (PAKUBUMI), this is a

program to support the achievement of spiritual and social attitude competencies from grade one to grade six (W.Co.Pakubumi. MIN1. 15.12.2022).

The habit of living in harmony indirectly invites the people of MIN I Malang City to accept each other, respect each other's beliefs, help each other, and work together to achieve common goals. In the Indonesian context, religious harmony means togetherness between religious communities and the government in the context of successful national development and safeguarding the Unitary State of the Republic of Indonesia (Masyrullahushomad, 2019). In this context, the value of harmony at MIN I in Malang City is very supportive of strengthening the moderation attitude of Madrasah residents. In simple terms, the value of Islamic moderation, which is the basis or foundation of the development of the character of moderation in MIN I Malang City, is illustrated in the following figure:



2. Development of a school culture based on Islamic moderation values at MIN I Malang City

School culture is a system that binds the activities of school members. School culture can be built and developed (Raihani, 2014). The development of school culture at MIN I Malang City adheres to madrasah values, which are also part of Islamic education and Islamic teachings themselves. Therefore, the development of a school culture based on the value of Islamic moderation at MIN I Malang City was based on the value of Islamic moderation. Furthermore, these values are actualized through the multicultural madrasa tradition as a distinctiveness and development of a school culture based on the Islamic moderation value, which forms the basis. Through these aspects, the elements of developing school culture based on Islamic moderation values in MIN I Malang City can be mapped as follows:

a. Development of academic culture

Academic culture in schools and madrasas is related to the totality of life and activities related to academics that are lived, interpreted, and practiced by school residents (Dini Dwi Yustia Puteri, 2020). Among the development of academic culture at MIN I Malang City This is illustrated by how

the residents of MIN I Malang City develop habituation through their academic tradition. Such as the teacher's awareness to carry out self-development by carrying out various competency improvements through updating knowledge through workshops and training, developing various kinds of learning methods based on the needs of both the needs of students and the needs of curriculum implementation, and creating innovative writing related to the field of education occupied. As well as developing teaching methods that are up-to-date. Apart from teachers, the academic policy is that the academic community at MIN I Malang City is made up of teachers who must be role models for students. As the interview:

Here, we make the MIN I community in Malang City become teachers. Even though there are cleaners, we don't use the term to bring drinks, but they are teachers for children, so their role is the same as being a role model for students.

Based on the analysis of interview data and observations made by this academic culture, the emphasis is on three aspects: child-friendly culture, religious moderation, and care for the environment.

1) Child-friendly

The child-friendly culture at MIN I Malang City is characterized by several indicators, including madrasa policies that take into account the needs and prioritize children's rights, a child-friendly learning process, equal learning facilities for all children, the role of parents in working together for children's education, and giving high appreciation to students at MIN I Malang City through various activities. This is relevant to the opinion (Rohmawati & Hangestningsih, 2019) that students are living objects so that the education process can be realized in conditions that are safe, clean, healthy, guaranteed to fulfill rights, and protect children from violence.

According to the head of the Madrasah, this program has actually been held at MIN for a long time, namely since 2003, before the child-friendly school policy existed. Where learning is basically how to make it enjoyable and fun for children. So every day learning here is fun," said Suyanto (W. Kamad, MIN1.12-2-2023). Interestingly, this child-friendly program gives children time to study outside the classroom starting at 07.00 WIB to 10.30 WIB, which is attended by students in turn. The activity begins with the 5S agenda; when students enter the school gate, they are greeted by the teacher with a Smile, a greet, a greeting, and a polite. They then proceed with other agendas. The agenda included singing the Indonesia Raya song in three stanzas, doing germas gymnastics, washing hands before eating, having breakfast together, cleaning the environment, turning off the electricity and opening water taps, reading books outside the classroom, traditional games, simulating disaster evacuation in song and movement, applauding children's rights, and child-friendly school chants. This right shows the priority of humanist education (Subiyantoro, 2013) for students, so that the school ecosystem .

2) Religious moderation

Religious moderation in the world of education must be upheld. So that students understand and practice religious teachings without being extreme which results in fractured relations between religious communities, tribes, ethnicities and races. (Hidayati et al., 2022) Religious moderation is one of the programs of the Ministry of Religion for education in Madrasas. MIN I Malang City develops a school culture based on religious moderation based on Islamic values. The culture of religious moderation in MIN I Malang City has been carried out since long ago. Because the madrasa curriculum does teach about that. Even to indicate that MIN I Malang City is a madrasa that supports the ministry of religion's program to strengthen religious moderation. MIN I Malang city held a declaration of religious moderation in the 44th Anniversary of MIN I Malang City, Thursday (22/9/2022). In the event MIN I Malang city invited students from six different religions to have a dialogue about religious moderation.

The Head of MIN I Malang City stated, said this activity aims to build synergy between religious, ethnic, ethnic and racial communities. Also building a city of Malang that is Gemah Ripah Loh Jinawi Toto Tentrem Kerto Raharjo. This effort starts with religious harmony with religious moderation activities, one of which is (W. Kamad MINI.22/9/2022). Besides that, there are also

traditional games, the use of regional languages every Thursday to add to the repertoire of regional languages, launching Pangkas (Sholeh Children's Creativity Stage). "Children will display cultural repertoire, both taru and singing, then stand up comedy and others. This is to train children's courage and be cultured. The event was also attended by the Chairman of the Malang City Ministry of Religion, the Head of the Malang City FKUB Drs H Ahmad Taufik Kusuma, the Malang City Military District Commander Lt. Col. Cavalry Corps Heru Wibowo Sofa, the Malang Police Chief represented by Head of Binmas Binmas Kompol Sumarno (<https://radarmalang.jawapos.com>). These agendas can support the efforts to form a culture of thinking and acting that is moderate (Rinda Fauzian et al., 2021).

3) Environmental care

Caring for the environment is also a value that has been instilled in the history of MIN I Malang City, this can be proven by the condition of the madrasa atmosphere which is green, shady and there are green areas in every corner of the madrasa (Department of the Environment, 2018). MIN I Malang City is determined to become an adiwiyata madrasah. The Adiwiyata school program aims to get students involved in all activities or school activities in order to lead to a healthy environment and also be able to avoid negative environmental impacts (Anggraeni et al., 2021). In order to prepare and strengthen the steps towards an Adiwiyata School, MIN 1 conducts Imitative Studies to schools that have received an Adiwiyata award such as Malang City 10 Public Middle School and Malang City 8 Vocational School.

In order to support the School Environment Cultured Behavior (PBLHS) program, MIN 1 Malang City has a new program namely Madrasahku Hijau Asri Free SampAH (MAHABBAH) which will start on Saturday 8 September to coincide with the 44th anniversary of MIN 1 Malang City. Mr/Mrs teachers and all students contribute to becoming environmental volunteers to instill a caring attitude towards environmental sustainability by: 1). bring a small potted plant to put on the teacher's desk/wall near the window in the classroom or on top of the locker. 2). reduce waste in madrasas by bringing a drink/thumbler and a lunch box to put supplies made of materials that can be used repeatedly, 3). bring a small bag made of environmentally friendly material for your own trash and dispose of it outside the madrasah. For this effort, Monday (27/3/2023) at Malang City Hall, Hj. Siti Aisah, S.Ag., M.Pd. received the MIN 1 Malang City award as the City Adiwiyata School in 2022 which was given directly by the Mayor of Malang City.

"The award given to the madrasah today shows that you have shown an extraordinary performance. Not many can receive an award like this. Let's continue to improve and carve the good name of Malang City according to their respective roles," said the mayor of Malang. (<https://min1kotamalang.sch.id/>).

b. Development of socio-cultural culture

The socio-cultural culture referred to in this study is a reflection of school culture that maintains, builds, and develops a positive culture by fostering an attitude of Islamic moderation and implementing a harmonious social life among madrasah members. This social culture includes how human attitudes relate to and interact with one another in the group. (Pratama et al., 2022). The development of Islamic socio-cultural culture at MIN I Malang City is illustrated through habituation and interaction patterns that are built between madrasah members so as to create a balanced and just culture of social life in religious understanding. So that social culture based on Islamic moderation can be described as accepting values, culture, and nationality Among others, madrasah commitment to implementing and balancing Islamic, intellectual, and Indonesian values, as stated in the following interview excerpt.

Related to the moderation of MIN I, Malang City aims to make children Muslim moderate Muslims. Many generations have started to adhere to an ideology that is proud of its own understanding—that is, the hard line. It could be a crack in the unity and integrity of Indonesia, including the Islamic ukhuwah. And this is a big problem, so we must together instill understanding in our children. Because they also prepare themselves if their understanding is correct, don't let it become like a country in the middle (W. Kamad. MIN1. 2023).

c. Development of democratic culture

The culture of democracy in MIN I Malang City is actualized in the cultural life of the madrasa, which is characterized by deliberation, No bullying, and no violence.

1) Deliberation

Deliberation has become an ingrained culture in the cultural traditions of MIN I Malang City. Through deliberations, MIN I Malang City can survive and become the best madrasa at the national level. According to the head of the Madrasa, Deliberation is the key to the success of any organization, including this madrasa. Whenever there is any problem, we sit together through deliberations. In fact, deliberations are not only carried out in meetings; with the sophistication of technology, they can be carried out anytime and anywhere. This meeting was carried out, starting from small things to big things. Such as teacher group discussions, class coordinators, homeroom teachers, and deliberations for routine weekly, monthly, quarterly, semiannual, annual, and even incidental meetings. The deliberations also involve not only teachers and the MIN I community in Malang but also parents, especially for the smooth running of madrasah programs. There are associations of parents of students, madrasah committees and also MIN I partner institutions in Malang City.

2) No Bullying

The no bullying or anti-bullying culture at MIN I Malang City was developed starting from simple things in a child's life. For example, there is a policy that you cannot call children by names that are not their own because the name given by the parents is the best name. The habit of speaking softly and politely

3) Non-violence

This cultural anti-violence is also closely related to anti-bullying. MIN I Malang city really protects children and all madrasah residents from negative things, especially if it is related to violence. Especially now that children see a lot of shows that show how easy it is for someone to behave rudely to other people. However, with anti-violence values and culture built in MIN I Malang city, these negative behaviors can be prevented. In simple terms, it can be shown as the following scheme.

This cultural empowerment is supported by madrasah facilities that support the formation of a moderation character. This is also a form of developing material culture for the MIN I community in Malang City in strengthening the character of Islamic moderation. In this case the facilities are in the form of providing equal opportunities for students to develop an attitude of mutual respect and appreciation, for example queuing to buy at cooperatives, queuing for ablutions, giving the opportunity to call to prayer, reading the Koran without discriminating between students. In addition to these facilities, of course, diversity material is also directly requested to be included in the RPP. There are child-friendly, religious moderation, adiwiyata. All teachers are directed to include item 3 in the lesson plans.

According to the deputy head of the learning curriculum, it doesn't have to be in class. We also give freedom to ladies and gentlemen teachers, the facilities at the madrasa can be used. There are studios, labs. Front page. Now we have Achievement Development (BISTIK), Development of Akhlakul Karimah Ubudiyah & Islamic Culture (PAKU BUMI), Complete Reading Al Quran (TASMAQ), Tahsinul/Tahfizul Quran Program (PTQ), Cita Insan Nusantara (CITRA), Intensive Development of Olympic Success (BISOL), Student Performance Week (PUKIS) and others.

CONCLUSIONS

Based on the description of the discussion above, there are three values of Islamic moderation developed in MIN I Malang City; namely balance, tolerance and harmony. Through these values all activities are carried out including the development of a school culture based on Islamic moderation. Among other things, an academic culture that describes a child-friendly culture, religious moderation, and environmentally friendly as the actualization of environmental education. While the development of a school culture based on Islamic moderation values at MIN I Malang City is carried out through

three cultures; namely academic, socio-cultural and democratic. Academic culture is emphasized on three aspects; namely child-friendly culture, religious moderation, and care for the environment. Islamic culture in MIN I Malang City is illustrated through habituation and interaction patterns that are built between madrasah members so as to create a balanced and just culture of social life in religious understanding. Meanwhile, the culture of democracy is actualized in the cultural life of the madrasa which is characterized; Deliberation, No bullying, No violence.

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