



THE ROLE OF TEACHERS IN PROMOTING RELIGIOUS MODERATION IN ISLAMIC BOARDING SCHOOLS

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Abstract: Teachers play a central role in shaping students' character and attitudes, particularly in the context of religious moderation in Islamic education. This study aims to analyze the role of teachers in promoting religious moderation in Islamic boarding schools by examining their pedagogical practices, professional responsibilities, and ethical engagement with students. This study employed a qualitative approach within a community service framework, focusing on teachers' involvement in mentoring, guiding, and modeling moderate behavior in daily educational activities. Teachers function not only as knowledge transmitters but also as role models who influence students' attitudes through interaction, communication, and example. The findings indicate that teachers play a significant role in fostering religious moderation by integrating values of tolerance, balance, and inclusiveness into both formal and informal learning processes. Teachers' professional competence, ethical awareness, and relational approach contribute to the development of students' moderate and socially responsible behavior. This study concludes that teachers are key agents in promoting religious moderation in Islamic boarding schools. Their role extends beyond instruction to include moral guidance and character formation, making them essential in developing inclusive and balanced religious understanding among students.

Keywords: teacher role, religious moderation, Islamic boarding schools, character education, pedagogy

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INTRODUCTION

In contemporary pluralistic societies, the issue of religious moderation has become increasingly important as communities face growing challenges related to diversity, social cohesion, and ideological polarization. In countries such as Indonesia, where cultural, ethnic, and religious diversity is deeply embedded in the social fabric, maintaining harmony requires a balanced and inclusive

understanding of religion. Without such an approach, differences in belief and practice may lead to misunderstanding, social tension, and even conflict. Therefore, the promotion of religious moderation has become a strategic priority in both educational and societal contexts (Azra, 2020; Latif, 2020).

Recent developments indicate that issues such as religious intolerance, exclusivism, and radicalism continue to pose significant challenges in various parts of society. These challenges are often linked to rigid interpretations of religious teachings that do not adequately consider social diversity and contextual realities. As a result, there is an urgent need to strengthen moderate religious perspectives that emphasize tolerance, balance, and inclusiveness. In this regard, education plays a crucial role as a medium for shaping not only knowledge but also attitudes and behavior (Banks, 2015).

Within educational settings, teachers occupy a central position in influencing students' intellectual and moral development. Teachers are not merely transmitters of knowledge but also key agents in shaping students' values, attitudes, and social perspectives. Their role becomes particularly significant in the context of religious education, where the interpretation and application of religious teachings directly affect students' behavior in society. This highlights the importance of teachers in promoting religious moderation as part of a broader effort to foster inclusive and harmonious social interaction (Darling-Hammond, 2017).

From a pedagogical perspective, teaching is increasingly understood as a complex and multifaceted practice that involves cognitive, emotional, and ethical dimensions. Teachers are expected to create learning environments that encourage critical thinking, dialogue, and openness to diverse perspectives. This approach aligns with the goals of religious moderation, which require individuals to engage with differences in a balanced and constructive manner. Therefore, the effectiveness of religious moderation education is closely related to teachers' ability to integrate these values into their teaching practices.

Furthermore, the concept of teaching as a moral and relational practice underscores the significance of teachers' influence beyond formal instruction. Teachers interact with students on a daily basis, providing guidance, support, and example. Through these interactions, teachers shape students' attitudes and behavior in subtle yet powerful ways. This relational dimension of teaching is particularly important in Islamic educational institutions, where teachers are often seen as moral and spiritual guides (Noddings, 2013).

In this context, understanding the role of teachers in promoting religious moderation becomes essential for developing effective educational strategies. By examining how teachers influence students through pedagogical practices, professional responsibilities, and ethical engagement, this study seeks to provide insights into the mechanisms through which moderation values can be internalized in educational settings.

The role of teachers in education has been widely discussed within various theoretical frameworks, highlighting their importance as facilitators of learning, moral agents, and reflective practitioners. Shulman (1987) introduced the concept

of pedagogical content knowledge, emphasizing that effective teaching requires not only mastery of subject matter but also the ability to present it in ways that are meaningful and accessible to students. In the context of religious moderation, this implies that teachers must be capable of translating abstract religious principles into practical and relevant learning experiences.

In addition to pedagogical competence, the ethical and relational dimensions of teaching are equally significant. Noddings (2013) argues that teaching is fundamentally a moral practice rooted in care, empathy, and responsibility. Teachers who build strong relational connections with their students are more likely to influence their attitudes and behavior in positive ways. This perspective suggests that the promotion of religious moderation is not solely dependent on instructional strategies but also on the quality of teacher-student relationships.

Furthermore, the concept of teacher professionalism highlights the importance of identity, commitment, and continuous development in shaping educational outcomes. Hargreaves (2000) and Day (2018) emphasize that teachers' professional identity influences how they perceive their roles and responsibilities, including their commitment to fostering inclusive and equitable learning environments. In this regard, teachers who possess a strong sense of professional responsibility are more likely to actively promote moderation values in their teaching practices.

The role of teachers as role models is also closely related to social learning theory, which posits that individuals learn through observation, imitation, and interaction within their social environment (Bandura, 1977). In Islamic boarding schools, this aspect becomes particularly significant, as students live in close proximity to teachers and continuously observe their behavior. Teachers' attitudes toward diversity, communication styles, and responses to social issues serve as practical examples that shape students' perspectives.

Islamic boarding schools (*pesantren*) provide a unique educational context where the integration of formal instruction and daily life creates a holistic learning environment. Unlike conventional schools, *pesantren* emphasize not only academic achievement but also character formation and moral development. Teachers in *pesantren* are not only educators but also mentors and spiritual guides who influence students through both formal teaching and informal interaction (Zuhdi, 2018).

This integration of education and daily life enhances the potential for value internalization, as students are continuously exposed to consistent behavioral models and structured routines. Teachers play a central role in maintaining this environment by modeling moderation values and guiding students in their application. The combination of pedagogical competence, ethical engagement, and social interaction creates a powerful mechanism for shaping students' attitudes and behavior.

Moreover, critical pedagogy provides an additional perspective on the role of teachers in promoting social awareness and critical thinking. Freire (2005) and Giroux (2011) argue that education should empower students to question assumptions, understand social realities, and develop a sense of responsibility

toward others. In the context of religious moderation, this approach encourages students to engage with diversity in a reflective and critical manner, rather than accepting rigid interpretations of religious teachings.

Therefore, the role of teachers in Islamic boarding schools extends beyond traditional instructional functions to include moral guidance, social engagement, and the facilitation of reflective learning. These multiple dimensions highlight the complexity of teachers' roles and underscore their importance in promoting religious moderation within educational settings.

Despite the extensive body of literature on teacher professionalism, pedagogical practices, and Islamic education, studies that specifically examine the role of teachers in promoting religious moderation within Islamic boarding schools remain relatively limited. Existing research has largely focused on curriculum development, institutional policies, and conceptual frameworks of religious moderation, with less attention given to the practical role of teachers as key agents in shaping students' attitudes and behavior.

Previous studies have highlighted the importance of educational institutions in fostering moderate religious perspectives and countering radical tendencies (Azra, 2020; Latif, 2020). However, these studies often emphasize structural and curricular dimensions, overlooking the micro-level interactions between teachers and students that play a crucial role in value internalization. This gap indicates the need for a more focused analysis of how teachers influence students through their pedagogical practices, relational engagement, and daily interactions.

Furthermore, research on Islamic boarding schools has demonstrated their potential as environments for character formation and value-based education. Nevertheless, much of this research tends to generalize the role of pesantren without sufficiently examining the specific contributions of teachers within these institutions. Given that teachers are the primary actors who implement educational processes, understanding their role is essential for developing more effective strategies for promoting religious moderation.

In addition, while theories such as social learning, character education, and critical pedagogy provide useful frameworks for understanding the educational process, there is still a lack of empirical studies that integrate these perspectives in the context of religious moderation. This study seeks to address this gap by examining how teachers embody and transmit moderation values through a combination of instructional, relational, and reflective practices.

Another important aspect that has received limited attention is the role of teachers as reflective practitioners who adapt their teaching strategies to diverse student needs and contextual challenges. In dynamic social environments, teachers are required to respond to varying levels of understanding, cultural backgrounds, and social influences. This adaptive capacity is crucial in ensuring that moderation values are effectively communicated and internalized.

Based on these gaps, this study aims to analyze the role of teachers in promoting religious moderation in Islamic boarding schools, focusing on three main dimensions: pedagogical practices, professional responsibilities, and ethical engagement. By examining these dimensions, the study seeks to provide a

comprehensive understanding of how teachers contribute to the development of moderate and inclusive attitudes among students.

Moreover, this study offers both theoretical and practical contributions. Theoretically, it extends existing frameworks by integrating pedagogical, relational, and reflective dimensions into a unified model of teacher-based value internalization. Practically, it provides insights for educators and policymakers on how to strengthen the role of teachers in promoting religious moderation through professional development and institutional support.

In this way, the study contributes to the broader effort of developing effective educational strategies for fostering religious moderation in pluralistic societies, emphasizing the central role of teachers as agents of change within Islamic educational institutions.

RESEARCH METHOD

This study employed a qualitative approach within a community service framework to explore the role of teachers in promoting religious moderation in Islamic boarding schools. A qualitative design was selected to enable an in-depth examination of teachers' practices, interactions, and experiences in natural educational settings. This approach is particularly appropriate for capturing the complexity of educational processes and understanding how values are internalized through social interaction and lived experience (Denzin & Lincoln, 2018).

The study was conducted in Islamic boarding school environments where teachers play a central role in both formal instruction and informal daily engagement with students. These settings provide a holistic educational context in which learning, character formation, and social interaction occur simultaneously. The integration of structured learning and daily life allows for continuous observation of how teachers influence students' attitudes and behavior in relation to religious moderation.

Participants in this study included teachers and students (*santri*) who were actively involved in educational and community service activities. Teachers were selected as primary participants due to their direct involvement in teaching, mentoring, and guiding students. Students were included to provide complementary perspectives on how teachers' roles are perceived and experienced in practice. The selection of participants was conducted purposively, focusing on individuals who were directly engaged in activities related to the promotion of moderation values.

The community service program was designed as a structured intervention that integrates pedagogical practice, mentoring, and role modeling into daily educational activities. The program consisted of several stages, including initial assessment, program design, implementation, and evaluation. During the initial assessment, observations were conducted to identify existing practices and challenges related to the promotion of religious moderation. This stage provided a baseline for designing appropriate intervention strategies.

The program design stage involved developing activities that emphasize teachers' roles as facilitators, role models, and reflective practitioners. These activities included classroom instruction that integrates moderation values, mentoring sessions that encourage dialogue and reflection, and daily interactions that model inclusive and balanced behavior. The implementation stage focused on applying these strategies in both formal and informal settings, ensuring that moderation values are consistently reinforced.

Through this structured approach, the study aims to examine how teachers contribute to the internalization of religious moderation values across different dimensions of educational practice. By focusing on both process and experience, this study provides a comprehensive understanding of the role of teachers in shaping students' attitudes and behavior.

Data collection in this study was conducted using multiple qualitative techniques, including observation, in-depth interviews, and document analysis. The use of multiple methods aimed to provide a comprehensive understanding of teachers' roles and to capture the complexity of educational interactions within the boarding school environment (Silverman, 2016). Observation was carried out during teaching activities, mentoring sessions, and daily interactions between teachers and students. This allowed the researcher to examine how teachers model, communicate, and reinforce religious moderation values in real-time situations.

In-depth interviews were conducted with selected teachers and students using a semi-structured format. This approach enabled participants to express their experiences and perspectives freely while maintaining focus on the research objectives. Interviews with teachers explored their pedagogical strategies, professional responsibilities, and reflections on promoting moderation values. Meanwhile, interviews with students focused on their perceptions of teachers' roles and the impact of these roles on their attitudes and behavior. This method provided rich and detailed insights into the lived experiences of participants (Kvale & Brinkmann, 2009).

Document analysis was also employed to complement the data obtained from observations and interviews. Relevant documents, such as lesson plans, teaching materials, activity reports, and institutional guidelines, were examined to identify how religious moderation values are formally integrated into educational practices. This triangulation of data sources enhances the depth and reliability of the findings by ensuring that multiple forms of evidence are considered.

The data were analyzed using thematic analysis, which involves identifying, analyzing, and interpreting patterns within qualitative data (Braun & Clarke, 2006). The analysis process began with data familiarization, followed by coding and categorization of relevant themes related to teachers' roles in promoting religious moderation. These themes were then organized into broader patterns that reflect the pedagogical, relational, and reflective dimensions of teachers' practices.

To ensure the trustworthiness of the findings, this study applied several strategies, including triangulation, prolonged engagement, and reflexivity.

Triangulation was achieved by comparing data from different sources and methods to ensure consistency and credibility. Prolonged engagement in the field allowed the researcher to gain a deeper understanding of the educational context and build trust with participants. Reflexivity was maintained by continuously reflecting on the researcher's role and potential biases throughout the research process (Finlay, 2002).

In addition, the study adopted criteria for qualitative rigor, including credibility, dependability, and confirmability. Credibility was ensured through careful data collection and validation processes, while dependability was supported by systematic documentation of research procedures. Confirmability was achieved by ensuring that findings are grounded in the data rather than influenced by subjective interpretation. These measures strengthen the validity and reliability of the study and ensure that the findings accurately reflect the role of teachers in promoting religious moderation.

Overall, the combination of diverse data collection techniques, systematic analysis, and rigorous validation procedures ensures that the findings of this study are robust, credible, and reflective of real educational practices in Islamic boarding schools.

RESULTS

1. Teachers as Role Models in Promoting Religious Moderation

The findings of this study reveal that teachers play a fundamental role as role models in promoting religious moderation in Islamic boarding schools. In the pesantren environment, where students live and interact closely with teachers on a daily basis, the behavior and attitudes demonstrated by teachers become a primary source of learning. Students continuously observe how teachers respond to differences, communicate with others, and engage in social interaction, which significantly influences their own perspectives and behavior.

The results indicate that teachers who consistently demonstrate tolerant, inclusive, and balanced attitudes contribute to the development of similar values among students. For instance, teachers who show respect for differing opinions and encourage open dialogue create an environment that fosters mutual understanding. This supports the perspective that role modeling is a powerful mechanism in education, as students tend to imitate behaviors that are consistently demonstrated by authority figures (Bandura, 1986).

Furthermore, the findings highlight that the effectiveness of teachers as role models is closely related to their authenticity and consistency. Students are more likely to internalize moderation values when they perceive teachers' behavior as genuine and aligned with their teachings. In contrast, inconsistency between what teachers say and what they do may reduce their credibility and weaken the internalization process. This aligns with the argument that moral education is most effective when values are demonstrated through lived experience rather than merely conveyed through instruction (Sockett, 2012).

In addition, teachers' daily interactions with students serve as a continuous reinforcement of moderation values. Simple actions such as listening attentively,

responding respectfully, and addressing conflicts constructively contribute to the development of a positive social environment. These interactions provide students with concrete examples of how moderation values can be practiced in real-life situations.

The findings also suggest that the role of teachers as role models extends beyond individual behavior to include the creation of a broader institutional culture. When multiple teachers consistently demonstrate moderation values, these values become embedded in the social norms of the boarding school. This collective modeling reinforces students' understanding and practice of moderation, making it part of their everyday experience.

Moreover, the study reveals that students often regard teachers as moral authorities whose behavior carries significant influence. This perception increases the impact of teachers' actions, as students tend to adopt values that are associated with respected figures. Therefore, the role of teachers as role models is not only influential but also essential in shaping students' attitudes toward religious moderation.

Overall, the findings of this stage demonstrate that teachers' role as role models is a critical factor in the internalization of religious moderation values. Through consistent behavior, authentic engagement, and daily interaction, teachers provide a living example of moderation that students can observe, imitate, and internalize. This role forms the foundation for other dimensions of teachers' contributions, which are discussed in the following stages.

2. Teachers as Facilitators of Learning for Religious Moderation

In addition to functioning as role models, the findings of this study indicate that teachers play a crucial role as facilitators of learning who actively integrate religious moderation values into the teaching and learning process. This facilitative role is evident in how teachers design, deliver, and manage learning activities that encourage students to develop a balanced and inclusive understanding of religious teachings.

The results show that teachers employ various pedagogical strategies to promote moderation values, including interactive discussions, contextual explanations, and problem-based learning approaches. Through these methods, students are encouraged to engage critically with religious concepts and to explore multiple perspectives. This approach aligns with constructivist learning theory, which emphasizes that knowledge is actively constructed through interaction and reflection rather than passively received (Vygotsky, 1978).

Furthermore, teachers facilitate learning by creating a classroom environment that supports open dialogue and mutual respect. Students are given opportunities to express their opinions, ask questions, and participate in discussions without fear of judgment. This inclusive learning atmosphere fosters critical thinking and helps students develop the ability to understand and appreciate differences. Such findings are consistent with the view that democratic classroom practices contribute to the development of tolerance and social responsibility (Dewey, 1938).

The findings also indicate that teachers play a key role in connecting theoretical knowledge with real-life applications. Rather than presenting religious teachings as abstract concepts, teachers contextualize these teachings within students' daily experiences. This contextual approach enables students to see the relevance of moderation values in their everyday interactions and encourages them to apply these values in practical situations. This is supported by educational theories that highlight the importance of experiential and contextual learning in promoting meaningful understanding (Mezirow, 1997).

In addition, teachers demonstrate flexibility in adapting their teaching strategies to accommodate students' diverse backgrounds and levels of understanding. By recognizing individual differences, teachers are able to provide more inclusive and responsive learning experiences. This adaptability is particularly important in promoting religious moderation, as it allows teachers to address varying perspectives and encourage constructive engagement with diversity.

The role of teachers as facilitators is also evident in their ability to guide students toward reflective thinking. Teachers encourage students to question assumptions, evaluate different viewpoints, and consider the broader implications of their beliefs and actions. This reflective dimension of learning supports the development of critical awareness, which is essential for fostering moderate and balanced perspectives.

Moreover, the findings reveal that teachers integrate moderation values not only in formal classroom instruction but also in informal learning contexts. Activities such as group discussions, mentoring sessions, and collaborative tasks provide additional opportunities for students to practice and internalize moderation values. This integration of formal and informal learning enhances the effectiveness of the educational process.

Overall, the findings of this stage demonstrate that teachers play a vital role as facilitators who actively shape the learning process to promote religious moderation. Through the use of interactive, contextual, and reflective teaching strategies, teachers enable students to develop a deeper understanding of moderation values and to apply these values in their daily lives. This pedagogical role complements their function as role models and further strengthens the internalization of religious moderation values among students.

3. Teachers' Relational and Ethical Engagement in Fostering Moderation

The findings of this study further reveal that teachers' relational and ethical engagement with students plays a critical role in promoting religious moderation in Islamic boarding schools. Beyond their instructional and facilitative roles, teachers influence students through daily interactions characterized by care, empathy, respect, and ethical conduct. These relational dimensions create a supportive learning environment that encourages openness and mutual understanding.

The results indicate that teachers who establish positive and respectful relationships with students are more effective in fostering moderate attitudes. Students who feel valued and respected are more likely to engage in constructive

dialogue and to adopt inclusive perspectives. This supports the view that relational trust is a key factor in educational effectiveness, as it creates a foundation for meaningful interaction and learning (Bryk & Schneider, 2002).

Furthermore, the findings show that ethical behavior demonstrated by teachers significantly influences students' moral development. Teachers who consistently display fairness, patience, and respect in their interactions provide students with concrete examples of ethical conduct. These behaviors reinforce moderation values such as justice (*i'tidal*) and balance (*tawazun*), which are essential components of religious moderation. This aligns with ethical education perspectives that emphasize the importance of modeling moral behavior in shaping students' character (Campbell, 2003).

In addition, teachers' empathetic engagement plays a crucial role in addressing students' diverse needs and perspectives. By listening attentively and responding thoughtfully, teachers create an environment where students feel comfortable expressing their ideas and concerns. This empathetic approach encourages students to develop sensitivity toward others, which is fundamental to the practice of tolerance (*tasamuh*).

The findings also indicate that teachers play an important role in managing interpersonal dynamics within the boarding school environment. In situations involving disagreement or conflict, teachers act as mediators who guide students toward constructive resolution. Rather than imposing authority, they encourage dialogue, reflection, and mutual understanding. This approach helps students develop conflict resolution skills and promotes a culture of peaceful interaction.

Moreover, the relational role of teachers extends to their ability to foster a sense of community among students. Through inclusive communication and collaborative activities, teachers encourage students to build positive relationships with one another. This sense of community reinforces moderation values by creating an environment where diversity is respected and cooperation is prioritized.

The study also highlights that ethical consistency is essential for maintaining teachers' credibility and influence. Students are more likely to internalize moderation values when they observe consistency between teachers' words and actions. Ethical inconsistency, on the other hand, may weaken students' trust and reduce the effectiveness of value transmission.

Overall, the findings of this stage demonstrate that teachers' relational and ethical engagement is a vital component in the promotion of religious moderation. Through care, empathy, ethical behavior, and constructive interaction, teachers create a learning environment that supports the development of inclusive and balanced attitudes. This relational dimension complements the pedagogical and modeling roles of teachers, contributing to a holistic approach to value internalization in Islamic boarding schools.

4. Impact of Teachers' Roles on Students' Character Development and Behavior

The findings of this study indicate that the multifaceted roles of teachers—as role models, facilitators, and relational agents—have a significant impact on students' character development and behavioral transformation. The integration

of these roles creates a comprehensive educational environment in which moderation values are not only taught but also practiced and internalized by students.

At the level of character development, students demonstrate increased awareness of key values associated with religious moderation, including tolerance (*tasamuh*), balance (*tawazun*), and fairness (*i'tidal*). These values are reflected in students' attitudes toward diversity, their willingness to engage in dialogue, and their ability to respect differing perspectives. This development suggests that teachers' consistent guidance and example contribute to the formation of students' moral and social character.

Furthermore, the findings reveal that students develop stronger self-regulation and responsibility in their daily behavior. Through continuous interaction with teachers who model discipline and ethical conduct, students learn to manage their actions, emotions, and responses in a balanced manner. This aligns with self-regulation theory, which emphasizes the role of social interaction and guidance in developing individuals' ability to control their behavior (Zimmerman, 2000).

In addition, students demonstrate improved social behavior, particularly in terms of communication, cooperation, and conflict resolution. They are more capable of engaging in respectful dialogue, listening to others' perspectives, and resolving disagreements constructively. This improvement reflects the successful internalization of moderation values at the behavioral level, where students apply what they have learned in real-life interactions.

The findings also indicate that the influence of teachers extends beyond individual behavior to shape collective norms within the boarding school environment. As students adopt moderation values, these values become part of the shared culture of the institution. This collective reinforcement strengthens the sustainability of value internalization, as students continuously influence and support one another in practicing moderate behavior.

Moreover, the development of students' social awareness is evident in their increased sensitivity to the needs and perspectives of others. Students become more empathetic and considerate in their interactions, demonstrating a greater understanding of the importance of harmonious social relationships. This development is particularly important in pluralistic contexts, where the ability to navigate differences is essential for social cohesion.

The study also highlights that the impact of teachers' roles is cumulative and interconnected. The modeling of behavior, facilitation of learning, and relational engagement work together to shape students' character and behavior. This integrated influence ensures that moderation values are internalized across cognitive, affective, and behavioral dimensions.

Overall, the findings of this stage demonstrate that teachers' roles have a profound and measurable impact on students' character development and behavior. The transformation observed among students reflects the effectiveness of teacher-centered approaches in promoting religious moderation. This impact serves as evidence that teachers are not only facilitators of learning but also key agents in shaping socially responsible and moderate individuals.

These outcomes provide a foundation for understanding the broader implications of teachers' roles, including their contribution to reflective practice and institutional development, which are discussed in the following stage.

5. Teachers as Reflective Practitioners and an Integrative Model of Moderation Internalization

The final findings of this study highlight the role of teachers as reflective practitioners who continuously evaluate and adapt their teaching practices to promote religious moderation effectively. Reflection enables teachers to assess their strategies, understand students' needs, and respond to contextual challenges within the Islamic boarding school environment. This reflective process enhances the quality of teaching and ensures that moderation values are delivered in ways that are relevant, meaningful, and responsive to students' experiences.

The findings indicate that teachers engage in reflective practices by analyzing classroom interactions, evaluating students' responses, and adjusting their approaches accordingly. For instance, when encountering students with rigid perspectives, teachers adopt more dialogical and inclusive strategies to encourage critical thinking and openness. This adaptive approach reflects the importance of reflection in professional practice, where teachers continuously improve their methods based on experience (Schön, 1983).

Furthermore, the study reveals that reflective practice allows teachers to integrate multiple roles – such as role models, facilitators, and relational agents – into a cohesive approach to education. Rather than treating these roles as separate functions, teachers combine them in a dynamic and interconnected manner. This integration enhances the effectiveness of their efforts in promoting religious moderation, as it addresses cognitive, affective, and behavioral dimensions simultaneously.

The findings also demonstrate that reflective teachers are more capable of addressing the diverse needs of students. By considering students' backgrounds, experiences, and perspectives, teachers are able to create more inclusive learning environments. This responsiveness is essential in promoting moderation values, as it encourages students to engage with diversity in a constructive and meaningful way.

In addition, reflective practice contributes to the development of a value-based institutional culture. Teachers who consistently reflect on their practices and align them with moderation values help establish a learning environment that prioritizes inclusivity, respect, and balance. Over time, these values become embedded in the norms and practices of the boarding school, reinforcing the internalization process among students.

Based on these findings, this study proposes an integrative model of religious moderation internalization that centers on teachers' roles. This model consists of five interconnected dimensions: (1) teachers as role models who demonstrate moderation values through behavior, (2) teachers as facilitators who design inclusive and reflective learning experiences, (3) teachers as relational agents who build empathetic and respectful interactions, (4) teachers as character builders

who shape students' attitudes and behavior, and (5) teachers as reflective practitioners who continuously adapt and improve their practices.

This integrative model highlights that the effectiveness of religious moderation education depends on the synergy between these dimensions. Each dimension reinforces the others, creating a comprehensive system that supports the internalization of moderation values. The model also emphasizes that teachers are central to this process, as they serve as the primary link between educational content, social interaction, and value formation.

Moreover, the findings suggest that this model is adaptable to different educational contexts, as it focuses on fundamental aspects of teaching that are applicable across various settings. By emphasizing reflection, adaptability, and integration, the model provides a flexible framework for promoting religious moderation in diverse educational environments.

Overall, the findings of this stage demonstrate that teachers' reflective practice and integrative roles are essential in ensuring the effectiveness and sustainability of religious moderation education. The proposed model offers both a conceptual framework and a practical guide for understanding how teachers can contribute to the development of moderate, inclusive, and socially responsible individuals in Islamic boarding schools.

DISCUSSION

The findings of this study demonstrate that teachers play a central and multidimensional role in promoting religious moderation in Islamic boarding schools. This role is not limited to the transmission of knowledge but extends to the integration of behavioral modeling, pedagogical facilitation, and ethical engagement within a holistic educational environment. The effectiveness of teachers in this context lies in their ability to connect cognitive understanding, emotional development, and behavioral practice into a unified process of value internalization.

At the foundational level, the role of teachers as role models emerges as a critical mechanism in shaping students' attitudes toward religious moderation. In the pesantren setting, where students continuously observe teachers in both formal and informal interactions, teachers' behavior functions as a living representation of moderation values. This finding strongly aligns with social learning theory, which emphasizes that individuals acquire attitudes and behaviors through observation and imitation of significant figures (Bandura, 1986). Teachers who consistently demonstrate tolerance, inclusivity, and balance provide concrete examples that students can internalize and replicate in their own interactions.

However, the effectiveness of this modeling process depends heavily on teachers' authenticity and consistency. When teachers' actions align with their verbal instruction, students perceive them as credible and trustworthy, thereby strengthening the internalization of values. Conversely, inconsistency between teaching and behavior may weaken students' trust and reduce the impact of value transmission. This reinforces the argument that moral education is most effective

when values are embodied in practice rather than merely conveyed through abstract instruction (Socket, 2012).

Beyond modeling behavior, teachers also play a crucial role as facilitators who actively shape the learning process. The findings indicate that teachers who employ interactive, dialogical, and contextual teaching strategies enable students to engage critically with religious concepts and to develop a more balanced understanding of religious teachings. This pedagogical approach reflects constructivist learning principles, where knowledge is constructed through active participation and reflection rather than passive reception (Vygotsky, 1978).

The facilitative role of teachers also involves creating inclusive learning environments that encourage open dialogue and respect for diverse perspectives. Such environments allow students to express their views, engage in discussion, and explore different interpretations without fear of judgment. This aligns with democratic educational principles that emphasize the importance of participation and mutual respect in developing socially responsible individuals (Dewey, 1938).

In addition, the relational and ethical dimensions of teaching further strengthen the internalization of moderation values. The findings show that teachers who engage with students through empathy, care, and respect create a supportive atmosphere that fosters trust and openness. This relational approach is consistent with the view that teaching is fundamentally a moral practice, where ethical engagement plays a central role in shaping students' character (Noddings, 2013).

The integration of these roles—modeling, facilitation, and relational engagement—demonstrates that effective religious moderation education requires a holistic approach. Teachers who are able to combine these dimensions create a learning environment in which moderation values are not only understood but also experienced and practiced by students. This holistic integration forms the foundation for deeper analysis of the broader impacts of teachers' roles, particularly in relation to character development and institutional culture, which are discussed in the following section.

Building upon the integration of modeling, facilitation, and relational engagement, the findings further demonstrate that teachers' roles have a profound impact on students' character development and behavioral transformation. This impact reflects the successful internalization of religious moderation values, where students not only understand these values cognitively but also embody them in their daily actions and interactions.

At the level of character formation, students exhibit increased awareness of key moderation values such as tolerance, balance, and fairness. These values are reflected in their willingness to engage in dialogue, respect differing perspectives, and avoid extreme attitudes. This finding aligns with theories of moral development, which emphasize that ethical reasoning and behavior are shaped through interaction, guidance, and experience rather than through instruction alone (Kohlberg, 1984). In this context, teachers function as facilitators of moral growth who provide both direction and opportunities for experiential learning.

Furthermore, the findings indicate that students develop stronger self-regulation as a result of teachers' consistent guidance and example. Through

repeated exposure to disciplined and balanced behavior demonstrated by teachers, students learn to manage their emotions, control impulsive reactions, and respond thoughtfully to differences. This supports self-regulation theory, which highlights the importance of social interaction and guided practice in developing individuals' capacity for behavioral control (Zimmerman, 2000). The development of self-regulation is particularly important in promoting religious moderation, as it enables students to respond to diversity in a measured and constructive manner.

The pesantren environment itself plays a crucial role in reinforcing the influence of teachers. As a residential educational setting, pesantren provides continuous and intensive interaction between teachers and students, allowing for consistent observation and reinforcement of values. This immersive environment enhances the internalization process, as students encounter moderation values across multiple contexts, including classroom instruction, religious activities, and daily social interaction.

In addition, the communal nature of pesantren contributes to the collective reinforcement of moderation values. When teachers consistently model inclusive and balanced behavior, and students practice these values in their interactions, moderation becomes part of the shared culture of the institution. This collective dimension strengthens the sustainability of value internalization, as students not only learn from teachers but also reinforce each other's behavior.

The findings also highlight the importance of social competencies in the development of religious moderation. Students who are guided by teachers to engage in respectful communication, cooperation, and constructive conflict resolution demonstrate improved interpersonal skills. These competencies are essential for navigating diversity and maintaining social harmony in pluralistic societies.

Moreover, the integration of cognitive, affective, and behavioral dimensions within the pesantren environment ensures that moderation values are internalized holistically. Teachers who address these dimensions simultaneously are more effective in fostering lasting behavioral change. This holistic approach aligns with transformative learning theory, which emphasizes that meaningful learning involves changes in perspective, attitude, and behavior (Mezirow, 1997).

The findings also suggest that the influence of teachers extends beyond individual students to shape the broader institutional culture. When moderation values are consistently practiced and reinforced, they become embedded in the norms, expectations, and daily practices of the boarding school. This institutionalization enhances the consistency and durability of value internalization over time.

Overall, the findings of this stage demonstrate that teachers' roles have a significant impact not only on individual character development but also on the formation of a value-based educational environment. The interaction between teachers, students, and the institutional context creates a comprehensive system that supports the development of moderate, inclusive, and socially responsible individuals. These insights provide a foundation for examining the broader

theoretical and practical implications of teachers' roles, which are discussed in the following section.

Extending from the previous analysis, the findings of this study culminate in the development of a teacher-centered integrative model for promoting religious moderation in Islamic boarding schools. This model emphasizes that teachers act as central agents who connect cognitive understanding, emotional engagement, behavioral practice, and social interaction within a cohesive educational system. The effectiveness of this model lies in its ability to integrate multiple dimensions of teaching into a sustainable process of value internalization.

The integrative model identified in this study consists of five interconnected roles: teachers as role models, facilitators, relational agents, character builders, and reflective practitioners. Each of these roles contributes to different aspects of the internalization process, but their impact is maximized when they operate in synergy. This finding highlights that religious moderation education cannot rely on a single instructional approach but requires a comprehensive and coordinated strategy that addresses cognitive, affective, and behavioral dimensions simultaneously.

From a theoretical perspective, this study offers a significant contribution by integrating multiple educational frameworks into a unified model. While social learning theory explains how students acquire behavior through observation (Bandura, 1986), constructivist learning theory emphasizes active engagement in knowledge construction (Vygotsky, 1978), and moral education highlights the importance of ethical development (Kohlberg, 1984). This study demonstrates that these theoretical perspectives are not mutually exclusive but can be combined to provide a more comprehensive understanding of how religious moderation is internalized in educational settings.

The novelty of this study lies in its focus on teachers as the primary drivers of value internalization at the micro-level of educational interaction. Unlike previous studies that emphasize institutional policies or curriculum design, this study highlights the everyday interactions between teachers and students as the most influential mechanism for promoting religious moderation. This micro-level perspective provides a more practice-oriented and sustainable approach, as it focuses on continuous interaction rather than isolated interventions.

Furthermore, the model underscores the importance of sustainability in promoting religious moderation. The continuous interaction between teachers and students, supported by consistent modeling, facilitation, and reflection, ensures that moderation values are reinforced over time. This long-term reinforcement is essential for addressing persistent challenges related to intolerance, exclusivism, and social fragmentation.

The practical implications of this study are particularly relevant for educators and policymakers. The findings suggest that strengthening religious moderation requires investment in teacher development, including pedagogical training, ethical awareness, and reflective practice. Teacher education programs should incorporate these dimensions to prepare teachers for the complex demands of modern educational environments.

In addition, educational institutions should create supportive environments that enable teachers to perform their roles effectively. This includes providing opportunities for professional development, fostering collaboration among teachers, and establishing institutional policies that reinforce moderation values. Such support systems are essential for ensuring the sustainability and effectiveness of teacher-centered approaches.

Moreover, the adaptability of the proposed model allows it to be applied in various educational contexts beyond Islamic boarding schools. By focusing on fundamental aspects of teaching and learning, the model provides a flexible framework that can be adjusted to different cultural and institutional settings. This adaptability enhances the broader relevance and applicability of the study.

Overall, this study contributes to both theoretical and practical advancements in the field of religious moderation and education. By presenting a comprehensive and integrated model centered on teachers' roles, the study provides a robust framework for understanding how moderation values can be effectively internalized. This approach not only strengthens educational practices but also supports the development of more inclusive, tolerant, and socially responsible communities.

CONCLUSION

This study demonstrates that teachers play a central and strategic role in promoting religious moderation in Islamic boarding schools through their multidimensional functions as role models, facilitators, relational agents, character builders, and reflective practitioners. These interconnected roles form a comprehensive system that enables the effective internalization of moderation values among students.

At the foundational level, teachers' role as role models significantly influences students' attitudes and perspectives. Through consistent demonstration of tolerance, inclusivity, and balanced behavior, teachers provide concrete examples that students can observe and emulate. This modeling process serves as a primary mechanism for transmitting moderation values in the pesantren environment, where daily interaction between teachers and students is intensive and continuous.

In addition, teachers function as facilitators who design and implement learning experiences that encourage critical thinking, dialogue, and openness to diverse perspectives. By employing interactive and contextual teaching strategies, teachers enable students to engage actively with religious concepts and to develop a balanced understanding of religious teachings. This pedagogical role ensures that moderation values are not only understood theoretically but also applied in real-life situations.

The relational and ethical dimensions of teaching further strengthen the internalization process. Teachers who engage with students through care, empathy, and respect create a supportive learning environment that fosters trust and openness. These positive relationships encourage students to internalize moderation values emotionally, bridging the gap between knowledge and

behavior. As a result, students develop inclusive attitudes and demonstrate greater sensitivity toward diversity.

Moreover, the findings reveal that teachers' roles have a significant impact on students' character development and behavior. Students exhibit improved self-regulation, responsibility, and social competence, reflecting the successful internalization of moderation values. The integration of cognitive, affective, and behavioral dimensions ensures that these values are embedded holistically within students' character.

The study also highlights the importance of teachers as reflective practitioners who continuously evaluate and adapt their teaching practices. This reflective capacity enables teachers to respond effectively to students' diverse needs and contextual challenges, ensuring that moderation values are communicated in relevant and meaningful ways. Reflection also contributes to the sustainability of value internalization, as teachers continuously improve their practices.

Furthermore, this study proposes a teacher-centered integrative model of religious moderation, which emphasizes the synergy between modeling, facilitation, relational engagement, character formation, and reflective practice. This model provides both a conceptual framework and a practical guide for promoting moderation values in Islamic educational settings.

From a theoretical perspective, this study contributes to the integration of social learning, constructivist learning, and moral education theories within the context of religious moderation. From a practical perspective, the findings underscore the importance of strengthening teachers' capacity through professional development, training, and institutional support.

In conclusion, teachers are key agents in promoting religious moderation in Islamic boarding schools. Their multidimensional roles enable the effective and sustainable internalization of moderation values, contributing to the development of moderate, inclusive, and socially responsible individuals. Future efforts should focus on enhancing teacher capacity and creating supportive institutional environments to maximize the impact of teacher-centered approaches in promoting religious moderation in diverse educational contexts.

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