

## EDITORIAL ISSUE

Sahata: Jurnal Pengabdian kepada Masyarakat proudly presents this issue as a collective scholarly effort to advance the discourse and practice of religious moderation in Islamic education through community-based approaches. In the midst of increasingly complex social dynamics and the realities of pluralistic societies, the role of educational institutions in fostering inclusive, tolerant, and balanced perspectives has become not only important but essential. Educational institutions are no longer merely spaces for knowledge transmission but are expected to function as transformative environments that shape attitudes, behaviors, and social responsibility.

This edition positions community engagement as a central strategy in strengthening religious moderation. Rather than treating education as a purely classroom-based activity, the articles in this issue emphasize the importance of integrating educational processes with real-world social interaction. This integrative perspective reflects a growing recognition that sustainable value internalization requires both conceptual understanding and experiential engagement. Students must not only learn about moderation but must also practice it through interaction, collaboration, and participation in diverse social contexts.

The five articles presented in this issue are interconnected and collectively form a comprehensive framework for understanding and implementing religious moderation in Islamic educational contexts. Each article contributes a distinct yet complementary dimension, creating a coherent and multi-layered perspective that reflects the complexity of educational and social processes.

The first article explores the implementation of community service programs as a practical mechanism for strengthening religious moderation, highlighting the role of structured engagement and direct social interaction. It demonstrates that meaningful participation in community-based activities allows students to experience diversity firsthand and to apply moderation values in real-life situations. This experiential dimension is crucial in bridging the gap between theoretical knowledge and practical behavior.

The second article focuses on habituation processes, demonstrating how continuous daily practices contribute to the formation of consistent

and value-driven behavior. Through repetition and structured routines, moderation values become embedded in students' everyday actions, transforming abstract concepts into lived experiences. This approach emphasizes that character formation is a gradual and sustained process that requires consistency and continuity.

The third article emphasizes the role of teachers as key agents of transformation, underscoring their pedagogical, ethical, and relational responsibilities in guiding students. Teachers are not only instructors but also role models whose behavior significantly influences students' attitudes and values. Their ability to integrate knowledge, practice, and reflection plays a critical role in ensuring that moderation values are deeply internalized.

The fourth article examines interfaith interaction as a critical pathway for fostering social harmony, showing how direct engagement with diverse communities can reduce prejudice, enhance empathy, and build mutual understanding. This interaction provides students with opportunities to engage constructively with differences, thereby strengthening their capacity to live in pluralistic societies.

Finally, the fifth article synthesizes these dimensions into a community-based integrative model, offering a systemic and sustainable framework that connects cognitive, behavioral, pedagogical, and social components into a unified approach. This model represents a significant contribution by demonstrating how multiple elements can be integrated into a dynamic system that supports long-term value internalization.

Taken together, these contributions highlight that religious moderation is not a single-dimensional concept but a dynamic and systemic process. It involves the interaction of multiple actors, practices, and social contexts that must be aligned to achieve meaningful and lasting impact. The integration of structured education, habituation, teacher engagement, and community interaction represents a holistic pathway toward fostering inclusive and socially responsible individuals.

This issue contributes to both theoretical advancement and practical application by offering models, strategies, and insights that can be adapted across diverse educational settings. More importantly, it reinforces the idea that community-based approaches are essential in bridging the gap between knowledge and practice, ensuring that moderation values are not only understood but also lived. This perspective positions education as an

active and transformative process that extends beyond institutional boundaries into the broader social environment.

We extend our sincere appreciation to all authors, reviewers, and contributors whose dedication and scholarly efforts have made this publication possible. Their contributions have significantly enriched the academic quality of this journal and strengthened its commitment to producing impactful and relevant research.

As Editor-in-Chief, I hope that this issue will inspire further research, innovation, and collaboration in the field of Islamic education and community engagement. It is our expectation that the ideas presented here will serve as a foundation for developing more inclusive, harmonious, and resilient societies in the future.

**Editor-in-Chief**

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