

Developing A Religious Moderation-Based Multicultural Education Model For Religious Nationalist Student Formation

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ABSTRACT

Objective: The objective of this study is to develop a Religious Moderation-based Multicultural Education Model aimed at fostering religious nationalist student formation. This model seeks to address the pressing need for educational frameworks that promote tolerance, respect for diversity, and a balanced understanding of nationalism within religiously diverse educational settings..

Theoretical framework: This study draws upon theories of multicultural education, religious moderation, and nationalism to inform the development of the proposed model. Key concepts include fostering tolerance, respect for diversity, and a strong sense of national identity within a religiously diverse context. Multicultural education theory provides the foundation for understanding how educational institutions can effectively address cultural and religious diversity. Religious moderation theory offers insights into promoting a balanced approach to religious beliefs and practices within educational environments. Nationalism theory contributes to understanding the role of national identity in shaping students' attitudes and behaviors.

Method: The development of the Religious Moderation-based Multicultural Education Model involved a comprehensive review of existing literature on multicultural education, religious moderation, and nationalism. Additionally, consultations with experts in education, religious studies, and multiculturalism were conducted to inform the model's design. The model was iteratively refined based on feedback from pilot implementations in educational settings. This mixed-method approach ensured that the model was grounded in both theoretical principles and practical considerations..

Results and conclusion: The Religious Moderation-based Multicultural Education Model emphasizes the integration of religious moderation principles into multicultural education practices. It underscores the importance of promoting tolerance, respect for diversity, and a balanced understanding of nationalism among students. The model's effectiveness was demonstrated through positive outcomes in student attitudes and behaviors towards religious diversity and national identity. These findings highlight the potential of the model to contribute to the formation of inclusive and cohesive learning environments in religiously diverse educational settings.

Implications of the research: The development of this model has significant implications for educational institutions aiming to promote religious moderation and nationalism among students within multicultural contexts. By providing a structured framework for integrating these principles into educational practices, the model offers a practical approach for fostering inclusive and cohesive learning

environments. Moreover, the findings underscore the importance of incorporating religious moderation principles into multicultural education efforts to address religious diversity effectively..

Originality/value: This study contributes to the existing literature by proposing a novel approach to multicultural education that explicitly integrates religious moderation principles. The model offers a valuable tool for educators and policymakers seeking to address religious diversity and nationalism in educational settings. By emphasizing the importance of religious moderation in promoting tolerance and respect for diversity, the model adds a new dimension to existing multicultural education frameworks. This innovative approach has the potential to advance efforts to create inclusive educational environments that foster understanding and acceptance across religious and cultural divides.

Keywords: Multicultural Education, Religious Moderation, Nationalism, Student Formation, Religious Diversity, Tolerance, National Identity.

1 INTRODUCTION

The concept of multicultural education, also referred to as multiethnic, anti-racist, or multiracial education, is aimed at fostering positive values of human pluralism and maximizing the learning potential for students worldwide (Banks & Banks, 2019; Zephir, 2000). Initially introduced in the United States by various subcultural class factions, this approach strives to embed cultural pluralism and equality measures into public education, contributing to the ongoing endeavor for a genuinely pluralistic education system (Rosen, 1977). Multicultural education has extended its reach to Indonesia, where it promotes social integration amid various social segregation phenomena and identity politics.

Interactions among students from diverse cultural backgrounds positively influence learning, fostering mutual respect and understanding (Ishmuradova & Ishmuradova, 2019). By exposing students to diversity in ethnicity, race, and religion, multicultural education emphasizes embracing diversity and living harmoniously (Aziz, 2020; Derson & Gunawan, 2021). It is a strategic tool for nurturing pride in ethnic diversity and cultivating democratic citizenship (Efendi & Lien, 2021).

Teachers in multicultural education must embody inclusive, egalitarian, socially aware, and religiously sensitive traits while actively combatting discrimination (Akbarjono, 2018). The role of school principals is pivotal in guiding teachers to promote religious moderation and internalize multicultural education through institutional practices (Efendi & Lien, 2021). Aligning principles and values with social conditions requires internal and external involvement from educational institutions, communities, and governments (Shannon-baker, 2018).

Abdul Rohman proposes a pluralistic Islamic religious education model to instill a pluralistic mindset in the younger generation, emphasizing deep understanding, devotion, noble character, tolerance, and acceptance of different religions to foster peace (Rohman, 2017).

However, the term 'moderate' has been criticized for misappropriation, particularly by groups like Hizbut Tahrir Indonesia (Ridwan et al., 2022; Yilmaz et al., 2022, 2023). Religious moderation loses its essence when associated with issuing fatwas against Ahmadiyya and Shia and supporting terrorism. Despite constitutional guarantees, violence, and discrimination persist, with over 1,400 non-state and 1,000 state violations recorded in 2018 (Kustiasih, 2020). These violations are exacerbated by religious defamation laws and decisions affecting religious education facilities.

Recent diversity issues in schools, including religious and racial discrimination, highlight the need for mutual respect among religious communities (Goodman et al., 2023; Niyozov, 2016; Shepherd, 2009). Educational institutions significantly shape the national identity of young generations, especially during times like the COVID-19 pandemic, emphasizing local wisdom and Pancasila spirit, such as community solidarity (Pangalila & Winoto, 2022; Virgiawan & Sundawa, 2022). To counter radicalism, a general education curriculum must focus on national identity (Hadi & Waston, 2020; Muhammad & Hiariej, 2021; Suyanto et al., 2022).

A study on multicultural education management is essential, given the importance of multicultural education, particularly in promoting religious moderation. This study aims to develop a model of multicultural education management based on religious moderation. While multicultural education has roots in the Western world, religious moderation emerged in Indonesia under the Minister of Religion of the Republic of Indonesia, Lukman Hakim, to address social segregation issues. Integrating these two concepts highlights a strong relationship between multicultural education and religious moderation.

The province of Lampung in Indonesia is home to a diverse population comprising indigenous Lampung communities and migrants from various ethnic backgrounds, such as Javanese, Balinese, Komerling, Minang, and others. Despite their distinct languages, customs, and traditions, these ethnic groups coexist peacefully in Lampung. The province is characterized by two native tribes, Lampung Pesisir, and Lampung Pepadun, as reflected in the Lampung society motto, "*Sai Bumi Ruwa Jurai*" or "One Earth, Two Spirits" (Sarbaini & Erihadiana, 2021).

While ethnic and religious diversity is a positive development aspect, mismanagement can lead to social conflicts. Lampung Province has experienced social vulnerability due to ethnic and religious differences, exemplified by past riots in Tulang Bawang.

Metro City, located approximately 45 km from the provincial capital of Bandar Lampung, has a relatively flat terrain with a tropical rainy climate. It covers an area of 68.74 km² with a population of 150,950 spread across five districts and 22 sub-districts. Despite its multiethnic and multireligious population, Metro City maintains a culture of tolerance, pluralism, and multiculturalism, as evidenced by mutual respect in worship and communal solidarity (Pemerintah Kota Metro, n.d.).

The research landscape on multicultural education management in Indonesia provides valuable insights into its implementation across various educational levels, ranging from elementary schools to higher education institutions. Marfuah's study on elementary schools emphasizes character values instillation through multicultural management (Marfuah & Mulyoto, 2021). At the same time, Hafidah's research underscores the necessity for model development in higher education settings like IAIN Surakarta, particularly in managing Ma'had Jami'ah (Hafidah & Makruf, 2020).

Additionally, studies on the professional leadership qualities of school principals and the implications of strengthening religious moderation through multicultural education based on local wisdom offer valuable insights into promoting harmony and tolerance in communities. Exploration of effective leadership criteria for handling ethnic and religious conflicts in Indonesia's diverse cultural context sheds light on the role of religiosity in supporting leadership effectiveness.

Additionally, the development of the model focuses on providing life skills education for special needs children, thereby emphasizing the importance of integrating key management concepts such as planning, implementation, and evaluation (Prihatin et al., 2019). Furthermore, research on Islamic moderation underscores the significance of promoting religious moderation in a multicultural society through educational institutions and a socio-religious moderation approach (Kariyadi & Suprpto, 2017; Nurcholish, 2019; Suryaman, 2010; Sutrisno, 2019).

Further research delves into the effectiveness of developing character values in multicultural education management, focusing on cultural understanding, religious moderation attitudes, national spirit, and tolerance as key outcomes (Faisal, 2020; Hasanah & Hasanah, 2021; Meliani et al., 2022; Solichin, 2020).

The gap in this research lies in the lack of studies specifically exploring the development process, feasibility, and user responses to the religiously moderate-based multicultural education management model in Metro City. This study aims to fill this gap by providing a deeper understanding of the effectiveness and relevance of the model in diverse local contexts. The novelty of this research lies in its comprehensive approach to analyzing all aspects of the development and implementation of the religiously moderate-based multicultural education management model, as well as the evaluation of comprehensive user responses. Therefore, this research is expected to significantly contribute to developing inclusive and harmonious multicultural education in Metro City.

This study focuses on an ethnically and religiously diverse community comprising Balinese, Malay, and Lampung residents practicing Hinduism, Islam, and Christianity. It examines multicultural education from an educational management perspective. It aims to develop a multicultural-based educational management model to shape religious nationalist students in three prominent schools in Metro City with high diversity. Utilizing multicultural theories such as Banks' (Banks & Banks, 2004) and the concept of Wasathiyah in Islam by Azyumardi Azra (Zakiah & Nursikin, 2023), the study aims to strengthen the nationalist and religious spirit of students. This research is expected to serve as a primary reference for the government in maintaining harmony among religious communities in Metro City and provide initial data for further research on student diversity in the area.

2 LITERATURE REVIEW

Conceptualizing the Model Development

The concept of development design is straightforward: it's organizing learning to occur smoothly and comprehensively (Perkins, 2013; Teitel, 2003). Throughout history, various methods have been used to share experiences and transfer skills, often raising more questions than answers. Teaching, rooted in intuition and mastered by talented educators, is challenging to transmit to others. While educational science has provided valuable principles, it has also highlighted significant gaps in our understanding of how people learn.

Learning is inherently personal. No one can learn for us, and we cannot for our students (Fuller & Howard, 2000). However, we can facilitate learning in a way that minimizes time, risk, and energy compared to learning without assistance (Goldstone & Day, 2012; Hajian, 2019). It's crucial that learners, with or without assistance, develop the ability and interest to continue learning. This goal should be central for educational program designers to avoid oversimplifying structured learning, which risks depriving learners of the skills to navigate the complex and ever-changing world.

Though easily defined, instructional design remains challenging, even for experienced designers. In today's information society, where technology delivers vast content (Kumar, 2020; Martin, 2017), instructional design sometimes struggles. Instead of leveraging technology for dynamic and personalized learning experiences, we

often see impersonal, content-focused presentations dominating the landscape. Perhaps it's time to reassess our approach.

When discussing instructional design, systematic and organized approaches are often favored for producing better learning outcomes. Various factors, such as theories, rationales, and experiences, shape instructional design approaches (Chen, 2023; Linnenbrink-Garcia et al., 2016; Persico & Pozzi, 2015). In general, instructional design addresses critical attributes of learning interventions, including what happens, the communication media used, the selection and format of information, learner guidance and conditions, feedback, practice methods, skill measurement, and criteria for mastery.

Is the same instructional design process suitable for both education and training? While some hope to find clear differences, both aim to enhance knowledge and performance. Education is often viewed as gentler and focused on producing broadly knowledgeable individuals who can navigate various challenges. In contrast, training is seen as more task-oriented and demanding, aiming to develop specific skills efficiently (Visser-Voerman & Gustafson, 2004).

However, successful performance in education and training requires combining general knowledge and specific skills. Therefore, effective instructional design should assist in developing both specific and general cognitive skills. While different instructional events may be suitable for various outcomes, a strong and systematic approach should identify needs and provide appropriate heuristics.

The debate between education and training is sometimes framed as a dichotomy between knowing and doing. While education focuses on acquiring knowledge (Derry, 2013), training emphasizes applying knowledge (Wheeler, 2015). However, both are essential for success, as demonstrated by the dissatisfaction of retailers, coaches, or military leaders if people cannot apply their knowledge effectively.

Educators and trainers alike recognize that their roles extend beyond merely conveying information. While ineffective teaching methods may exist, education and training are powerful tools for evaluating current events, devising social strategies, and comprehending seemingly incomprehensible phenomena. In both contexts, the goal is to enhance knowledge and performance, with knowledge being viewed as a critical driver of performance outcomes.

Allen's Model provides a comprehensive framework for designing successful e-learning experiences among the proposed development models. It consists of seven sequential steps, starting with understanding learners' readiness and interest and culminating in designing performance aids to facilitate skill transfer to real-world applications (Allen, 2007). Similarly, McArde's Model emphasizes the interconnectedness of six steps to creating active learning experiences, from identifying training needs to measuring effectiveness (McArde, 2012).

The ADDIE Model, a systematic instructional design process, offers a structured approach of five iterative phases. It begins with analyzing learning needs and performance gaps, designing a comprehensive instruction blueprint, creating instructional materials, implementing the plan, and evaluating its effectiveness for continuous improvement (Branch, 2010).

Finally, the ASSURE Model guides educators through six phases of instructional planning and delivery: analyzing learners and evaluating and revising instructional materials and strategies (Choi et al., 2022). Each model provides a systematic approach to designing and delivering effective instruction, catering to the unique needs of learners and ensuring alignment with organizational objectives. While differences exist in their specific methodologies, all models aim to enhance learning outcomes and performance through thoughtful instructional design and delivery.

The development model used in this research is the ADDIE development model. The researcher chose ADDIE as the development model because it accommodates a straightforward process and can be used across various development topics. Previous researchers have utilized the ADDIE model in developing teaching materials (Cahyadi, 2019), instructional media (Setiawan et al., 2021), course modules (Setiadi & Nurma Yuwita, 2020), learning systems (Rohaeni, 2020), learning models (Mardikaningsih & Kurniasari, 2019), student worksheets (Pratama & Saregar, 2019), and learning frameworks (Saputra & Putra, 2021).

Concept of the Developed Model

Nationalism derives from the word "nation," which means a people or a community. Linguistically, nationalism originates from the Latin word "natio," meaning a people united by birth. The word "natio" itself comes from "nascie," meaning to be born (Moesa, 2007). The term "nationalism" was first used in Germany in the 15th century. It was designated for students coming from the same region or speaking the same language, displaying their love for their nation or tribe even when in a new place (Ritter, 1986).

Hans Kohn provided a relevant terminology today: "Nationalism is a state of mind in which the supreme loyalty of individual is felt to be due the nation-state" (Kohn, 2017). This indicates that nationalism is an ideology where the highest loyalty of an individual is believed to be owed to the nation-state.

A nation is a large-scale solidarity community. This solidarity arises from past sacrifices and the willingness to sacrifice for the future. The appreciation of the past is manifested in the present through a collective agreement to continue living together. The existence of a nation can be seen as a daily plebiscite, demanding a collective agreement to achieve desired goals (Tilaar, 2007).

Nationalism is evident when ordinary people, as bearers of identity, envision themselves as members of an abstract community. Nationalism occurs when individuals feel a part of a community depicted as membership in one's nation. A nation portrays the return of a history that binds various ethnic groups into one unit, thus fostering national loyalty, known as nationalism (Anderson, 2020).

Nationalism is a strong emotion that has dominated most people's thoughts and political actions since the French Revolution. It is not inherent but rather a historical phenomenon that arises in response to specific political, economic, and social conditions. As an ideology, nationalism can serve three functions: binding all classes of citizens, uniting the mentality of citizens, and building or strengthening the influence of citizens on the policies adopted by the state. Nationalism is a social cohesive tool to defend the existence of the state and nation (Snyder, 1964).

Multiculturalism acknowledges the unique cultural identities within a society and promotes equality and respect for diversity (Bai & Liu, 2023; Hossain, 2023). Rooted in recognizing human dignity within communities, multiculturalism emphasizes the importance of valuing individuals and their responsibilities to their communities (Blum, 2014; Kastoryano, 2018). This concept counters inequalities arising from societal denial of the need for recognition.

In Indonesia, multiculturalism emerges from nationalism and recognizes the diverse cultural heritage of its ethnic groups as a unifying factor rather than a divisive one (Mahfud, 2011; Tilaar, 2014). Education is crucial for fostering multicultural awareness, ideally promoting a paradigm shift towards recognizing and appreciating identity diversity to create harmonious living environments.

Multicultural school cultures aim to cultivate positive attitudes and character traits among students through various models. These models emphasize academic achievement, stakeholder trust, optimism in academic pursuits, student control, and humanistic values. Each model contributes to creating an inclusive and supportive learning environment.

Multicultural education encompasses various typologies, including teaching cultural differences, promoting human relations, conducting single-group studies, implementing multicultural curricula, and engaging in social reconstruction. These approaches address social inequalities and promote cultural pluralism and social equality within educational settings.

Additionally, Banks offers a conceptual model for studying diversity experiences in higher education, emphasizing the importance of recognizing individual and collective diversity experiences among students (Banks, 2015). Students are exposed to diverse perspectives through courses, workshops, and social interactions, fostering understanding and resolving differences.

Religious Moderation in Education

Religious moderation, an integral part of Islamic teachings, is particularly relevant in diverse contexts encompassing religion, customs, ethnicity, and nationality. This diversity in interpretations, evident historically in Islam, has led to labels such as Fundamentalist Islam, Liberal Islam, Progressive Islam, and Moderate Islam (Sutrisno, 2019).

The Quran emphasizes Islam's mission to be a mercy to all worlds (*rahmatan lil 'alamin*) and the importance of its teachings being in harmony with human nature (*fitrah*). The community of Islam is described as moderate (*ummata wasatan*), promoting a balanced approach to religious practice (Sutrisno, 2019).

Hashim Kamali stresses that moderation entails balance and justice, not compromising fundamental principles but promoting confidence and fairness. It involves avoiding extremism and seeking a middle ground (Kamali, 2015).

The term "moderation" (*wasathiyah*) in Arabic, rooted in the Quran, emphasizes finding the best and most perfect path and avoiding excesses and deficiencies. This concept promotes tolerance, mutual respect, and rational dialogue in addressing religious differences (Azra, 2020). The Quranic injunction to act justly underscores the importance of moderation in all circumstances, avoiding radicalism and extremism. Azra describes Islamic moderation as a path of inclusivity and tolerance, promoting balance and avoiding extremes. Islamic moderation encompasses moderation, balance, justice, tolerance, consultation, patriotism, equality, and exemplary behavior. Religious moderation is crucial for building a civil society that ensures justice for all citizens and reconciles Islamic teachings with national concepts, particularly in Indonesia. These theories provide guidelines for field research.

Multicultural Leadership

In pursuing multicultural education, school principals are pivotal figures facing numerous challenges in its implementation within their organizations. Leadership, defined as the ability to influence individuals or groups effectively, is paramount in navigating these challenges (Gary Yukl, 2010). A school principal's role extends beyond mere management; it encompasses guiding, structuring, and facilitating individuals or groups within the school to foster a multicultural environment. To achieve this, principals must master various leadership functions and understand the importance of their role in shaping the school's culture (Hidayat et al., 2020; Vervaet et al., 2018).

Principals must exhibit courage in making decisions that drive the school towards multicultural goals (Hanson, 1996; Stephen P. Robbins and Mary Coulter, 2012). They have the authority to provide all school members with

instructions that align with multicultural values. Principals act as problem solvers, offering guidance and support in navigating multicultural challenges. They actively engage in solving educational and organizational issues related to multiculturalism. Principals delegate tasks effectively, promoting decentralized approaches that empower school citizens.

School principals play a pivotal role in cultivating a multicultural school culture. They are responsible for creating environments sensitive to diverse realities and integrating multicultural education into the school's vision, mission, and policies. Principals can instill these values by acting as role models and exemplifying multicultural values within the school community (Deal & Peterson, 1990; Sa'adah, 2018).

Organizational culture, shaped by leaders' actions and behaviors, is crucial in realizing multicultural education (Bass & Avolio, 1994; Edgar H. Schein, 2004). Principals must understand and cultivate a school culture that embraces diversity. This involves creating a supportive environment where individuals feel valued and respected regardless of their background.

Building a culture aligned with the school's mission and goals involves selecting individuals who share multicultural values. Top management actions are crucial; leaders must lead by example and convey the importance of multicultural values. Facilitating the adaptation of new members to fit into the multicultural school culture through socialization is essential. Training ensures all school members understand and embrace multicultural values. Indoctrination involves embedding multicultural values in the organizational culture. Recognizing and rewarding adherence to multicultural values is vital. Creating and maintaining narratives that reflect multicultural values is essential. Designing spaces that promote inclusivity and diversity is crucial. Incorporating multicultural elements into school traditions through rituals and ceremonies is important. Using language that reflects and respects diverse cultures is necessary.

Effective leadership is essential for fostering a multicultural school environment (Arastaman & Fidan, 2022; Jones, 2023). Principals are critical in promoting diversity, inclusion, and respect within the school community. By mastering various leadership functions and promoting multicultural values, principals can create inclusive environments where all students feel valued and supported, regardless of their background or identity. Principals shape the school culture through their actions and behaviors and pave the way for a more diverse and inclusive future.

3 METHODOLOGY

The methodology employed in this study involved selecting several schools in Metro City based on specific criteria, particularly focusing on a diverse student population encompassing various religions and ethnicities. Metro City, with its community comprising four religious groups and diverse ethnic backgrounds, provided an ideal research environment. The research timeline was flexible and adjusted according to the progress of the study.

Three Junior High Schools in Metro City were chosen for the research, namely State Junior High School 1 Metro, State Junior High School 3 Metro, and State Junior High School 10 Metro, situated in the Metro Central district. This area boasts significant diversity in terms of places of worship, ethnicity, language, and religion, making it representative for data collection purposes in model development.

The model under development focuses on key characteristics within the realm of educational management. Firstly, it addresses the management of schools or individuals within schools characterized by high diversity in religion and ethnicity. Secondly, it integrates perspectives of religious moderation to foster harmony and peace within and beyond the school environment.

The research adopted the research and development design (Sugiyono, 2017). Following Level 1 of this design, the research involved identifying potential issues, conducting literature reviews and data collection, initiating product design, validating the design with experts, and presenting the tested design.

The methodology included several key steps:

- 1) Preliminary Research: Gathering insights and data on indicators related to educational management, multicultural education, and religious moderation.
- 2) Needs Analysis: Assessing the necessity for a guideline book for Islamic boarding schools (Pesantren) and its contents.
- 3) Model Development Planning: Employing Sugiyono's design to develop a multicultural education management model based on religious moderation in Metro City.
- 4) Model Validation, Evaluation, and Revision: Conducting evaluation and revision through Focus Group Discussions (FGD) after model development.
- 5) Model Implementation: Testing the developed model in Metro City schools and collecting empirical data during implementation.
- 6) Data Collection: Gathering empirical data during model implementation for further analysis.
- 7) Data Analysis: Analyzing qualitative and quantitative data to derive relevant findings.
- 8) Field Product Application: Producing a guideline book for multicultural education management aimed at fostering nationalist and religious values among students in Metro City's Junior High Schools (State Junior High School 1, State Junior High School 3, and State Junior High School 10). This book will aid teachers in

designing student learning materials and promoting religious moderation through visual media like posters or banners emphasizing mutual respect in society.

4 RESULTS

Public Junior High School 1 Metro, or SMPN 1 Metro, situated in Lampung's bustling Metro City, has a storied history of academic and athletic excellence, earning accolades in national competitions and sports events. The school's expansive campus, located at AR. Prawiranegara Street No.16 Metro, features well-equipped buildings across multiple stories, offering a comprehensive learning environment.

Guided by a robust vision and mission, SMPN 1 Metro prioritizes holistic student development, emphasizing academic excellence, moral integrity, and environmental consciousness. Recent achievements include clinching top honors in the Provincial Physics Week and spearheading the School Alert Population program, integrating population education into the curriculum.

Multicultural education is imperative in Metro City due to its diverse population. Schools like SMPN 1 Metro play a crucial role in fostering understanding, respect, and appreciation for differences among students, preparing them for an interconnected world. Tolerance, a cornerstone of multicultural education, fosters harmonious relationships and enhances critical thinking skills.

A sense of humanity is pivotal in shaping students' character, promoting empathy, compassion, and social responsibility. Schools in Metro City integrate humanitarian values into their curriculum and extracurricular activities, empowering students to make positive contributions to society.

In the event of a multicultural program's failure, schools must adopt a systematic approach to assessment and improvement, soliciting feedback, revising goals, and providing professional development opportunities for staff. Regular assessment and evaluation ensure the effectiveness of multicultural education in achieving its goals.

Multicultural education encompasses various forms, including inclusive curricula, extracurricular activities promoting cultural understanding, and open class discussions on multicultural issues. Teachers play a crucial role in creating an inclusive environment, incorporating diverse perspectives into lessons, and fostering tolerance and appreciation of differences.

Instilling nationalist values in the classroom is essential to cultivate students' love, appreciation, and commitment to their country and culture. Teachers play a key role in educating students about national history, culture, and values, promoting citizenship values, and encouraging active participation in society.

Factors contributing to the cultivation of nationalist attitudes include a well-designed curriculum, engaged teachers, extracurricular activities, community support, and the use of appropriate media and technology. Addressing hindering factors requires collaborative efforts from the government, schools, teachers, and the community to create an environment that supports students' understanding and appreciation of their culture, history, and national values.

Product Design

Metro City, as a multicultural environment, demands a holistic educational approach to build diversity, religious moderation, and nationalism among junior high school students. Specifically designed educational modules can serve as effective tools to teach these values, creating a deep understanding of interfaith tolerance and love for the homeland.

The design of multicultural education modules promoting religious moderation and nationalism in Metro City's junior high schools aims to enhance students' understanding of the cultural and religious diversity in Metro City, develop attitudes of tolerance, respect for differences, and understanding of nationalist values, design integrated learning that links religious moderation and nationalism, and encourage active student participation in character-building multicultural activities.

The benefits of this module design lie in providing a deep understanding of cultural, religious, and ethnic diversity in Metro City, integrating religious moderation and nationalism to create holistic learning, fostering students' character with attitudes of tolerance, respect for differences, and love for the homeland. This module is designed considering the cultural and social context in Metro City, making it more relevant and easily adopted by students and teachers. With this module design, it is hoped that junior high school students in Metro City can grow into individuals who appreciate differences, uphold religious moderation, and have a love for their homeland.

Model Feasibility

Model feasibility through product validation is the result of systematic and holistic efforts to ensure that the model meets high standards from various perspectives. Product validation proves that this model is suitable for the needs and contexts faced. Model feasibility is seen in its ability to provide relevant and beneficial solutions in the environment or case at hand. Product validation provides confidence that this model can continue and evolve over time. The model's ability to adapt to changes and the evolution of needs or situations is considered a positive aspect.

The validation of multicultural education modules promoting religious moderation and nationalism in Metro City's junior high schools shows that the validation process is a crucial step in ensuring the quality, relevance, and effectiveness of the module. Various aspects have been considered during the validation process to ensure that this module can have a positive impact on students and achieve the desired educational goals.

This module has been found to be in line with the cultural, religious, and nationalist diversity in Metro City. The module's content reflects the local context by using relevant examples and illustrations. The alignment of the module with the cultural, religious, and nationalist diversity in Metro City demonstrates a deep understanding of the local context. This is a key factor in ensuring that the module can be accepted and effectively applied in that environment.

This module is believed to reflect students' life experiences in Metro City. By using appropriate examples and illustrations, the module can be more easily accepted by students as it can relate learning to their surrounding realities. The alignment of the module with cultural, religious, and nationalist diversity also indicates the module's role in strengthening multicultural education. The module not only contains information but also designs learning strategies that promote understanding, tolerance, and appreciation of differences.

The module supports the established educational goals, including the development of students' characters in terms of tolerance, religious moderation, and nationalism. This module is expected to be an effective tool in shaping students' characters, considering the multicultural context of Metro City. Cultural, religious, and nationalist diversity forms an important foundation in building an inclusive character and appreciating differences.

Module validation ensures alignment with the educational curriculum in Metro City's junior high schools. This ensures that the module can be well integrated into the existing learning structure. The alignment of the module with the educational curriculum in Metro City's junior high schools reflects a commitment to meeting national educational standards. The module is recognized as a learning tool that can be well integrated into the existing curriculum structure.

Validation of the module's alignment with the local educational curriculum affirms support for an education focus that addresses the needs and challenges faced by students in Metro City. This ensures that the module is relevant to the local educational reality. Validation also emphasizes the module's integration into the learning process. The module is not only seen as formally suitable but also recognized as an instrument that can provide added value in achieving learning goals at the junior high school level.

Validation affirming the module's alignment with the curriculum reflects confidence that the module can contribute positively to students' character development. This is in line with the educational goal of shaping competent and characterful generations. In module validation, stakeholder involvement, including teachers and educational experts, indicates that the module is not only viewed from an academic perspective but also from practical and implementative perspectives.

Validation affirming the module's alignment with the curriculum can be considered as support for educational inclusivity. The module can play a role in ensuring that all students, regardless of cultural or religious background, can access meaningful learning.

The learning objectives of the module have been clearly defined. Each part of the module supports the achievement of these learning objectives, ensuring a focus on the development of multicultural character, religious moderation, and nationalism. The fact that each part of the module supports the achievement of learning objectives reflects consistency and integration in module design. This helps ensure that the entire module works synergistically to achieve the desired learning outcomes.

This validation highlights the module's focus on the development of multicultural character. This reflects the need to shape students who can appreciate and manage cultural diversity with an open and inclusive attitude. Emphasis on religious moderation as one of the main goals of the module indicates the module's role in shaping students' understanding and attitudes towards religion with a moderate and tolerant approach.

This validation provides recognition of the module's role in stimulating nationalism. Focusing on national identity helps students understand the importance of love for their homeland and their contribution to nation-building. By incorporating the development of multicultural character, religious moderation, and nationalism as primary goals, this module is considered relevant to contemporary challenges, such as social polarization and societal diversity.

The module uses learning methods considered effective, encouraging active student participation and providing meaningful learning experiences. By encouraging active student participation and providing meaningful learning experiences, this module demonstrates excellence in stimulating student interest and enhancing holistic concept understanding.

This validation confirms that the effectiveness of the learning methods applied in the module plays a crucial role in the success of learning. By choosing methods considered effective, the module can become a powerful instrument for stimulating the student learning process. The focus on active student participation indicates that this module not only transmits information but also encourages students to directly engage in the learning process. This can create a dynamic and interactive learning environment.

Meaningful learning experiences reflect the module's efforts to make learning relevant to students' daily lives. This adds value by making learning concepts easier to understand and remember by students. By combining active participation and meaningful learning experiences, this module is considered to contribute to students'

holistic understanding of learning material. This deep understanding can create a strong foundation for the development of critical and analytical thinking. This module is considered more than just a static teaching tool; instead, it creates a dynamic and relevant teaching experience. This is important in keeping up with the evolving educational and student needs.

Table 1. Summary of Module Validation Results

Aspect Evaluated	Findings
Alignment with Diversity	In line with cultural, religious, and nationalist diversity in Metro City.
Relevance to Local Context	Reflects students' life experiences in Metro City.
Support for Educational Goals	Supports the development of tolerance, religious moderation, and nationalism.
Integration with Curriculum	Aligned with the educational curriculum in Metro City's junior high schools.
Contribution to Character Development	Recognized as contributing positively to students' character development.
Focus on Multicultural Character	Emphasizes the development of a multicultural character.
Emphasis on Religious Moderation	Focuses on promoting religious moderation among students.
Stimulating Nationalism	Acknowledged for its role in stimulating nationalism.
Effectiveness of Learning Methods	Utilizes effective learning methods, encouraging active student participation.
Meaningful Learning Experiences	Provides meaningful learning experiences, enhancing holistic understanding.

6 CONCLUSION

The study has highlighted the significance of multicultural education modules in promoting religious moderation, nationalism, and diversity appreciation among junior high school students in Metro City. The case of SMPN 1 Metro exemplifies the dedication to holistic student development, emphasizing not only academic excellence but also moral integrity and environmental consciousness.

Through a systematic assessment of the designed modules, it is evident that they align well with the diverse cultural, religious, and nationalist landscape of Metro City. These modules not only reflect students' life experiences but also contribute positively to their character development by fostering tolerance, respect for differences, and love for the homeland.

Furthermore, the validation process underscores the effectiveness of the modules in integrating seamlessly into the existing educational curriculum of junior high schools in Metro City. Stakeholder involvement and a focus on active student participation ensure that these modules are not just static teaching tools but dynamic experiences that stimulate holistic understanding and critical thinking.

Overall, the findings suggest that well-designed multicultural education modules have the potential to nurture a generation of students who appreciate diversity, uphold religious moderation, and have a strong sense of national identity. Moving forward, continuous refinement and adaptation of these modules will be essential to meet the evolving needs and challenges of the educational landscape in Metro City.

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