

The Role of Guidance and Counseling Teacher in Developing Students' Religious Moderation Behavior at Madrasah

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ABSTRACT

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Indonesia is currently facing extremism, radicalism, hate speech, and the breakdown of interfaith relations, which require that teachers fulfill their roles in developing students' religious moderation behavior. This study aims to describe the role of Guidance and Counseling teachers in developing students' religious moderation behavior at MAN Bintan. This research is classified as qualitative research when viewed from the aspect of data. The research activity was conducted at MAN Bintan from January to April 2022. The subjects for data collection in this study were Guidance and Counseling teachers. Data collection was performed through interviews, observation, and documentation. Data analysis was carried out by reducing, presenting, and verifying the data. The findings of this study demonstrate that Guidance and Counseling teachers play a central role in the development of students' religious moderation behavior at MAN Bintan, which is reflected in their roles as informants, facilitators, motivators, and mentors.

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ABSTRAK**Kata Kunci:**

*Bimbingan dan
Konseling;
Madrasah Efektif;
Moderasi Beragama;
Peran Guru.*

Bangsa Indonesia sedang menghadapi ekstremisme, radikalisme, ujaran kebencian, hingga retaknya hubungan antarumat beragama sehingga guru dituntut untuk melaksanakan perannya dalam rangka mengembangkan perilaku moderasi beragama siswa. Penelitian ini mempunyai tujuan untuk mendeskripsikan peran guru Bimbingan dan Konseling dalam mengembangkan perilaku moderasi beragama peserta didik di MAN Bintan. Penelitian ini tergolong kepada penelitian kualitatif bila dilihat dari aspek datanya. Kegiatan penelitian ini dilaksanakan di MAN Bintan dari bulan Januari hingga April tahun 2022. Subyek untuk perolehan sumber data dalam penelitian ini ialah guru Bimbingan dan Konseling. Pengumpulan data terlaksana melalui kegiatan wawancara, observasi, dan dokumentasi. Analisis data dilakukan dengan reduksi, display dan verifikasi data. Temuan penelitian ini memperlihatkan bahwa guru Bimbingan dan Konseling memainkan posisi sentral dalam pengembangan perilaku moderasi beragama peserta didik di MAN Bintan yang tercermin dari perannya sebagai informator, fasilitator, motivator, dan pembimbing.

INTRODUCTION

Religious moderation can be understood as an ongoing and dynamic process aimed at fostering shared religious perspectives, attitudes, and practices in everyday life. ([Hamdi et al., 2021](#); [Remiswal & Firman, 2018](#); [Wibisono, 2020](#)). Religious moderation is a moderate approach to religion, which involves understanding and practicing religious teachings without extremes, including both the far right and the far left. ([Arif, 2021](#); [Nurdin, 2021](#)).

Extremism, radicalism, hate speech, and fractured inter-religious relations are the challenges currently faced by the Indonesian nation ([Hamid et al., 2021](#); [Muliastri et al., 2022](#); [Remiswal et al., 2022](#)). The problem that is currently being faced by the Indonesian nation fully requires religious moderation to be taught to students so that they become human beings who are at peace, full of compassion, and tolerant in the future ([Hermawan, 2020](#); [Samsul, 2020](#)). The participation of every teacher, especially Guidance and Counseling in developing this moderate behavior in students is very important to implement.

Looking at the locus of research shows that Guidance and Counseling teachers have a role in developing students' religious moderation behavior. Therefore, researchers are interested in describing the role of Guidance and Counseling teachers in developing students' religious moderation behavior at MAN Bintan. This research aims to explore the role of Guidance and Counseling teachers in fostering students' religious moderation behavior at MAN Bintan.

Research on religious moderation has been widely carried out, such as researching it within the framework of tolerance ([Abror, 2020](#)), its actualization in educational institutions ([Sutrisno, 2019](#)), digital room ([Hefni, 2020](#)), education management in the digital age ([Faisal,](#)

[2020](#)), the pesantren curriculum ([Khotimah, 2020](#)), Furthermore, it examines its effects on spiritual struggles and mental health ([Ellison et al., 2013](#)), interreligious tolerance through local wisdom ([Pajarianto et al., 2022](#)), and the wisdom of Sundanese religious diversity in the Wawacan Babad Walangsungsang manuscript ([Hernawan et al., 2021](#)). Other research has also examined religious moderation from the aspect of the potential role of women ([Rahayu & Lesmana, 2020](#)), root formation ([Aziz, 2020](#)), the application of harmony theology ([Heriyanti, 2020](#)), It also explores the cultural resilience of the Tana Toraja community in South Sulawesi ([Bachrong & Ansar, 2021](#)), and examines it from a public policy perspective ([Sudrajat et al., 2021](#)).

Teachers use a variety of strategies and approaches that contribute to students' overall development and comprehension of religious diversity in order to cultivate religious moderation in their students. These strategies seek to foster an inclusive and tolerant environment in educational settings, enabling students to engage with diverse religious perspectives and develop a balanced perspective on their own beliefs. Several previous studies have shown findings related to the role of teachers and religious moderation ([Atqia & Abdullah, 2021](#); [Haris, 2022](#); [Minarni, 2021](#); [Mubarok et al., 2022](#); [Qowim et al., 2020](#); [Samsul, 2020](#); [Senjaya, 2020](#)).

This paper examines the crucial role played by Guidance and Counseling teachers in fostering students' religious moderation behavior at Madrasah Bintan. The research aims to explore the specific responsibilities and strategies employed by these teachers to develop a sense of religious moderation among the students. It also investigates the impact of their efforts on students' attitudes, behaviors, and overall well-being. In addition, the findings of these studies do not provide specifications regarding the role of Guidance and Counseling teachers as was done in this study. This study aims to describe the role of Guidance and Counseling teachers in developing religious moderation behavior at MAN Bintan.

METHODS

This research is classified as qualitative research when viewed from the aspect of the data ([Sugiyono, 2017](#)). This research activity was carried out at MAN Bintan which was chosen purposively because it has compatibility with the research problem ([Arikunto, 2011](#)). Conducting research from January to April 2022. The subjects for obtaining data sources in this study were Guidance and Counseling teachers using purposive and snowball techniques ([Creswell, 2012](#)). Data collection was carried out through interviews, observation and documentation ([Bungin, 2007](#)). The research employed various instruments, including observation guidelines, interviews, writing materials, recorders, and relevant research archives. The validity was ensured through triangulation techniques involving different times, methods, and sources. Data analysis is carried out by reducing, displaying and verifying data ([Miles & Huberman, 1994](#); [Miles et al., 2014](#)).

RESULT AND DISCUSSION

Result

Maintaining a peaceful and inclusive environment within educational institutions requires religious moderation. Madrasah Bintan acknowledges the critical role of guidance and counseling teachers in fostering religious moderation. The research findings describe that Guidance and Counseling teachers have a role in developing students' religious moderation behavior at MAN Bintan. Based on the findings, it shows that the role of the Guidance and Counseling teacher in developing religious moderation behavior at MAN Bintan includes informants, facilitators, motivators, and mentors.

The first role of the Guidance and Counseling teacher based on research findings is as an informant in developing students' religious moderation behavior at MAN Bintan. The role of the Guidance and Counseling teacher as an informant in developing students' religious moderation behavior at MAN Bintan is carried out by providing various information related to religious moderation so that each student can apply it in the life he goes through. The role of the Guidance and Counseling teacher as an informant in developing religious moderation behavior in students is very important because if there is an error in providing information or in other terms known as the word hoax, it will result in the birth of behavioral shoots that lead to acts of radicalism.

Teachers also employ the incorporation of religious literacy into the curriculum. By incorporating teachings and practices from a variety of religious traditions, students acquire an in-depth understanding of various belief systems. This helps them develop a perspective that is more nuanced and informed, fostering reverence and appreciation for the diversity of religious expressions. In addition, teachers may invite guest speakers or organize visits to places of worship in order to provide students with firsthand experiences that enhance their understanding of various religions.

The results of subsequent research show that the role of the Guidance and Counseling teacher in providing information to develop religious moderation behavior in students is complex. This is because Guidance and Counseling teachers are not just looking for information related to religious moderation but also have to filter this information so as to avoid hoax news which leads to the growth of shoots of radicalism.

Further findings indicate that the second role of the Guidance and Counseling teacher in developing religious moderation behavior in students at MAN Bintan is as a facilitator. The role of the Guidance and Counseling teacher as a facilitator in developing students' religious moderation behavior at MAN Bintan is accomplished by the availability of various facilities that make it easier for students to develop religious moderation behavior, such as the availability of magazines. With these facilities, of course students will easily get information related to religious moderation.

The results of further research show that the role of the Guidance and Counseling teacher as a facilitator in developing students' religious moderation behavior is also carried out through the Youth Counseling and Information Center organization or known as PIK-R. The PIK-R organization is a facility for each student to be able to interact with other members with guidance from the Guidance and Counseling teacher. With the PIK-R organization, students will practice promoting democratic behavior, respecting opinions by promoting tolerance as an indicator of religious moderation.

Other findings describe that the third role of the Guidance and Counseling teacher in developing religious moderation behavior in students at MAN Bintan is as a motivator. The role of the Guidance and Counseling teacher as a motivator in developing students' religious moderation behavior at MAN Bintan is carried out through sharing life experiences related to religious moderation. The existence of motivation given by Guidance and Counseling teachers through sharing experiences implicitly illustrates that this is a form of developing religious moderation behavior in students at MAN Bintan.

The final findings of this research activity suggest that the fourth role of the Guidance and Counseling teacher in developing religious moderation behavior in students at MAN Bintan is as a guide. The role of the Guidance and Counseling teacher as a guide in developing students' religious moderation behavior at MAN Bintan is carried out with the nature of directing students so they can develop religious moderation behavior. This can be seen from the existence of guidance and counseling activities for students who experience problems, such as acts of bullying or bullying as a form of intolerance and contrary to indicators of religious moderation, namely tolerance.

The results of subsequent research show that Guidance and Counseling teachers carry out their role as mentors in developing religious moderation behavior in students at MAN Bintan by prioritizing the principles of exemplary and habituation. This is because the development of religious moderation behavior in students will only be optimal with the example of teachers, especially Guidance and Counseling teachers and there is a habit of applying moderation of religious behavior in life, both in the school, family and community environment.

Discussion

Religious moderation is a concept that encompasses the practice of viewing and engaging with religion in a balanced and moderate manner, avoiding extremes on either end of the ideological spectrum. It involves understanding and embracing religious teachings while maintaining an open and tolerant attitude towards different beliefs and perspectives. Religious moderation plays a crucial role in fostering harmony, interfaith dialogue, and social cohesion within diverse societies.

The results of the study show that there is a role for Guidance and Counseling teachers in developing the moderation behavior of students at MAN Bintan. These results support

previous studies which show that teachers have a role in developing students' religious moderation behavior in the school environment ([Atqia & Abdullah, 2021](#); [Haris, 2022](#); [Minarni, 2021](#); [Mubarok et al., 2022](#); [Qowim et al., 2020](#); [Samsul, 2020](#); [Senjaya, 2020](#)).

[Arafah \(2020\)](#) dan [Nafa et al., \(2022\)](#) explained that teachers play a central role in developing students' religious moderation behavior in the school environment. This result is supported by [Hadiat dan Syamsurijal \(2021\)](#) and [Rosyad dan Maarif \(2020\)](#) which states that the teacher's role cannot be replaced by anything in producing outputs and outcomes that have religious moderation behavior.

The results of further research indicate that the first role of the Guidance and Counseling teacher in developing students' religious moderation behavior is the informant. The teacher as an informant means that the teacher is a source of information on academic activities and general activities ([Rahmat et al., 2017](#)). Teachers as informants are tasked with distributing updated information related to knowledge and technology to students ([Chairiyah et al., 2021](#)).

The role of the teacher as a teacher informant must be able to provide information on the development of science and technology, in addition to a number of lesson materials for each subject that has been programmed in the curriculum ([Darmadi, 2015](#)). Good and effective information is needed from teachers. Misinformation is poison for students ([Ramli, 2015](#)). To become a good and effective informant, problem mastery is the key, supported by mastery of the material that will be given to students ([Busthomi & A'dlom, 2022](#)). A good informant is a teacher who understands the needs of students and is dedicated to their students ([Paramida et al., 2019](#)).

The results of subsequent research show that the second role of the Guidance and Counseling teacher in developing students' religious moderation behavior is the facilitator. The teacher as a facilitator has the meaning of providing services to facilitate students in carrying out learning process activities ([Sanjaya, 2011](#)).

The significance of religious moderation lies in its potential to foster mutual understanding, acceptance, and respect among people of diverse religious backgrounds. Individuals are more likely to engage in constructive conversations, bridge gaps in understanding, and foster a sense of unity despite religious differences if moderation is encouraged. This strategy promotes peaceful coexistence, fosters social integration, and contributes to the well-being of communities as a whole.

The teacher as a facilitator should be able to provide facilities that make it easy for students to absorb knowledge ([Kurniawan, 2014](#)). Unpleasant learning environment, stuffy study room atmosphere, messy desks and chairs, less available learning facilities will cause students to be unmotivated to learn ([Fauzi et al., 2022](#)). Therefore it is the teacher's job as a facilitator to provide facilities so as to create a learning environment in order to develop religious moderation behavior in students ([Maherah, 2020](#)).

Other research results describe that the third role of Guidance and Counseling teachers in developing students' religious moderation behavior is motivator. The teacher as a

motivator has the meaning to encourage in order to increase the enthusiasm, enthusiasm and development of students' learning activities ([Manizar, 2015](#); [Syaparuddin et al., 2020](#)).

In the context of educational settings, religious moderation holds particular importance as it directly impacts students' development and their interactions within diverse school environments. It provides a framework for educators to guide students in navigating religious diversity and cultivating an inclusive and tolerant mindset. By promoting religious moderation, educational institutions can create an environment that nurtures mutual respect, encourages critical thinking, and fosters empathy towards others' religious beliefs.

The teacher as a motivator should be able to encourage students to be enthusiastic and active in learning ([Arianti, 2019](#); [Joni et al., 2020](#)). In an effort to provide motivation, teachers can analyze the motives behind students being lazy to study and decreasing their performance at school ([Syarifullah, 2018](#)). The teacher's role as a motivator can motivate students to be more passionate and eager to learn ([Amalia & Maknun, 2022](#)).

Teachers also play a vital role in demonstrating religious moderation through their own behavior. They set a good example for students by respecting all religious beliefs and nurturing a nonjudgmental environment. This includes guiding students to interpret religious teachings in a way that promotes tolerance, harmony, and social cohesion and encouraging them to conduct critical analyses of religious texts. In their interactions with students, teachers also emphasize the significance of empathy, compassion, and understanding, cultivating an environment that values diversity and nurtures mutual respect.

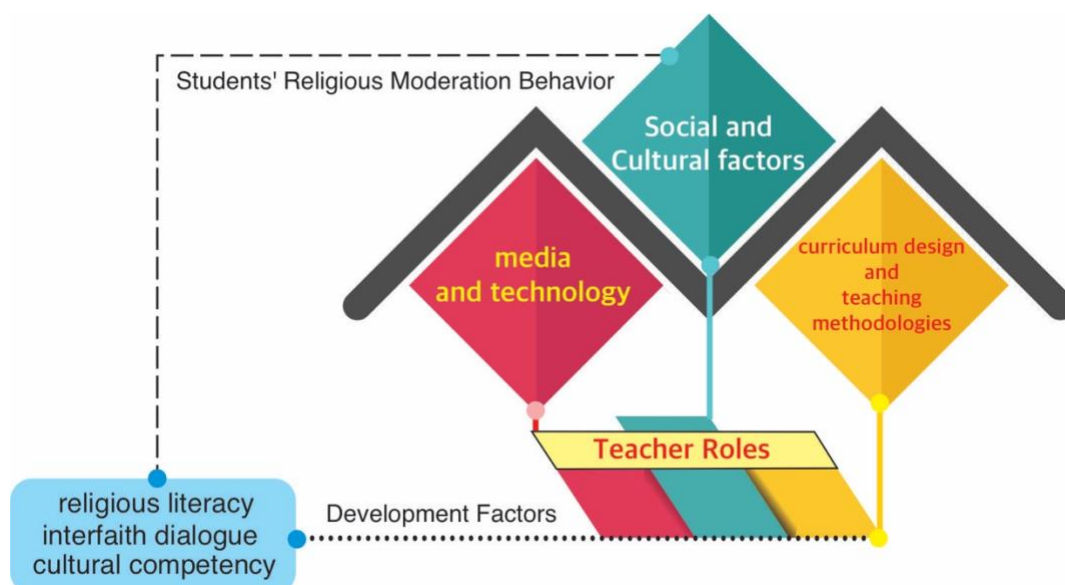


Figure 1: Students Religious Moderation Model Finding

Figure 1 describes the potential challenges and barriers to promoting religious moderation in educational settings. These frameworks shed light on the influence of social and cultural factors, the impact of media and technology, and the role of curriculum design and teaching methodologies in shaping students' religious attitudes and behaviors.

The teacher's role as a motivator is very important in developing students' religious moderation behavior because it involves the essence of educating work that requires social skills, concerning performance in personalization and self-socialization ([Esi et al., 2016](#)). To comprehend the theoretical foundations of religious moderation in education, it is necessary to investigate existing frameworks and relevant literature. Numerous scholars have examined religious moderation from sociological, psychological, and educational vantage points. They have investigated factors such as interfaith dialogue, religious literacy, cultural competency, and the role of educational institutions that contribute to the development of religious moderation.

In order to develop students' religious moderation behavior, teachers employ a range of strategies and approaches that contribute to their overall growth and understanding of religious diversity. These strategies aim to foster an inclusive and tolerant environment within educational settings, allowing students to engage with different religious perspectives and develop a balanced approach to their own beliefs.

Promoting interfaith dialogue and discussions is one strategy utilized by educators. Teachers promote the exchange of ideas, the sharing of experiences, and the examination of similarities and differences by facilitating open and respectful dialogue among students from diverse religious backgrounds. These dialogues afford students the chance to cultivate empathy, broaden their perspectives, and challenge any preconceived biases or stereotypes they may hold.

The results of other studies explain that the fourth role of Guidance and Counseling teachers in developing students' religious moderation behavior is mentors. The teacher as a mentor has the meaning to guide students so that they can determine their various potentials ([Darimi, 2015](#)). Stakeholders and Teachers can gain valuable insights into effective strategies and best practices for fostering religious moderation among students by delving into these theoretical frameworks and literature. This investigation enables the identification of crucial factors that contribute to the success of interventions, such as curriculum development, teacher training, interfaith dialogue initiatives, and community engagement.

In addition, the teacher as a guide can also be interpreted as an activity to guide students so that they can achieve and carry out their developmental tasks so that with these achievements they can grow and develop as ideal human beings who are the hope of every parent and society ([Illahi, 2020](#)). The task of the teacher is to maintain, direct and guide so that students grow and develop according to their potential, interests and talents ([Ismi & Akmal, 2020](#)).

Teachers as mentors should be able to place themselves appropriately, especially at the beginning of mentoring so that they can establish good communication with the students being guided so that they can carry out the guidance well and directed ([Suhartono & Darmayanti, 2015](#)). Teachers as mentors are required to be able to identify students who are suspected of having learning difficulties, make diagnoses, and if they are still within the limits of their authority, must help solve them. (*remedial teaching*) ([Saugadi & Rudini, 2020](#); [Syarifuddin, 2018](#)). The teacher must try to guide students so that they can discover the various potentials they have so that with this achievement they can grow and develop as independent and productive individuals ([Aziz, 2018](#); [Sari & Utomo, 2019](#); [Sihotang, 2013](#)).

In addition, instructors implement experiential learning activities that give students direct access to religious practices, rituals, and traditions. Students gain a deeper understanding of the lived realities of various faith communities as a result of these practical experiences. Participation in community service projects with religious organizations, attendance at religious ceremonies or festivals, and cultural exchanges that celebrate religious diversity are examples of such activities.

By integrating findings from existing frameworks, educational institutions can develop comprehensive strategies for promoting religious moderation and cultivating a positive religious climate on campus. These approaches can serve as a basis for developing inclusive educational environments that prepare students to become respectful and responsible global citizens capable of engaging constructively and harmoniously with religious diversity.

The findings emphasize the significance of the role of Guidance and Counseling teachers in promoting religious moderation, as well as the need for comprehensive support and effective interventions to cultivate a balanced understanding and practice of religion among students. The findings of this study have implications for educational institutions, policymakers, and stakeholders interested in fostering religious tolerance and harmony in diverse school settings.

This study to present the solutions derived from research on the role of guidance and counseling teachers in fostering religious moderation in students. By comprehending and implementing these solutions, Madrasah Bintan can foster an environment that encourages tolerance, mutual respect, and harmonious coexistence among students from various religious backgrounds.

Guidance and counseling teachers can develop targeted counseling programs that address specific religious moderation-related issues. These programs may emphasize fostering empathy, fostering an understanding of diverse religious perspectives, and facilitating the peaceful resolution of conflicts. By providing a safe and supportive environment for students to express their concerns, guidance and counseling teachers can assist them in adopting more tolerant and inclusive religious behaviors.

Teachers of guidance and counseling can collaborate with teachers of religious studies to incorporate lessons on religious moderation into the curriculum. By emphasizing the values of tolerance, respect for diversity, and peaceful coexistence, students can gain a deeper understanding of their own religious beliefs while also developing an appreciation for the beliefs of others. This can foster a sense of inclusiveness and bridge religious divides within the school community.

Organizing interfaith dialogue sessions can be an effective means of promoting religious moderation. Teachers of guidance and counseling can facilitate open and respectful conversations between students of various faiths, encouraging them to share their experiences, beliefs, and concerns. These dialogues provide students with opportunities to develop mutual understanding, dispel stereotypes, and build empathy and respect bridges.

Teachers of guidance and counseling can implement activities and exercises that cultivate critical thinking skills in relation to religious beliefs and practices. Encouraging students to question and analyze religious teachings within the context of critical inquiry can promote a nuanced and moderate understanding of their faith. By cultivating critical thinking skills, guidance and counseling instructors can enable students to approach religious issues with an open and discriminating mind.

Teachers also rely heavily on collaboration and partnership with parents, religious leaders, and community members. Teachers can create a cohesive support system that encourages the development of religious moderation behavior by involving these stakeholders in the educational process. This collaboration may involve the organization of collaborative events, workshops, or seminars aimed at fostering dialogue and understanding between diverse community members.

The solutions presented the critical role of guidance and counseling teachers in fostering religious moderation in Madrasah Bintan students. By implementing targeted counseling programs, integrating religious education with values of tolerance, facilitating interfaith dialogues, and cultivating critical thinking skills, guidance and counseling teachers can promote religious moderation, inclusivity, and peaceful coexistence. These solutions provide a framework for Madrasah Bintan to develop the religious attitudes and behaviors of its students toward a more moderate and inclusive perspective, thereby ensuring a harmonious and supportive learning environment for all students.

Teachers employ a variety of strategies and approaches to cultivate religious moderation in their students. These strategies include promoting interfaith dialogue, integrating religious literacy into the curriculum, modeling religious tolerance, providing opportunities for experiential learning, and nurturing collaboration with parents and the community. Teachers play a crucial role in shaping the attitudes, beliefs, and behaviors of their students, ultimately fostering a generation that embraces religious diversity and promotes peaceful coexistence.

CONCLUSION

The conclusions from the research conducted, namely Guidance and Counseling teachers management play a central position in the development of religious moderation behavior of students at MAN Bintan. The Guidance and Counseling teachers at MAN Bintan fulfill their roles as informants, facilitators, motivators, and mentors in developing students' religious moderation behavior. Theoretical recommendations for future researchers who intend to conduct studies on similar subjects should focus more on the specific and comprehensive roles of each teacher in developing students' religious moderation behavior. Relevant government agencies, institutions, and stakeholders should establish various policies and programs and implement them effectively to foster students' religious moderation behavior.

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