

Research Article

Implementation of Religious Moderation Character Education Strengthening Program to High School Students in Bandung

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ORCIDAep Saepudin: <https://orcid.org/0000-xxxx-xxxx-867X>Nan Rahminawati: <https://orcid.org/0000-xxxx-xxxx-867X>**Abstract.**

This research is motivated by the phenomenon of the existence of students who lack mutual respect and respect, feel right on their own or based on their group, blame the worship of others who are different, and do not want to mingle with different internal and external religious people. This study aims to describe the implementation of religious moderation in generation Z students at SMA Negeri 3 and 5 Bandung City regarding the planning, implementation, evaluation, and monitoring process, as well as the results and follow-up. The research approach used is qualitative with a descriptive analysis method. The results showed that the planning for the Strengthening of Religious Moderation Character Education program was prepared through the formation of a School Development Team, a Character Education Strengthening Team under the vice principal for Student Affairs by making an annual program. Implementation of the program through a strategy of integrating learning in the classroom by all subject teachers, especially Religious Education and Civics, through habituation and school culture, and collaboration with parties outside the school. Evaluation is carried out through annual, monthly, and incidental work meetings; and regular monitoring by the principal, supervisors, and school management. The results obtained are changes in attitudes and behavior of students to become more tolerant and moderate without recognizing differences.

Keywords: Strengthening Character Education; Religious Moderation; Generation Z

1. Introduction

The problematic phenomenon of pluralism in Indonesia is getting higher. This is marked by the attitude of public sentiment towards almost all aspects of life. As the concept of *Bhineka Tunggal Ika* becomes an important point to be internalized intensely. This is exacerbated and alarmed by the degradation of moral values. For example, in the mass media, electronics, and the internet, we can see information on acts of violence,

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intolerance, and leading to the disintegration of the nation by some groups of people, including students.

In Indonesia there have been acts of violence and intolerance against students, for example in 2014 in Bali there was a case prohibiting the use of the hijab (hijab) at SMPN 1 Singaraja and SMAN 2 Denpasar. Furthermore, 2019 also happened at SMAN 8 Yogyakarta, because the school principal required his students to attend camp on Easter Day. Then in early 2020, an Islamic Spirituality (Rohis) activist student at SMA 1 Gemolong, Sragen, bullied another student for not wearing a hijab. Previously, the Education and Teacher Association also noted that there were several cases of intolerance in schools. Namely, the hijab ban at SMAN 1 Maumere in 2017 and the case at SD Inpres 22 Wosi Manokwari in 2019.

In the city of Bandung, there are 27 public high schools with various advantages and disadvantages, of course, this is its specialty from various aspects. One aspect that is in the spotlight is the concept of implementing and even internalizing the Strengthening Character Education (PPK) program in schools. In essence, the implementation of strengthening character education, one of which is religious moderation, and there is a special responsibility for PAI and BP and Civics subjects. Another symptom shown by students is the presence of rude words, for example, the words "*sia, aing, maneh*", even though it is Sundanese, meaning rude and has the meaning of insulting and disrespecting others. This includes the notion that it is self-righteous based on a group and is fundamental. Likewise, the phenomenon of students who have apathetic thinking tends to be liberal.

There is an understanding in certain teachers that the responsibility for character and morals is the responsibility of the religious teacher, and everything returns to the religious teacher, there are children who have moral problems, for example, do not want to associate with different people, students who are considered to have a fundamental and exclusive understanding, it is easy to convert something, everything must be returned to the Qur'an and Sunnah without any explanation of interpretation or from the scholars who are in the spotlight are religious teachers, even though the responsibility for attitude and character is the responsibility of the entire school community system [1].

Radical and intolerant understanding occurs because of excessive human thought patterns in interpreting life. As life exists, it is carried out by prioritizing humanist and peaceful aspects. These two aspects mean that common interests are more important than individualist interests. Radical and intolerant actions should not occur as long as humans can understand the meaning of humanism and peace properly [2], [3].

Everyone is responsible for overcoming these two impacts because optimal treatment can provide the best solution and prevention. The negative impact of intolerance and radicalization can damage the order of life that is currently happening well and peacefully. Many developed countries have collapsed due to a lack of awareness of the importance of maintaining a harmonious and strong atmosphere of brotherhood [4].

Sometimes we see several phenomena of teenage acquaintances that are rife, starting from insulting each other, mocking, being rude, and causing violence. This should be a special concern, especially regarding the formation of morals and character. Playmates who are not comparable are often the beginning of endless conflicts with each other. The need for improvement in quality, quality, and qualified services to be able to suppress the unstable treatment of adolescents by proposing basic activities that are easy to understand and have steps to instilling them in students [5].

Continuous training on religious moderation needs to be carried out in every school institution to overcome the understanding of intolerance and radicalism. All components involved in the world of education must think about it because these two cases are rife in the current era. School institutions must prepare themselves to face various new phenomena that occur and need special handling [6].

One of the steps taken by schools to overcome this is by strengthening religious values and national values. These values are certain to have a strong influence on students on their personalities and thoughts to practice religious teachings and behave as good citizens.

In Bandung, two schools have implemented precise steps in dealing with the adverse effects of the current era, namely radicalization, and intolerance. These steps are carried out by strengthening the program for strengthening the character of religious moderation. The two schools are SMA Negeri 3 and 5 Bandung. Integrating it into religious and national values in PAI subjects to be a reference in implementing religious moderation in schools.

Based on the problems above, an in-depth study is needed regarding efforts to implement moderation values internally and externally for religious communities. The author tries to examine the school's efforts in planning, implementing, evaluating, and controlling, including the results of the implementation of religious moderation character education values at the high school locus, precisely at SMAN 3 and 5 Bandung.

So the purpose of this research is to see and describe the implementation of the program to strengthen religious moderation in SMA Negeri 3 and 5 Bandung. Of course, the goals are formulated based on the existing problems with the rampant attitude

of intolerance and radicalization in society so a solution is needed by providing an understanding of religious moderation that starts in school institutions.

2. Methodology

The approach in this study uses qualitative. The method used in the implementation of this research is the descriptive analysis method. Analytical descriptive research is research that analyzes and presents facts systematically so that they are easier to understand and conclude.

Descriptive in this case, the author aims to describe the implementation of the program for Strengthening Religious Moderation Character Education in Senior High Schools in the city of Bandung with a locus at SMAN 3 and 5 Bandung, as a further study to determine the stages of planning, implementing, evaluating and following up the program, or by, In other words, looking for shortcomings and weaknesses in the implementation of the program of activities so that further improvement efforts can be determined.

This method seeks to describe and interpret what exists, it can be about existing situations or relationships, developing opinions, ongoing processes, consequences or effects that occur, or trends that are developing regarding the implementation of the Strengthening Religious Moderation Character Education program at SMAN 3 and 5 Bandung. Data collection techniques were carried out through observation, interviews, and documentation. It is also equipped with data analysis techniques by reducing, completing, and providing conclusions.

3. Results

Planning of the Program for Strengthening Religious Moderation Character Education in Generation Z at SMA Negeri 3 and 5 Bandung

The planning results found in SMA Negeri 3 Bandung have a vision and mission that are in line with the implementation of the program for Strengthening Character Education of religious moderation. One of its missions emphasizes being a research-based school, at the forefront of character building, environmentally friendly, and superior in terms of Faith and Piety and Science and Technology. The vision of SMA Negeri 3 Bandung in general is in terms of building human resources, creating educators of students with integrity, developing students' cognitive abilities, and establishing good cooperation between intra and extra schools.

The goals are following the school's vision and mission, including the objectives of the program for Strengthening Religious Moderation Character Education at SMAN 3 Bandung, namely forming students who have an attitude of tolerance, sympathy, empathy, and love for peaceful attitudes and according to the character and Strengthening Character Education of the Ministry of Education and Culture and the Ministry of Religion. So that nature formulates the program for Strengthening Religious Moderation Character Education is carried out with various steps and several considerations, namely: 1) Circular from the center which is sent to the education office to be implemented in schools; 2) Adapted to the school's vision and mission; 3) Balancing knowledge of the world and the hereafter to students; 3) School Development Team Deliberations on character development; and 4) Real actions are taken in the form of social and religious activities that are programmed.

The strategies undertaken in formulating the program for Strengthening Religious Moderation Character Education are: 1) Formation of the School Development Team (TPS); 2) Circular on the application of Strengthening Character Education to students, curriculum, homeroom teachers, and subject teachers; 3) Establishment of programs that are cultured by schools, and 4) Development of school extracurricular activities.

The results of the program planning for Strengthening Character Education in SMA Negeri 5 Bandung are based on the school's work plan through regular and structured activities. The formulation of the intended plan goes through several stages and activities. In practice, the following processes were followed: 1) the Formation of a character education strengthening team under the responsibility of the vice principal for the field of students; 2) The involvement of all teachers, especially religious and Civics teachers; 3) Making school work programs through annual work meetings; 4) Making a work program for Strengthening Character Education through student commissions; and 5) Adjustment to the school's vision, mission, and motto.

The vision and mission are following the program for strengthening religious moderation character education with the description that the mission is "Highly Competitive Superior Schools Based on Religion, Culture and Science and Technology, and with Environmental Insight". The school's motto is "Strive For Excellence". The vision in general emphasizes the formation of a good personality, the developing of self-competence, increasing professionalism, and cooperation among school members.

The purpose of the program to strengthen the character education of Religious Moderation at SMA 5 Bandung is to form students to have mutual respect and respect, tolerance, sympathy, empathy, and love for peace. SMAN 5 Bandung according to the results of the work meeting agreement has the main characteristics to be achieved,

namely religion, respect which includes the environment such as the 5 S (Smile, Greet, Greeting, Polite, and Polite), and discipline. All of that refers to the school's vision.

The formulation of the strategy for the Strengthening Character Education program at SMAN 5 Bandung which will be applied in the implementation of the Strengthening Character Education program in general, and in particular the moderation of religion is carried out through the following targets, namely: 1) Integrated with learning of all subjects; 2) Daily habituation; 3) Exemplary; 4) School culture, and 5) Cooperation with external parties.

Implementation of the Program for Strengthening Religious Moderation Character Education in Generation Z at SMA Negeri 3 and 5

Implementation in SMA Negeri 3 Bandung is carried out with a systematic strategy. A strategy that is transparent and binds all school members from students, teachers, educational staff, principals, supervisors, parent committees, and alumni committees is a good synergy in efforts to advance the implementation of education and teaching at SMA Negeri 3 Bandung and the formation of school graduates who are character and have a high intellectual.

Regarding the implementation strategy carried out by SMA Negeri 3 Bandung in the program for strengthening religious moderation character education in Generation Z, namely: 1) School development team; 2) Integration with all subjects; 3) Through school culture; 4) Cooperation with outside the school; 5) The main character of the school includes religious character, discipline character, social character, tolerance character, and peace-loving character.

In addition, the implementation of the program uses a student center approach as well as an educational process based on typical school culture that emphasizes habituation in carrying out activities that support the program for Strengthening Religious Moderation Character Education in Generation Z at SMA Negeri 3 Bandung. The school culture at SMA Negeri 3 Bandung provides experiences for students to be able to develop an attitude of religious moderation.

The implementation model of the program for strengthening the character of religious moderation is also carried out in school curricular and co-curricular which contain special learning patterns in subjects that emphasize religious education and citizenship. There are also extracurricular activities that are religious personality formation such as mosque youth extracurriculars and other social activities. Extracurricular activities to realize the program for Strengthening Character Education of Religious Moderation are found in the Secretary OSIS activities in field one and extracurricular activities in all activities that have been in the school program as many as 35 types of extracurricular, especially

in extracurricular activities in the religious field such as Spiritual Islam (Rohis) or the management of the Mosque Prosperity Council.

Techniques and tactics in implementing the program are carried out in the following ways: 1) Strengthening the understanding of character education for the school community; 2) Providing flexibility to students in carrying out positive activities; 3) Involving alumni and parents in controlling school activities.

While the implementation at SMA Negeri 5 Bandung applies its strategy in applying it to students to form moderate students. Whereas there are several implementation strategies, namely: 1) Integrated with all subjects; 2) Through School Culture; 3) Cooperation outside the school; 4) The main character of the school.

Regarding integration with all subjects, integrated characteristics such as attitudes of tolerance, love of peace, sympathy, empathy, love for the homeland, and solidarity, are all carried out on the pattern of integration with subjects. However, some selected subjects are closely related to moderating values such as religious subjects, civic education, and social sciences. The principal places emphasis on every subject teacher to do so in every teaching in the classroom.

Through school culture, SMA Negeri 5 Bandung does this with steps 1) Modeling carried out by school elements starting from the principal, teachers, education staff, employees, and students; 2) Habituation that is carried out actively and programmed and is always monitored and evaluated; 3) Motivating teachers to students by delivering verbal and non-verbal motivation to raise the spirits of students; 4) Enforcement of rules to create discipline for the school community; 5) Systematic and programmed teaching by emphasizing the benefits of moderation in deciding everything and carrying out all daily activities. This is also emphasized, especially in the subjects of PAI and Budi Pekerti, and Civics.

Collaborating with outside schools is carried out with alumni and various school relations. It aims to be able to maximize school performance, especially in the education process of students, and transparent realization of each program carried out. Cooperation with school relations such as the program that has been carried out so far is a form of cooperation with parties outside the school as well as with the TNI in implementing the Scouting Values Internalization program. The activity was carried out for three days and two nights, in which the entire series was borne by the TNI, for example at Disjasdam Cimahi. These activities are full of meaning, and foster togetherness, discipline, responsibility, courage, mutual respect and respect, empathy, and so on.

The main character of the school applied at SMA Negeri 5 Bandung as a benchmark to focus on character building for students. Character is a pattern of education, teaching, and learning that is integrated into the implementation of the values of religious moderation for students to become moderate, religious, disciplined, and respectful individuals. For the formation of these characters, SMA Negeri 5 Bandung conducts a structured, systematic, supervised, and evaluated habituation pattern. The learning process is carried out by focusing directly on students (student center), this step provides a broad experience for students in exploring their personalities to be more active in learning and discover something new from the learning process.

There is a model for developing a program for strengthening religious moderation character education at SMA Negeri 5 Bandung by using curricular, co-curricular, and extracurricular activities. Curricular and co-curricular activities at SMA Negeri 5 Bandung need conditions for the fulfillment of moderation values in it as a step in implementing Strengthening Religious Moderation Character Education which must be integrated with every existing subject. The teachers in each subject have been equipped with understanding and implementation in instilling the values of Religious Moderation in students. Meanwhile, the implementation model of the Strengthening Religious Moderation Character Education program through school extracurricular activities is an additional activity after curricular and co-curricular activities. At SMA Negeri 5 Bandung there are 30 types of extracurricular activities, but for extracurricular moral and character development, namely Spiritual Islam (DKM Nurul Khomsah), Scouts, Paskibra, Nature Lovers (Sadagori), Youth Red Cross (PMR). In every extracurricular activity, it is emphasized the importance of cultivating the value of Religious Moderation in daily life both verbally and non-verbally to students.

The program for strengthening religious moderation character education at SMA Negeri 5 Bandung is strengthened by school taglines such as Five characters; Five child-friendly schools; Five literacy schools; Five model schools; Five model schools; Five referral schools; Five credit schools; and the top five because of togetherness.

Evaluation and Monitoring of the Program for Strengthening Religious Moderation Character Education in Generation Z at SMA Negeri 3 and 5 Bandung

The evaluation of the program for strengthening religious moderation character education in Generation Z at SMA Negeri 3 Bandung is carried out by conducting briefing meetings consisting of 1) Annual work meetings by implementing school work meetings; 2) Work meetings with students; 3) School development team work meeting; 4) Monthly meeting; 5) Incidental meeting. All the meetings were held once a month, once a few months, once a year, and at incidental times. All evaluation processes at

SMA Negeri 3 Bandung are carried out in a supervised and directed manner about the program policy of strengthening the character of religious moderation.

Monitoring carried out related to the implementation of the religious moderation program at SMA Negeri 3 Bandung by carrying out: 1) Monitoring supervisory supervisors; 2) PAI supervision monitoring; 3) Monitoring of school principals; 4) Monitoring of alumni associations; 5) Monitoring the union of parents of students or the school committee. All monitoring implementation at SMA 3 Bandung is carried out routinely and is well evaluated.

At SMA Negeri 5 Bandung the evaluation was carried out with several meeting agendas including 1) an Annual school work meeting; 2) a Management review meeting (RTM); 3) KDP team coordination meeting; 4) Regular monthly meetings; 5) an Incidental meeting. Meetings held at SMA Negeri 5 Bandung were well implemented, held every week, every month, yearly, or on incidental conditions.

Monitoring activities for strengthening religious moderation character education at SMA Negeri 5 Bandung are carried out by 1) Monitoring school supervisors; 2) Monitoring PAI supervisors; 3) Monitoring school principals; 4) Monitoring school committees; 5) Monitoring alumni. All monitoring is carried out routinely, supervised, and directed from various components.

Evaluation and Monitoring of the Program for Strengthening Religious Moderation Character Education in Generation Z at SMA Negeri 3 and 5 Bandung

Regarding the success of the character education strengthening program at SMA Negeri 3 Bandung, it has a big impact on students. All students have a tolerant attitude, tend to act radically, and have an attitude that upholds peace. The tangible results of the character education strengthening program at SMA Negeri 3 Bandung are 1) Moderate students; 2) Students who are tolerant; 3) Students who have a social spirit; 4) Students who have modern thinking. The follow-up of the program for Strengthening Religious Moderation Character Education in Generation Z at SMA Negeri 3 Bandung includes: 1) Strengthening program implementation mechanisms; 2) Strengthening the coordination of parents and alumni associations, and 3) Familiarize cadre.

The success of the program for strengthening religious moderation character education at SMA Negeri 5 Bandung, includes 1) Moderate students; 2) Students who are tolerant; 3) 5S students (smile, greet, greet, polite, polite). Steps to maintain the religious moderation program at SMA Negeri 5 Bandung is carried out by 1) Maintaining the program; 2) Improving program quality, and 3) Making breakthroughs.

4. Discussion

Planning of the Program for Strengthening Religious Moderation Character Education in Generation Z at SMA Negeri 3 and 5 Bandung

Planning the PPK program for religious moderation in Generation Z in SMA Negeri 3 and 5 Bandung is carried out with a mature strategy. The preparation of a school development team, direction, and supervision from the principal, PAI teachers, alumni, and the parent committee. This strategy streamlines the implementation of the religious moderation PPK program in forming moderate students.

Planning that is carried out well and directed makes the implementation of activities effective and every planning requires an appropriate strategy. This opinion is following Leeman et al. who mention that every implementation carried out is closely related to the strategy because with the strategy formed, it maximizes the implementation and achievement of activity results [7].

At SMA Negeri 3 Bandung, planning a religious moderation PPK program by adjusting to the school's vision and mission emphasizing being a superior and characterized school and a description of its vision in building, realizing, and building superior and quality human resources, school residents, and alumni. The school motto is closely related to the formation of character in the personality of students. Coupled with a *tagline* that supports the formation of religious attitudes, independence and discipline are closely related to positive values.

In SMA Negeri 5 Bandung the planning is adjusted to the school work plan. In practice, it is adjusted to the existence of a school development team, the involvement of PAI and Civics teachers, holding meetings to adjust the KDP program, and adjusting the vision, mission, and motto of the school. The vision of SMA Negeri 5 Bandung emphasizes the formation of superior schools based on religion, culture, science, and technology. Mission with the formation, development, improvement, and empowerment to improve the personality quality of school residents.

Participate in quality policy in the planning of the religious moderation PPK program which includes increasing resources, students, service quality, school management, and the role of *stakeholders*. The purpose of the religious moderation PPK program carried out at SMA Negeri 5 Bandung is to form the personality of students having an attitude of respect, respect, tolerance, sympathy, empathy, and peace and adapted to the formation of a 5S environment (smile, greeting, greeting, polite).

Formation of planning in school activity programs needs to consider the vision, mission, and goals, then detail the implementation steps taken. Paying attention to

the formation of appropriate plans will facilitate the process of achieving program goals [8].

The planning of religious moderation PPK in the two schools generally pays attention to the formation of the personality characteristics of students with several approaches. This is because it is very important to pay attention to the handling of character education for students, especially in the formation of moderate character which is being launched and inflamed at this time. This opinion is following Wahono stating the importance of character education in the personality of students as the basis and balance between mind and heart in forming new behavioral components [9].

Good habits are highly emphasized in the religious moderation PPK program at the two schools. Religious moderation is an attitude that is carried out continuously and becomes a good habit to manifest a moderate attitude. Planning by relying on habituation patterns is a hallmark of the implementation of PPK programs in schools because character-building is achieved by repeated habituation [10].

Habituation carried out by students needs supervision from supervisors, which can include parents and teachers. The implementation of habituation is closely related to the theory of behaviorism which emphasizes and prioritizes cognitive, affective, and psychomotor. In addition, the habituation carried out by students needs to get appreciation from the supervisor and can apply a *reward* and *punishment*, aiming to round out the students' determination in making habituation [5].

Implementation of the Program for Strengthening Religious Moderation Character Education in Generation Z at SMA Negeri 3 and 5

The implementation of religious moderation PPK in SMA Negeri 3 and 5 Bandung has been initiated with a plan and has a purpose. This opinion is following Road the implementation of each activity has a plan and purpose and has implications for changing behavior that was previously monotonous to become active and motivated in doing [8].

Carrying out the implementation of the PPK program for religious moderation needs to pay attention to strategy, implementation, and development. The strategy is carried out following the strategy that has been formed in the planning process. Implementation is carried out by taking into account the established strategies aimed at facilitating the implementation of the program. The final step in development is to pay attention to the results and evaluation to be patented into a model that is ready to be applied [6].

The implementation carried out in the realm of education has the ultimate aim of forming standard attitudes and traits in the personality of students so that they become aware and action. In line with this, the implementation of an educational program

needs to be developed on a complex and measurable dimension to influence students' understanding and want to apply it to their daily lives [8].

The implementation of religious moderation PPK in Generation Z in SMA Negeri 3 and SMA Negeri 5 Bandung is carried out with a systematic, procedural and transparent strategy. Several components were formed, namely: 1) School Development Team; 2) Integration of All Subjects; 3) Through School Culture; 4) Cooperation with Outside Schools; 5) The Main Characters.

Five Character Schools that are prioritized in the implementation of the religious moderation PPK program at SMA Negeri 3 Bandung include: 1) Religious character; 2) Discipline character; 3) Social character; 4) Tolerance character, and 5) Peace-loving character. For SMA Negeri 5 Bandung there are three main characters, namely: 1) Religious; 2) Respect; 3) Discipline. In sub-religious, respect, love for the environment, and discipline are carried out using planting such as teaching, habituation, example, motivating, and enforcing rules. Other supporters in the formation of the dominant moderate character in religious activities carried out several implementations that strengthened the religious character of students as a support for the moderate character. The character selection is carried out to support the formation of moderate personality attitudes in students and the recommendation is to be integrated into each subject by the supervising teacher.

Taking a student-centered approach gives students the freedom to apply religious moderation in their way. The school only facilitates it with the implementation of the religious moderation PPK program to provide understanding, appreciation, and practice so that students become individuals who form moderate attitudes, especially in the scope of diverse religions [2].

There is a similar approach based on school culture in the implementation of religious moderation PPK at SMA Negeri 3 Bandung and SMA Negeri 5 Bandung. The school culture-based approach places a supportive school culture in the formation of a moderate and conducive attitude in the implementation of character education. Various activities in schools, whether religious or not, have different levels of diversity and practice. To adapt it and support the creation of an atmosphere that is thick with religious moderation, he uses a school culture-based approach to provide students with an understanding that culture is a means to understand the diversity around them and need to respect it.

The development model in the implementation of the moderation PPK program varies in SMA Negeri 3 Bandung and SMA Negeri 5 Bandung using models based on curricular, co-curricular, and extracurricular activities. In curricular and co-curricular

activities, religious moderation values are required to be integrated with all subjects thoroughly and of course, adjusted to the delivery of teachers for each subject with their teaching style. In extracurricular activities at SMA Negeri 3 Bandung as many as 35 activities and at SMA Negeri 5 Bandung as many as 30 activities, carried out with the direction of extracurricular coaches and trainers for each extracurricular branch to integrate the values of religious moderation in the implementation of their activities.

The techniques and tactics that support the implementation of the religious moderation PPK program at SMA Negeri 3 Bandung are: 1) Strengthening the understanding of character education for the school community; 2) Providing flexibility to students in carrying out positive activities; 3) involve alumni and parents in controlling school activities. The techniques and tactics applied at SMA Negeri 5 Bandung are based on a *tagline* to be a reference in the application of the PPK program of religious moderation at SMA Negeri 5 Bandung. *taglines* are 1) Five characters; 2) Five children's domain schools; 3) Five literacy schools; 4) Five model schools; 5) Five referral schools; 6) Five credit schools; 7) The top five because of togetherness. These techniques and tactics are to support and strengthen the implementation of religious moderation PPK so that it is directed and supervised and can improve the quality of the religious moderation PPK program in schools [10].

Overall, the implementation of the religious moderation PPK program in Generation Z at SMA Negeri 3 and 5 Bandung follows the implementation of Hasanah's character building, namely by 1) Modeling by school elements starting from principals, teachers, education staff, employees, and students; 2) Habituation that is carried out actively and programmed and is always monitored and evaluated; 3) Motivating teachers to students by delivering verbal and non-verbal motivation to raise the spirits of students; 4) Enforcement of rules to create discipline for the school community; 5) Systematic and programmed teaching by emphasizing the benefits of moderation in deciding everything and carrying out all daily activities [9].

Evaluation and Monitoring of the Program for Strengthening Religious Moderation Character Education in Generation Z at SMA Negeri 3 and 5 Bandung

Evaluation and monitoring of the PPK program for religious moderation at SMA Negeri 3 Bandung and SMA Negeri 5 Bandung have their procedures and have the same evaluation and monitoring implementation. The evaluations carried out in SMA Negeri 3 and 5 are: 1) Annual meeting; 2) Monthly meeting; 3) Incidental meeting. The three evaluations carried out at the two schools had the same steps and objectives. By holding annual, monthly, and incidental meetings to provide input, direction, and evaluation that is active in the PPK program of religious moderation to shape the personality of

moderate students. Annual program reviews are carried out to measure and adjust program implementation according to the times.

There are several different evaluations in the two schools. At SMA Negeri 3 Bandung there is a Student Meeting aimed at fully supervising all the activities of students while at school in forming a moderate character. In addition, there is a School Development Team meeting that aims to measure and direct all school activities so that they are planned. At SMA Negeri 5 Bandung there is a Management Review Meeting (RTM) aimed at maximizing the governance of religious moderation PPK activities with management reviews in supervising the administration and implementation of activities. There is also a PPK Team Coordination Meeting aimed at measuring and directing character-building activities in schools and providing intense guidance to school residents in strengthening the character that has been determined by the school.

The evaluation of the PPK program on religious moderation is centered on deliberation in the form of meetings to consider the implementation of the PPK program on religious moderation. The importance of carrying out a deliberation evaluation is because it is to generalize perceptions, goals, and results between important components of the religious moderation PPK program in improving the quality of the program to make it even better [5].

The monitoring of the religious moderation PPK program in the two schools is almost the same in its implementation. There are several monitoring carried out, namely: 1) Monitoring supervisory supervisors; 2) Monitoring of PAI supervisors; 3) Monitoring of school principals; 4) Monitoring the parent committee; 5) Monitoring alumni association. The five monitoring processes carried out at SMA Negeri 3 Bandung and SMA Negeri 5 Bandung were almost the same and focused on the process of forming the character of students. Monitoring carried out needs to involve internal and external parties. Internal parties ensure that all planning is carried out properly so that the implementation is appropriate and acceptable to students. Meanwhile, external parties ensure that every implementation carried out by the school to students is an appropriate and valuable step for learning in the process of forming the character of students and does not deviate from the expected goals of the school.

Monitoring and evaluation carried out in the character education process are very much needed to ensure the implementation and evaluation carried out to go well. states that every implementation of character education requires supervision from the expert component and evaluation. The expert component in question is the one who has the authority to carry out character education and is part of the person who is trusted by students [5].

Needed *Communities of character* in the process of implementing character education consisting of families, schools, religious institutions, media, government, and other parties that contribute to the formation of character. The existence of *communities of character* as supervision of character development from the planning, implementation, and evaluation processes to the implementation of the character components [9].

The process of monitoring and evaluating the PPK program for religious moderation at SMA Negeri 3 and SMA Negeri 5 Bandung is following the opinions of the experts above. Prior to learning always pay attention to the management elements or the formulation of learning management by identifying learning concepts and seeing the objectives to be taught [11]. The need to pay attention to the condition of students in the implementation of character education so that it can be understood and accepted by students well. Not ignoring the important elements that are appropriate for students, therefore there is evaluation and monitoring as an adjustment to the implementation of the program so that students can understand and implement it easily. Religious moderation applied by evaluation and monitoring strengthens students' beliefs that it is important to have moderate values in the current era of globalization as a strengthening of students' beliefs in forming a stable and thick atmosphere of tolerance, empathy, sympathy, respect, respect, and love of peace [1].

The success of the Religious Moderation Character Education Strengthening Program in Generation Z at SMA Negeri 3 and 5 Bandung

The success of the PPK program for religious moderation in Generation Z at SMA Negeri 3 and SMA Negeri 5 Bandung can be seen in the personality of students while at school by showing a moderate, tolerant, spirited attitude social and modern thinking. These attitudes shape the character of religious moderation in the school environment. At SMA Negeri 5 Bandung, in addition to forming a moderation attitude, the students have the attitude of students who like to practice 5S (smiles, greetings, greetings, politeness, and manners). Having a tolerant attitude, all students respect each other without discriminating against race, ethnicity, culture, and religion. Having a moderate attitude, all students have a cool, peaceful understanding of the Islamic religion, which lead to prosperity, without any radical thoughts. The development of PAI learning can be done outside the classroom through school culture programs and religious extracurricular activities Rohani Islam (Rohis) under the name DKM Nurul Khomsah [12]. Having a social spirit, all students are happy to help and take part in humanitarian actions regardless of the religion and race of the members of the students who follow them, all have the right to participate. Have modern thinking, update with the situation,

and adapt to it. Quick respect for all positive things, shows a calm demeanor, and is not easily provoked [3].

The success of PPK in religious moderation at SMA Negeri 3 and 5 Bandung focuses on students' understanding of moderate values. This is following Dawing's opinion understanding of religious moderation must be understood contextually not textually, meaning that moderation in religion in Indonesia is not Indonesia which is moderated, but the way of understanding religion must be moderate because Indonesia has many cultures and customs [10].

In the face of a pluralistic society, the most powerful weapon to prevent radicalism from occurring, clashes are moderate and inclusive Islamic education. Following this statement, PAI subjects were carried out on students at two schools, maximizing PAI learning as a means to strongly instill the values of religious moderation in schools. Religious teachers in each school become facilitators and motivators of inculcating the values of religious moderation in the PPK program in schools [1].

The success of PPK in religious moderation at SMA Negeri 3 Bandung and SMA Negeri 5 Bandung has been following the criteria for religious moderation according to Mukhlis, namely with the characteristics of *tawassuth* (taking the middle way), *tawazun* (balance), *i'tidâl* (straight and firm), *tasamuh* (tolerance), *musawah* (egalitarian), *shura* (deliberation), *ishlah* (reform), *alawiyah* (puts priority), and *tathawwur Ibtikar* (dynamic and innovative).

The follow-up was carried out in the religious moderation PPK program at SMA Negeri 3 and SMA Negeri 5 Bandung by strengthening the program, intense coordination with parents and alumni, regeneration, and creating breakthroughs. This step meets the criteria for implementing character education in a program to bring up an evaluated follow-up so that the standard program does not disappear, thus creating a new program from the beginning [9].

The success of the PPK of religious moderation in forming moderate and supportive students in the two schools has been well done. This is based on the Z generation which is the object of the PPK of religious moderation. This is following which states that preparing a generation Z with character is a consideration for educational institutions currently being filled with Generation Z, and paying attention to the awareness of school administrators (principals, teachers, and employees) be a very important element [5].

Follow-up on a program is an accommodative achievement, it is very necessary if the program is to be maintained because it is following the expected results [8]. Following the above opinion, the PPK program for religious moderation in generation Z in SMA Negeri 3 and SMA Negeri 5 Bandung must be maintained because the planning,

implementation, evaluation and monitoring, and success have been appropriate and well-systematic so that they are worthy of being maintained.

5. Conclusion

The application of the Religious Moderation PPK program in Generation Z at SMA Negeri 3 Bandung and SMA Negeri 5 Bandung has an impact on students, especially in applying the values of religious moderation in the school environment. Students from the two schools gave a good response to the Religious Moderation PPK program because it opened up insight and knowledge about moderate attitudes amid diverse diversity. So far, the implementation of the Religious Moderation PPK program in the two schools has been carried out well, measurably, and systematically so that it provides efficient steps that students can follow. The key to the successful implementation of the Religious Moderation PPK program at SMA Negeri 3 Bandung and SMA Negeri 5 Bandung is consistency in implementing transparent habits and patterns of activity as well as monitoring from internal and external schools.

Starting from planning, implementing, evaluating, and succeeding in the religious moderation PPK program carried out at SMA Negeri 3 Bandung and SMA Negeri 5 Bandung, encouraging the formation of moderate characters for their students. This character is an effort to prevent the understanding and acts of intolerance and radicalization that are rampant today. The steps taken by the two schools were carried out well, consistently, and supervised to maximize the KDP program of religious moderation. The success that can be seen from the implementation of the program in both schools is the formation of moderate characters such as *tawassuth* (taking the middle way), *tawazun* (balance), *i'tidâl* (straight and firm), *tasamuh* (tolerance), *musawah* (egalitarian), *shura* (deliberation), *ishlah* (reform), *alawiyah* (puts priority) and *tathawwur wa Ibtikar* (dynamic and innovative).

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Researchers hope that this article will become a scientific reference and develop insight in the academic and non-academic community. All the contents of the discussion and conclusions contained in this article contribute to scientific renewal and contribute to advancing the nation and religion.

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