

STRATEGIES TO BUILD STUDENTS' MODERATE ATTITUDE THROUGH THE CULTIVATION OF AHLUSUNNAH VALUES WALJAMAAH ANNAHDLIYAH

Maftuh Salam¹; Ulfiah²; Didin Wahidin³ Ujang Nurjaman⁴

¹²³⁴Nusantara Islamic University, Bandung, Indonesia

¹Contributor E-mail:maftuhsalam048.27@gmail.com

Abstract

The emergence of intolerant radical Islamic groups, who are easy to heresy, disbelieve in other groups, can even lead to hostility and conflict against other groups who disagree, is a trend of intolerance and radicalism in Indonesia that tends to increase. This tendency is influenced by several factors, especially political contestations, lectures or speeches containing hate speech on social media and other media. The purpose of this study was to obtain an overview of strategies to build moderate attitudes of students through inculcating the values of ahlusunnah waljamaah annahdliyah in junior high schools. This study uses a qualitative approach with descriptive methods and data collection techniques through interviews, observations, and document studies. The results showed that the strategy to build a moderate religious attitude of students was carried out through the cultivation of Aswaja An Nahdliyah values based on school culture. and Islamic boarding schools that adhere to the teachings of Islam Ahlussunnah Waljamaah An Nahdliyah through the values of Tawasuth (moderate), 'Itidal (straight/fair), Tasamuh (tolerance) and Tawazun (balance) through strategic steps a) providing knowledge with a model (rationalization) through Aswaja learning, b). Habituation, and c) Extracurricular Pagar Nusa, d) Good interaction and communication between teachers and students and e) Charismatic approach, (Suritauladan) with the cohesiveness of all ranks in the two schools.

Keywords: *Radical Islam, moderate religion, Aswaja*

A. Introduction

The trend of intolerance and radicalism in Indonesia tends to increase from time to time, from the previous 46% to 54%. This tendency is influenced by several factors, especially political contestations, lectures or speeches containing hate speech on social media and other media.

The emergence of intolerant radical Islamic groups, who are easy to heresy something, disbelieve in other groups, can even lead to hostility and conflict against groups who do not agree with their group. In addition, the group has spread ideas among the general public, such as refusing to respect the flag, rejecting the basis of the Pancasila state. In addition, the emergence of an Islamic community that tends to be liberal and permissive. The two groups belong to the extreme right (tatharruf yamini) and extreme left (yasari), which are contrary to the idealistic form of implementing Islamic teachings in Indonesia and even the world (Khairuddin Tahmid, 2018).

One of the religious organizations that is active in countering radical movements is Nahdlatul Ulama, which has followers around the world who are still loyal to maintaining Islamic traditions, so it is not surprising that these radical groups often attack Islamic religious traditions, harmony between religious communities and In an effort to uphold the Islamic Khilafah on this Mother Earth, NU is present as a "guard" to be at the forefront of fighting radical Islamic groups, one of its efforts is through education in schools. Within the organization there is an institution that takes care of education, namely LP. Ma'arif is expected to stem various radical understandings of students. The Aswaja curriculum contains a description of Aswaja's values.

Ahlussunnah means people who follow the sunnah (words, thoughts or deeds of the Prophet Muhammad). Al Jama'ah is a group of people who have a purpose. If it is associated with madhhab, it means a group of people who hold fast to one of the four madhhab priests with the aim of getting the salvation of the world and the hereafter. SMP Plus Maarif NU Ciamis and SMP Plus Maarif NU Pangandaran, are schools that include Aswaja An-Nahdliyah education as local content to improve the quality of education in schools. As Naim's research states that "aswaja education development is a deradicalization strategy where education is

a strategic enough medium to carry out the deradicalization function" (Ngainun., 2015).

The research of Wibowo et al also said that "the internalization of Aswaja values in Islamic education can also be an investment for the birth of good citizens"(Ary Wibowo Amin, 2018). Saifuddin Azwar argues that "the qualitative approach emphasizes the analysis more on the process of deductive and inductive inference and analysis of the dynamics of the relationship between observed phenomena, using scientific logic"(Azwar, 1997). Aswaja education teaches moderate theological education. The teachings of aswaja education as a means to build a tolerant, inclusive and moderate Islamic generation. The value of aswaja is first, the attitude of tawasuth and i'tidal (balanced and fair), including the use of the 'aqli argument and the naql argument. The second is the tasamuh attitude, namely a tolerant attitude towards differences that are furu' or being khilafiah and in social and cultural issues, the third is the tawazun attitude, namely being balanced in khidmah, kindness to fellow humans and their environment.

B. Method

This study uses a qualitative approach with descriptive methods and data collection techniques through interviews, observations and documentation studies. The reasons for using this method are: 1) researchers are able to collect data or information about strategies to build moderate attitudes of students through inculcating the values of ahlusunnah waljamaah annahdliyah in SMP Plus Maarif NU Ciamis and SMP Plus Maarif NU Pangandaran, 2) researchers can study research subjects in more depth so that it is possible to find comprehensive and complete information on each subject under study. Observations were carried out by observing at the research site to determine the implementation of the inculcation of the values of ahlusunnah waljamaah

annahdliyah to build the moderate attitude of students. Furthermore, interviews were conducted directly with the principal, teachers, and students and a documentation study was conducted to complete the data/information obtained from interviews and observations.

C. Finding and Discussion

1. Finding

a. SMP Plus Maarif NU Ciamis

SMP Plus Maarif NU Ciamis which has a private status under the management of the Dar El-Rahman Foundation Ponpes Miftahul Ulum Bangunsirna Sukamaju, Baregbeg District, Ciamis Regency is the first research site in this study. Based on the findings of research in schools, it shows that strategic planning in building moderate attitudes of students is carried out by evaluating the vision, mission, goals and objectives, as well as SWOT analysis strategies based on the strengths, weaknesses, opportunities and challenges of the school at this time. The vision and mission are prepared in line with the strategic steps based on the policies of the Foundation and the Education Office. As the results of the interview with the principal, that SMP Plus Maarif NU Ciamis, already has a strategy formulation, namely the existence of a vision, mission, goals, objectives and management policies.

The strategy model builds a moderate attitude through the cultivation of aswaja values through the following approach steps:

- a. Curricular approach, namely through intra-curricular programs, with regular academic / cultural learning, and extra-curricular activities, such as through silat sports, fences in the archipelago, scouting for sako maarif, organizations, such as through IPNU & IPPNU, and also spiritual programs through the practice of habituation of religious practices.

- b. The Charismatic Approach, (Suritauladan) is a model of education and the cultivation of Aswaja values with an educational strategy that provides direct examples.
- c. Direct practice approach, either through religious habituation programs, or community where this approach is carried out by involving students in real action with routine daily practices or by participating in community life, so that it is hoped that awareness will arise in them of good values. and right. Likewise, the social attitude, namely the attitude of social togetherness and social responsibility is not only a theoretical study, but is always practiced in daily life.
- d. Appreciation and effective approach, the appreciation model is developed by involving students by prioritizing their effective aspects rather than their rational aspects, with the hope of growing awareness of accepting the truth. Meanwhile, the effective approach is by way of an emotional process that is directed to foster motivation to do good things.

Based on the results of interviews, observations and documentation, it was also found that the effort to build a moderate attitude was carried out with the cohesiveness of all ranks of SMP Plus Maarif NU Ciamis, starting from the Principal, Teachers, Foundations (Pesantren), Committees and Parents of students being a very strong factor in the process. build moderate attitudes of students through the cultivation of the values of Aswaja An nahdliyah students or alumni of SMP Plus Maarif NU Ciamis, can be directly involved in activities in the community, such as mutual cooperation, national holidays, funerals, and other hecommunity activities. , straightness and sincerity in religion, can be seen in the implementation of the five daily congregational prayers, prayer, wiridan, tahajjud prayer, dhuha prayer all compactly carry out, although there are one or two students who must be guided and directed by their supervisor.

b. SMP Plus Maarif NU Pangandaran

SMP Maarif NU Pangandaran which was established in 2008 under the auspices of the Bani Husen Prembun Pangandaran Islamic Boarding School Foundation. with the founding figure KH. Mukri, is the second research site. Based on the findings through interviews with school principals, that in the environmental analysis of strategies in an effort to build moderate attitudes of students through inculcating the values of Aswaja An Nahdliyah, an analysis of the external and internal environment in SMP Plus Maarif NU Pangandaran was carried out, through a SWOT analysis of Strengths (strengths), Weaknesses (weaknesses), Opportunities (opportunities), and significant threats (threats) in order to find out the problems faced and find solutions as an ingredient in make a decision. One of them is by developing a school curriculum through a program of activities for inculcating the values of Aswaja An Nahdliyah in every learning activity.

Based on the results of interviews with school principals, it is shown that; SMP Plus Maarif NU Pangandran, already has a strategy formulation, namely the existence of a vision, mission, goals, and management policies. In the Work Plan Preparation procedure, regular meetings always review and evaluate the vision and mission of SMP Plus Maarif NU Pangandaran in accordance with the times and real conditions in the field. Then the strategy formulation that has been verified is loaded into the RKJM document. The KTSP guidelines include the vision, mission, and goals of SMP Plus Maarif NU Pangandaran.

The strategy to achieve the goals and objectives has been formulated in the RKJM based on an analysis of the internal and external environment. It is important to be the main goal in both the medium, short-term and urgent work programs. Institutional managers issue policies in order to be able to develop their activities in improving the attitudes and character of students through the following steps:

- a. Improving the quality and learning process.
- b. Development of school infrastructure
- c. The cultivation of aswaja values that are continuously applied and become the main basis in every activity.
- d. Continue to establish closer relationships with the community and related parties around the educational environment.

Based on interviews with principals and teachers, it was also found that in terms of strategy formulation through several stages, one of which was the planning and socialization stages in the form of holding meetings at the beginning of each school year, inviting several parties; Teachers, committees, parents, foundations. The curriculum model, learning methods related to instilling aswaja an nahdliyah values as the main vision of the institution were informed and then held discussions with parents of students, one of the things that was socialized was about the program on how to instill aswaja an nahdliyah values as an effort to form and build Moderate, tolerant and virtuous attitudes of students are carried out according to their goals, objectives, and desired results.

The next step is for the school principal to form a team in charge of implementing and supervising the activities, namely the program supervisor, namely the vice principal for student affairs, administrative/kenuan teachers, pie teachers, PKN teachers, Islamic boarding school teachers, and other teachers who are required to participate in implementing and supervising the program. The implementation of the value planting activities in question is in the form of routine habituation activities, in the form of daily, weekly, monthly and annual activities based on the basics of aswaja an nahdliyah values by applying 4 aswaja values, namely (1) 'itidal, tawasut, (2) tasamuh, (3) tawajun and (4) amar ma'ruf nahyi almunkar.

The process of inculcating aswaja an nahdliyah values, namely; the first is through the NU learning model routine 2 hours per week, the second is the habituation program, whether daily, weekly, monthly,

yearly, or habituation with incidental activities. The findings also show, based on the results of interviews with school principals, vice head of curriculum, students, PKN teachers and school committees, that the implementation of the principal's strategy in an effort to build student attitudes through planting aswaja an nahdliyah values with a budget through boss funds, and funds committees, as well as student cash funds, but not sufficient, so that the implementation of the program is a bit constrained due to the limited budget.

Meanwhile, the procedure for instilling aswaja an nahdliyah values according to the results of interviews with school principals, teachers, and implementation, is focused on habituation activities for each student, starting with dhuha together, tadarus, reading prayers, Asmaul Husna every day before learning begins, except On Friday, because Friday's habituation is different from other days, Friday's habituation begins with reading Yasin together then going on pilgrimage and tahlil together to the graves of the elders of the pesantren family which are not far away and are still around the school complex are usually directly involved in mutual cooperation activities, funeral prayers, activities of the Prophet's birthday, prayers and other activities. The concept of education applied at SMP Plus Maarif NU Pangandaran is an education concept that combines the concepts of formal school management, diniyah and pesantren based on the values of ahlussunnah waljamaah an nahdliyah.

Specific strategies that must be carried out in the context of introducing as well as real amaliyah in the process of forming moderate attitudes of students through the cultivation of aswaja an nahdliyah values at SMP Plus Maarif NU Pangandaran, starting from the process of accepting new students and recruiting teachers. Since the beginning when entering MPLS (introduction to the school environment), every student must attend MAKESTA (member loyalty period) as a member of IPNU and IPPNU, Participate in general lectures or tausiah activities, study of the Koran, sirah nabawiyah, pilgrimages, study of books yellow, moral

aqidah, common aqidah. and national studies. Routine activities in the process of forming a moderate attitude through inculcating moral values and habits of students, in its implementation besides the principal also assigns certain teachers such as Islamic education teachers, PAI teachers, PKN teachers and also Islamic boarding school teachers.

The formation of the moderate attitude of students is implemented through inculcating the values of aswaja an nahdliyah 'itidal and tawasuth, through habituation activities, such as students taking part in special material studies through a curriculum that has been developed, deepening Islamic material correctly, through sirah nabawiyah lessons that describe the development of Islam. the time of the Prophet with the core of ahklakul karimah, through aqidatul lay lessons, and morals that describe how to carry out good and straight Islamic teachings by displaying examples, historical stories that become role models so that they can be imitated and practiced in the daily ubudiyah practices of students, such as by showing films of the struggle of NU figures, or NU historical figures who contributed to the struggle for the independence of the Republic of Indonesia. In habituation, it is practiced directly such as dhikr together after dawn prayers, study of the book of Khulashoh, dzuhur in congregation, as well as regular discussions or studies related to the Islamic creed or Islamic shari'ah which is correct in accordance with the guidance of the Prophet SAW.

The form of activities in an effort to form a moderate attitude of students through the cultivation of Aswaja An nhdliyah values, are as follows

- a. Learning the yellow books both in Diniyah and Islamic boarding schools, such as the study of morality banin, aqidatul lay, khulasoh, arbain hadith, al lala, hidayatu sibyan and others. So that with the study of these books, knowledge and knowledge of Islamic law, students are expected to be straight and have a strong basic grip.

- b. Exemplary, exemplified directly by the council of kiai, the asatidz diniyah, teachers become inspiration, motivation as well as become direct figures and examples for students in every attitude and practice.
- c. Tadarus and Duha prayer together, which are held in the first hour before learning begins.
- d. Praying dhuhur in congregation, as well as wiridan as an effort to build obedience to worship to the kholik and also to build the spiritual attitude of students.
- e. Participate in the funeral service, pray the corpse if there is a deceased in the environment or from one of the student's or teacher's families.
- f. Reading sholawat, Yastinan on every Friday morning, me and Ziaroh together go to the graves of the elders of the Islamic boarding school.
- g. Gotong Royong on certain days.
- h. Commemoration of Islamic holidays and National Holidays.
- i. Makesta IPNU/IPPNU and Scouts.
- j. Academic or non-academic extracurricular activities
- k. Singing the song Subbanul Watton at every entry to PKN subjects and certain activities.
- l. Discussion and review as a response to problems that arise that are not in accordance with the Islamic character of Ahlussunah waljamaah, nor are they in accordance with the character of the nation.

All habituation activities are carried out to shape the attitudes and character of students. The achievements of the strategic steps taken by the principal through all elements of educators and education staff are the development of attitudes, character and morals of students. Every program and activity that is planned and implemented, is followed by

evaluation, for observation and assessment of the success and achievement of program activities or vice versa. measure of the extent to which the success or achievement of these programs can be achieved.

External supporting factors, based on the findings through interviews with school principals and the Islamic boarding school division, came from parents and the community environment and also from the Maarif and NU educational institutions in Pangandaran Regency, while internal factors, apart from the Principal and the Educators Not infrequently, the Pesantren through coaching, continues to evaluate, motivate, and encourage schools to continue to develop education based on the values of the Islamic teachings of Ahlusunnah Waljamaah, so that the values of aswaja an nahdliyah become the basis of all activities in the education and learning process.

While the inhibiting factor lies in direct facilities and infrastructure or indirect tools, for buildings, classrooms, libraries, they are considered good and adequate, for toilet needs that have not met the ideal requirements, language laboratories are not yet available. External inhibiting factors resulting from observations are also fears of influences that come from outside factors outside the school or Islamic boarding school environment, meaning that there are sholawat mafia groups, hard-line Islamic groups that grow and develop around schools and Islamic boarding schools.

2. Discussion

The strategy of building moderate attitudes of students through inculcating the values of ahlusunnah waljamaah annahdliyah in SMP Plus Maarif NU Ciamis and SMP Plus Maarif NU Pangandaran, based on the findings that the strategy implemented in the two schools was carried out as the basis for preparing the Medium Term Work Plan (RKJM) or RENSTRA. Next, identify and assess the level of achievement that can be achieved as material for preparing future work plans. In general, the principles of strategic management in the internal and external environmental analysis steps are applied and provide superiority to the

work program, because the work plan that has been prepared has been adapted to developments in the environment around the school to find out its weaknesses and strengths. This is appropriate as explained by Hunger and Wheelen that "the purpose of environmental analysis is to find out the internal strengths and weaknesses of the organization and understand the opportunities and external challenges of the organization, so that it can inspire change efforts that must be carried out in the future." (Hunger, j. David dan Wheelen, 2003).

Through an environment that uses data analysis Internal Factor Analysis Summary (IFAS) and External Factor Analysis Summary (EFAS) can affect the strengths, weaknesses, opportunities and challenges of the organization, but have not conducted a more in-depth study of IFAS and EFAS. Through this analysis, a planning strategy will be determined by producing accurate input data for the formulation of the RKJM, RKT and RKAS.

The strategy of building moderate attitudes of students through inculcating the values of Ahlusunnah Waljamaah An Nahdliyah in the two junior high schools shows that strategic planning in building moderate attitudes of students in religion is carried out by always evaluating the vision, mission, goals and objectives, and strategies through a SWOT analysis that carried out on improving the quality of graduates based on the strengths, weaknesses, opportunities and challenges of schools at this time that have strong relevance to SWOT aspects that describe the present. The vision and mission are prepared in line with the strategic steps based on the policies of the Foundation and the government (Education office). Both already have a strategy formulation, namely the existence of a vision, mission, goals, objectives and management policies. In the Work Plan Preparation procedure, special meetings must always review and evaluate the vision and mission that are adapted to the development of the times and real conditions in the field. Then the

strategy formulation that has been verified is loaded into the RKJM document.

Based on the findings, the two schools have almost the same vision and mission, with the missions being; Improving knowledge and practice of the teachings of Islam ahlussunah wal jama'ah, Developing understanding and experience of salafi teachings, Increasing the ability of educational staff and completing educational advice and infrastructure, Increasing and developing understanding of teaching and practicing moderate Islamic teachings (Tawasuth), Tolerant (Tasamuh) in the middle -in the midst of community life, Improving cooperative relationships with education stakeholders, especially the education community environment.

From the results of the study, there is continuity or there is something relevant between the theory and the facts of the research, because the principal has carried out the stages of strategic management which began with the process of stages in strategic management, namely (1) environmental observation, (2) strategy formulation, (3) Strategy Implementation and (4) Evaluation and Control (Hunger, j. David dan Wheelen, 2003) Strategic planning builds students' moderate attitude through inculcating aswaja an nahdliyah values, carried out through the stages of socialization, empowerment, habituation and cooperation, while based on strategic management theories, the strategy includes planning, mission and mission.

The purpose of planning for the cultivation of Aswaja An Nahdliyah values is to produce the next generation of the nation who has an open attitude, moderate in religion, tolerance, character, culture and noble character. In harmony with and referring to government regulations, namely Law No. 20 of 2003, that, Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by

themselves, their community, nation and country (UU No.20 tahun 2003, 2003).

This is also in line with Presidential Decree no. 87 of 2017 concerning the program for strengthening character education, Trisakti Pendidikan: realizing a generation with a personality in culture (Perpres No. 87 Tahun 2017, n.d.)

The priority program in building the moderate attitude of students through the cultivation of Aswaja An Nahdliyah values in the form of habituation activities in the two schools which are rooted in the Aswaja An Nahdliyah values by implementing (1) 'itidal, tawasut, (2) tasamuh, (3) tawajun and (4) amar ma'ruf nahyi almunkar through habituation of everyday life. This is in line with the theory of educational values of ahlussnuah wal-jama'ah an nahdliyah KH Aqil Siradj, namely as follows:

- a. The value of I'tidal is a social attitude that always applies fairly. It reflects equality for all groups, both minority and majority. The culmination is the formation of mutual cooperation and upholding justice. So it can be concluded that fair here means equality for all groups, both minority and majority. In both schools, the concept of I'tidal value is interpreted as a straight attitude in religion and an attitude of balance or harmony between getting rights and carrying out obligations. So that fair values are reflected in life in schools and Islamic boarding schools, namely students can carry out Islamic law properly and correctly, students always get the same rights as one another.
- b. The value of at-tawasuth is that it is explained in the process of taking a law by combining texts and reason. Moderate attitude like this is able to drown out textual extremism and intellectual extremism. (Muhibbin, 2010), he concluded that the moderate value is a value that does not favor the right or the left, but combines it in the right (nash) or the left (reason) so that from this attitude it is able to soak the extremes and extremism of reason.

- c. The value of *tasamuh* is the value of this attitude which is expressed in social life. A peaceful and harmonious life is a reflection of the will to make Islam a religion that is not only peaceful, but also able to reconcile. In these two schools, they have the same concept as KH Aqil Siradj, namely a very open and moderate attitude, always willing to accept and respect others, both in terms of religious understanding and the reasons they make their arguments, so that this *tasamuh* (tolerance) attitude will create a society that respects each other, harmoniously and peacefully coexists far from being intolerant. Based on the findings, the attitude of tolerance can be seen and can be reflected in daily life (*amaliyah*), by not discriminating in associating between friends, respecting and appreciating the teachers. Tolerance can be reflected by other students who are outside the school environment when activities are held outside of school.
- d. The value of *tawazun* is an attitude of not justifying various extreme actions that often use violence in their actions and develop control over tyrannical powers. This balance refers to creating peace and prosperity for the whole community. In both schools, implemented with a balanced concept in world affairs and hereafter affairs, this is in accordance with the concept initiated by Kh Aqil Siradj, which aims to make students have inner peace and prosperity in external affairs (NU., 2019).

Based on the explanation above, that the programs, procedures in shaping the moderate attitude of students in religion, through inculcating the values of *aswaja an nahdliyah* in both schools have been programmed, but all of them have not been administered perfectly, in terms of the financing budget, it can be budgeted through the budget that has been allocated. planned according to RAKS, although in terms of feasibility in the realization of the budget the activities cannot be maximized.

Strategic steps in an effort to build moderate attitudes of students through the cultivation of aswaja an nahdliyah values, based on research findings in the field are as follows:

- a. Providing Knowledge with a model (Rationalization) through Aswaja Learning. At SMP Plus Maarif NU Ciamis and SMP Plus Maarif Pangandaran, the initial step given was to provide knowledge of the values of Aswaja an-Nahdliyah through NU Aswaja learning, because not everyone already knew the values of Aswaja an-Nahdliyah.
- b. Providing understanding and guidance is also important, because not all knowledge provided by students can be understood, there are also sometimes misinterpretations. As understanding is the process of students honing their thinking skills to understand something so that they can interpret or interpret. The NU Aswaja teacher explained that students were invited to discuss with questions to answer about the values of 'itidal, tawasuth and tasamuh', namely placing the problem according to the correct legal source, and being able to respect the opinions of friends.
- c. Habituation, through habituation to religious activities such as dhuha prayers, dhuhur prayers in congregation, wiridan, sholawatan, tahfidz Qur'an, memorizing hadith yasin and tahlil, reading istighosah, reading sholawat, funeral prayers, mutual cooperation and celebrating Islamic holidays and also National holidays, this religious and national habituation activity is routine so that students grow and form an open, moderate, tolerant and moral attitude by always believing and obeying Allah SWT.

In addition to routine religious activities, at SMP Plus Maarif NU Ciamis and SMP Plus Maarif Pangandaran there is also the IPNU- IPPNU organization as a forum for organizational learning that understands Ahlussunnah Wal Jama'ah. This habituation aims to always

familiarize students with always remembering the values of Aswaja an-Nahdliyah and can be attached to students.

a. Pagar Nusa Extracurricular

The cultivation of aswaja and nahdliyah values is also implemented through sports and taste, in addition to thinking, one of which is through extra silat activities in Pagar Nusa. Based on field research from the two schools, the Nusa Tenggara fence activity was only available at SMP Plus Maarif NU Ciamis, while at SMP Plus Maarif NU Pangandaran it was only in the planning stage.

b. Good interaction and communication between teachers and students.

Communication is the final step in the process of instilling the values of Ahlussunnah wal Jama'ah an-Nahdliyah in character building students at SMP Plus Maarif NU Ciamis and SMP Plus Maarif Pangandaran. Through this communication, students will understand better Ahlussunnah Wal Jama'ah teaches mutual respect, does not discriminate, must be fair and always do good to others.

c. Charismatic Approach, (Suritauladan)

Educational models and value inculcation with educational strategies by providing direct examples or following role models means that participants see and observe the personality of someone who has consistency and reliable role models.

The steps in an effort to form the moderate attitude of these students are in line with the concept of Quraish Shihab, that the main steps in realizing Wasathiyyah are as follows: First, the correct understanding of the detailed texts of the Qur'an and Sunnah by paying attention to Maqhasid Ash-Shari'ah (the purpose of religious presence), Second, Cooperation with all circles of

Muslims in matters that are agreed upon and tolerant of differences. Third, gathering and bringing together knowledge with faith, as well as material creativity and spiritual nobility, as well as economic power with moral strength. Fourth, emphasizing on human principles and values, Fifth, calling for renewal in accordance with religious guidance and demanding from experts to carry out ijthad and its place, Sixth, Great attention in fostering unity and unity not differences and disputes and non-distance approach (M. Quraish., 2019).

E. Conclusion

In general, the conclusion from this research is that the strategy of building moderate religious attitudes of students is carried out with moderate attitudes of students through inculcating the values of Aswaja An Nahdliyah based on the culture of schools and Islamic boarding schools that understand the teachings of Islam Ahlussunnah Waljamaah An Nahdliyah. The values of Aswaja An Nahdliyah that are instilled in activities at school, namely: the value of Tawasuth (moderate), 'Itidal (straight/fair), Tasamuh (tolerance) and Tawazun (balance) which are carried out through first, curricular, intracurricular and extracurricular activities, second, the principal's policy program (institution) through habituation activities that must be carried out by all school members although in practice, there are still shortcomings in terms of curriculum development and in programs that refer to the inculcation of aswaja values that are not yet available in full. This is because there are still some teachers and asatidz who do not fully understand the implementation of Aswaja values.

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processed and analyzed and concluded data relating to strategies to build moderate attitudes of students through inculcating the values of Ahlusunnah Waljamaah Annahdliyah at SMP Plus Maarif NU Ciamis and SMP Plus Maarif NU Pangandaran.

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