THE IMPACT OF THE ISLAM AND RELIGIOUS MODERATION COURSE ON STUDENTS' MODERATE BEHAVIOUR:
The Mediating Role of Attitude in Islamic Higher Education

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Abstract: This study examines the impact of religious moderation course services—namely course materials, learning strategies, and learning environment—on students' moderate behaviour, mediated by their attitudes. The research was conducted at UIN Walisongo with a sample of 215 students who had taken the course "Islam and Religious Moderation." The collected data were analyzed using regression analysis, F-test, t-test, and path analysis with the assistance of SPSS version 23. The findings reveal varying relationships among course materials, learning strategies, learning environment, attitudes, and moderate behaviour. Simultaneously, course materials, learning strategies, and learning environment significantly influence students' moderate attitudes. However, only learning strategies do not significantly affect students' moderate attitudes when examined individually. Furthermore, in different patterns, course materials, learning strategies, learning environment, and moderate attitudes collectively influence students' moderate behaviour, yet only learning strategies individually influence moderate behaviour. Additionally, only course materials and learning environment affect moderate behaviour through students' moderate attitudes. These findings underscore the importance of enhancing course services to foster students' moderate attitudes and behaviours, both directly and indirectly.

Keywords: learning materials; learning strategies; learning environment; moderate attitude; moderate behaviour

Abstrak: Penelitian ini bertujuan untuk menguji pengaruh layanan perkuliahan moderasi beragama (materi kuliah, strategi pembelajaran, lingkungan belajar) terhadap perilaku moderat yang dimediasi dengan sikap moderat mahasiswa. Penelitian ini dilakukan pada mahasiswa UIN Walisongo dengan jumlah sampel 215 mahasiswa yang telah mengambil mata kuliah "Islam dan Moderasi Beragama." Data-data yang terkumpulkan selanjutnya dianalisis dengan menggunakan model analisis regresi, f test, t test, dan *path analysis* yang dibantu dengan program SPSS versi 23. Hasil penelitian menunjukkan hubungan yang bervariasi antara variabel materi kuliah, strategi pembelajaran, lingkungan belajar, sikap, dan perilaku moderat. Secara simultan materi kuliah, strategi pembelajaran, dan lingkungan belajar mempengaruhi sikap moderat mahasisiwa, namun secara parsial hanya strategi pembelajaran yang tidak mempengaruhi sikap moderat mahasiswa. Secara simultan materi belajar, strategi pembelajaran, lingkungan belajar, dan sikap moderat, dalam pola yang berbeda, mempengaruhi perilaku moderat mahaiswa, namun hanya strategi pembelajaran yang mempengaruhi perilaku moderat mahasiswa. Selanjutnya hanya materi belajar dan lingkungan belajar yang mempengaruhi perilaku moderat melalui sikap moderat mahasiswa. Temuan penelitian ini mengaskan perlunya penyempurnaan layanan perkuliahan agar membentuk sikap dan perilaku moderat mahasiswa secara langsung maupun tidak langsung.

Kata kunci: materi pembelajaran; strategi pembelajaran; lingkungan pembelajaran; sikap moderat; perilaku moderat

Introduction

Efforts to counter and prevent radicalism and extremism are ongoing and justified. In recent years, the phenomenon of radicalism and extremism within the educational sphere has increasingly gained attention in national media coverage. According to a 2017 study by PPIM (Center for the Study of Islam and Society), radicalism involves not only students but also lecturers. Further, a study conducted by the Alvara Research Center in October 2017 revealed that 23.5% of student respondents expressed support for the Islamic State of Iraq and Syria (ISIS), and 23.4% of respondents stated their readiness to engage in jihad to establish a caliphate.[1] These findings illustrate the high tendency among students to adopt radical and extremist religious attitudes.

Thus far, studies linking religious education with students' religious attitudes and behaviours have generally shown a positive relationship. However, the effectiveness of the "Islam and Religious Moderation" course services in shaping students' moderate attitudes and behaviours in Islamic higher education institutions has yet to be specifically examined. Course services—including lecture materials, teaching strategies used by lecturers, and the broader learning environment—are considered key elements for successfully implementing religious moderation education policies. While some existing studies have addressed aspects of learning, religious attitudes, and behaviours, they have not directly focused on the structured relationship between course services and moderate behaviours.

Junaedi's study revealed that religious tolerance is primarily influenced by cognitive learning models, where cognitive and socio-affective learning styles shape feelings of tolerance, and empirical learning styles affect tolerant behaviour.[2] Simbolon's research found that 94.18% of students agreed that the university environment contributes to building students' environmental awareness.[3] Mulyati's study demonstrated that Islamic Religious Education (PAI) learning has a significant effect on students' religious behaviour.[4] Hajaroh's findings showed that the campus environment significantly influences students' religious attitudes and behaviours.[5] Similarly, Ramli found a significant relationship between spiritual attitudes and students' environmental care character.[6] However, these studies have not specifically addressed the relationship patterns between course service variables—such as course materials, teaching strategies, and textbooks—and student attitudes and behaviours. This research seeks to fill that gap by testing the direct effects of the "Islam and Religious Moderation" course services on students' moderate behaviours or mediated by their attitudes.

This paper aims to address the shortcomings of previous studies that paid limited attention to the interrelationships among the variables of course materials, teaching strategies, and the religious moderation learning environment with students' behaviour—both directly and indirectly through moderate attitudes. Testing the effectiveness of these relationships is crucial to ensure the cultivation of moderate attitudes and behaviours among students in higher education institutions. In line with this, the present study aims to answer three research questions: 1) Do course materials, teaching strategies, and the learning environment influence students' moderate attitudes? 2) Do course materials, teaching strategies, and the learning environment

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[1] Pengembangan Sumber Daya Perdesaan dan Kearifan Lokal Berkelanjutan et al., "Prosiding Seminar Nasional Dan Call for Papers 'Tema: 6 (Rekayasa Sosial Dan Pengembangan Perdesaan)' PERSEBARAN PURWOCENG (PIMPINELLA PRUATJAN MOLKENB.) MASA LALU DAN MASA KINI Oleh," no. November 2019 (2018).

[2] Mahfud Junaedi et al., "Learning Patterns in Influencing Attitudes of Religious Tolerance in Indonesian Universities," *Education Sciences* 13, no. 3 (2023).

[3] Bintang Simbolon, "Investigating the Students' Attitude on Environmental Care at Universitas Kristen Indonesia," *Journal of Advanced Research in Dynamical and Control Systems* 12, no. 2 (2020): 2574–2581.

[4] Sri Mulyati, *Pengaruh Pembelajaran Pendidikan Agama Islam (Pai) Terhadap Perilaku Keagamaan Siswa Kelas XI IPS 3 Di Sekolah Menengah Atas (SMA) Negeri 3 Kota Cirebon* (Cirebon: UIN Siber Syekh Nurjati, 2022), https://repository.syekhnurjati.ac.id/9083/.

[5] Mami Hajaroh, "Sikap Dan Perilaku Keagamaan Mahasiswa Islam Di Daerah Istimewa Yogyakarta," *Jurnal Penelitian dan Evaluasi Pendidikan* 1 (January 1, 2004).

[6] Supian Ramli et al., "Green Spirituality: The Effect of Spirituality Attitude for Students' Environment Care Character," *JPI (Jurnal Pendidikan Indonesia)* 11, no. 2 (2022): 362–370.

influence students' moderate behaviours? 3) Do course materials, teaching strategies, and the learning environment indirectly influence moderate behaviour through students' moderate attitudes? The answers to these questions are expected to provide a deeper understanding of practical strategies and instructional approaches in teaching religious moderation that foster students' moderate attitudes and behaviours.

This paper argues that educational services—particularly in higher education—play a crucial role in shaping students' attitudes and behaviours. Law No. 20 of 2003 on the National Education System emphasizes that education is a deliberate and planned effort to create a learning environment and process that enables learners to develop their potential actively. The goal is for students to possess spiritual strength, self-control, personality, intelligence, noble character, and the skills necessary for themselves, society, the nation, and the state. Based on this argument, it is believed that the independent variables in this study—namely, lecture materials, teaching strategies, and a conducive learning environment—can significantly contribute to fostering moderate attitudes and behaviours among university students. Therefore, challenges to developing students' moderate attitudes and behaviours in higher education require thoughtful and careful responses from all education.

Method

This study utilized a quantitative research design to investigate the impact of the "Islam and Religious Moderation" course services on students' moderate attitudes and behaviours. The course services assessed in this study focused on three key variables: learning materials, learning strategies, and the learning environment. The research was conducted at the Islamic higher education institution UIN Walisongo Semarang, which has implemented the "Islam and Religious Moderation" curriculum. Figure 1 illustrates the direct and indirect impacts of learning materials, learning strategies, and learning environment on students' moderate behaviour with their attitude

serving as a mediating factor (See Figure 1).
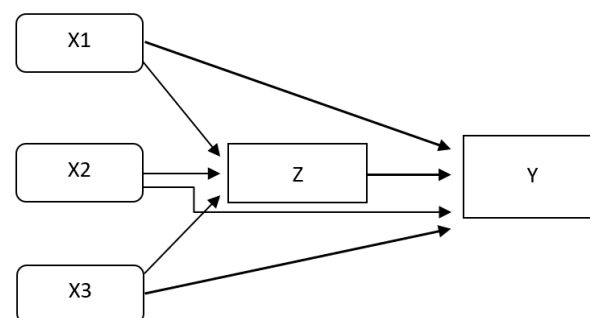
Figure 1. Research Design

Note: X1 = Learning Materials
X2 = Learning Strategies
X3 = Learning Envirronment
Z = Students' Moderate Attitude
Y = Students' Moderate Behaviour

The research data were collected through questionnaires distributed through Google Forms to student respondents from five faculties—FITK, FEBI, FSH, FISIP, and FST—between June and November 2023. Two hundred fifteen students who had completed the "Islam and Religious Moderation" course participated in the study. All questionnaire items were measured using a four-point Likert scale, ranging from "1" (strongly disagree) to "4" (strongly agree). This scale was used for all research variables: learning materials, learning strategies, learning environment, moderate attitudes, and moderate behaviours.

The data analysis process was divided into three main stages: validity and reliability testing, classical assumption testing, and hypothesis testing. All analyses were conducted using IBM SPSS version 23. The validity test results indicated that all instrument items were valid, as shown by correlation coefficients (r-count) greater than the critical r-table value of 0.279. The reliability test results demonstrated that all research instruments were reliable, with the following Cronbach's alpha values: 0.843 for learning materials (X1), 0.894 for learning strategies (X2), 0.958 for the learning environment (X3), 0.945 for moderate attitudes (Z), and 0.877 for moderate behaviours (Y).

Results and Discussion
Direct and Indirect Effects Analysis
1. Classical Assumption Test

Before hypothesis testing, the researcher conducted a classical assumption test, including data normality and multicollinearity assessments, as detailed below.

a. Normality Test

The normality test was applied to two sub-structural models. The results indicated that the data in both sub-structural models 1 and 2 adhered to a normal distribution. Refer to Figures 2a and 2b below.
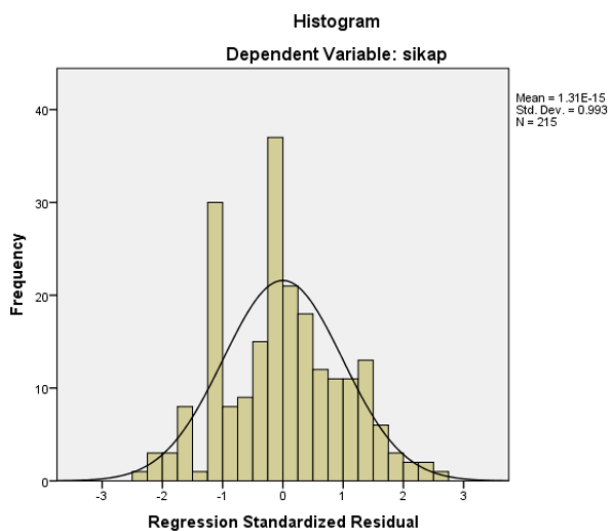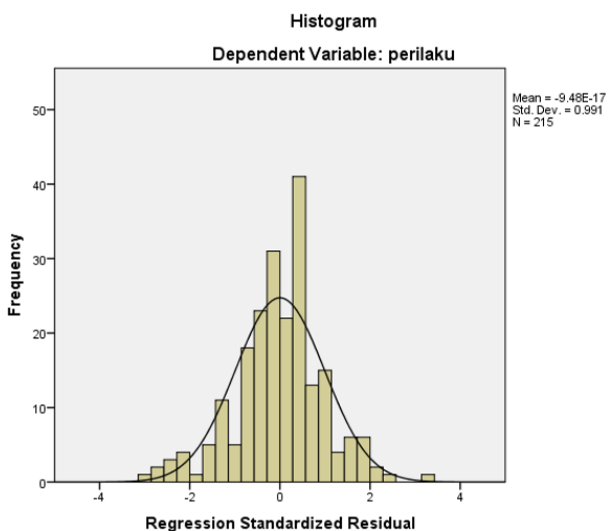

Figure 2a. Normality Test Model 1

Figure 2b. Normality Test Model 2

b. Multicollinearity Test

Multicollinearity testing was conducted on two sub-structural models. The results for sub-structural model 1 are presented in Table 1 below.

Table 1. Coefficients[a]

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	materi	.546	1.832
	strategi	.433	2.310
	lingkungan	.377	2.654

a. Dependent Variable: Attitude

The table above shows that the tolerance values are greater than 0.1, and the VIF values are less than 10, indicating that the variables are free from multicollinearity.

Meanwhile, the results of the multicollinearity test for sub-structural model 2 are presented in Table 2 below.

Table 2. Coefficients[a]

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	materi	.447	2.239
	strategi	.427	2.343
	lingkungan	.344	2.910
	sikap	.542	1.846

a. Dependent Variable: Behaviour

The table above shows that the tolerance values exceed 0.1, while the VIF values are below 10, indicating that the variables are not subject to multicollinearity.

2. Hypothesis Test
a. Hypothesis Test Analysis 1

The descriptive statistical data of this study show that the mean score for Learning Materials (X1) is 27.9860 with a standard deviation of 3.36068; the

mean score for Learning Strategies (X2) is 28.6186 with a standard deviation of 5.15041; the mean score for Learning Environment (X3) is 46.7442 with a standard deviation of 6.67991; and the mean score for Moderate Attitude (Z) is 36.4605 with a standard deviation of 4.05189. See Table 3 below.

Table 3. Descriptive Statistics

	Mean	Std. Deviation	N
Z	36.4605	4.05189	215
X1	27.9860	3.36068	215
X2	28.6186	5.15041	215
X3	46.7442	6.67991	215

Subsequently, the relationship between variables X1, X2, and X3 on variable Z was examined to test the first hypothesis. The structural regression equation is as follows: $Z = \rho ZX_1 + \rho ZX_2 + \rho ZX_3 + \varepsilon_1$. The results of the SPSS analysis indicate that the combined influence of Learning Materials, Learning Strategies, and Learning Environment on students' Moderate Attitude is 46%, while other factors influence the remaining 54%. See Table 4 below.

Table 4. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.677a	.458	.451	3.00321	.458	59.515	3	211	.000

a. Predictors: (Constant), X3, X1, X2

Table 5. ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1610.352	3	536.784	59.515	.000b
	Residual	1903.062	211	9.019		
	Total	3513.414	214			

a. Dependent Variable: Z
b. Predictors: (Constant), X3, X1, X2

Furthermore, Table 5 (F-test) shows that the independent variables have a significant simultaneous effect on the students' Moderate Attitude (Z), as indicated by a significance value of 0.000, which is less than the 5% alpha level (rejecting the null hypothesis and accepting the alternative hypothesis, indicating that the F-test is statistically significant.

Table 6. Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	13.085	1.774		7.376	.000
	X1	.566	.083	.470	6.849	.000
	X2	-.106	.061	-.134	-1.744	.083
	X3	.226	.050	.372	4.508	.000

a. Dependent Variable: Z

Table 6 (partial t-test) shows that the variable Learning Materials (X1) has a statistically significant effect on students' Moderate Attitude (Z), as indicated by a significance value less than the 5% alpha level, namely 0.000. Likewise, the variable Learning Environment (X3) also has a statistically significant effect on Moderate Attitude (Z), with a significance value of 0.000. However, the variable Learning Strategies (X2) does not significantly affect Moderate Attitude (Z), as indicated by a significance value greater than the 5% alpha level, namely 0.083. Therefore, variable X2 is excluded from the model. See the SPSS output image above. Furthermore, the partial t-test analysis results are presented in Figure 3 below.
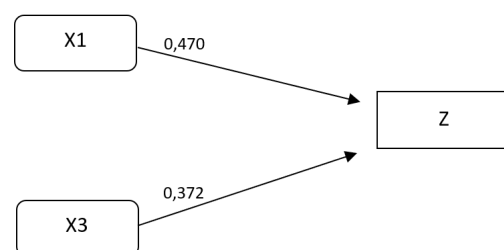
Figure 3. Path Diagram of the Effects of Learning Materials (X1) and Learning Environment (X3) on Students' Moderate Attitude (Z).

Therefore, the structural equation is as follows:

$$Z = 0.470X_1 + 0.372X_3 + \varepsilon_1.$$

Based on the positive coefficient values, variable X_1 has a positive effect on variable Z. Interpretation of variable X_1: An increase of one unit in Learning Materials (X_1) will lead to an increase of 0.470 units in Moderate Attitude (Z), assuming other independent variables remain constant. Interpretation of variable X_3: An increase of one unit in Learning Environment (X_3) will lead to an increase of 0.372 units in Moderate Attitude (Z), assuming other independent variables remain constant.

b. Hypothesis Test Analysis 2

The relationship between variables X_1, X_2, X_3, and Z on variable Y was examined to test the second hypothesis. The structural regression equation is as follows:

$$Y = \rho YX_1 + \rho YX_2 + \rho YX_3 + \rho YZ + \varepsilon_2.$$

The results of the SPSS analysis (Table 7) indicate that the combined influence of Learning Materials, Learning Strategies, Learning Environment, and Students' Moderate Attitude on shaping students' learning behaviour is 62%. In comparison, other factors explain the remaining 38%.

Table 7. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.789[a]	.622	.615	2.65894

a. Predictors: (Constant), Z, X2, X1, X3

Table 8. ANOVA[a]

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2443.430	4	610.858	86.402	.000[b]
	Residual	1484.691	210	7.070		
	Total	3928.121	214			

a. Dependent Variable: Y

b. Predictors: (Constant), Z, X2, X1, X3

Furthermore, the ANOVA results (Table 8) show that the independent variables (Learning Materials, Learning Strategies, Learning Environment, and Students' Moderate Attitude) have a significant simultaneous effect on the dependent variable, Students' Moderate Behavior (Y), as indicated by a significance value of 0.000, which is less than the 5% alpha level (accepting the alternative hypothesis and rejecting the null hypothesis, indicating that the F-test is statistically significant).

Table 9. Coefficients[a]

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.336	1.761		2.462	.015
	X1	-.063	.081	-.049	-.778	.437
	X2	.249	.054	.299	4.606	.000
	X3	.070	.046	.109	1.500	.135
	Z	.596	.061	.564	9.782	.000

a. Dependent Variable: Y

Table 9 (partial t-test) shows that the variables Learning Strategies (X_2) and Moderate Attitude (Z) have a statistically significant effect on Students' Moderate Behavior (Y), as evidenced by significance values of 0.000, which are less than the 5% alpha level. Therefore, the conclusion for variables X_2 and Z is to accept the alternative hypothesis and reject the null hypothesis.

In contrast, the variables Learning Materials (X_1) and Learning Environment (X_3) do not have a statistically significant effect on Students' Moderate Behavior (Y), as indicated by significance values of 0.437 for X_1 and 0.135 for X_3, both of which are greater than the 5% alpha level. Hence, the conclusion for variables X_1 and X_3 is to accept the null hypothesis and reject the alternative hypothesis. As a result, variables X_1 and X_3 are excluded from the model. The results of the partial t-test analysis are presented in Figure 4 below.
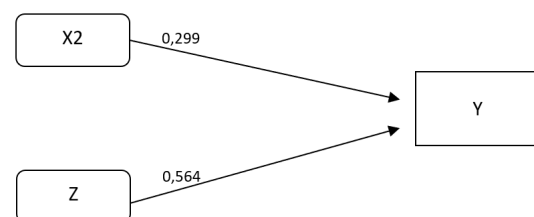
Figure 4. Path Diagram of the Effects of Learning Strategies (X2) and Attitude (Z) on Students' Moderate Behavior (Y).

Based on the above analysis, the structural regression equation is as follows:

$$Y = 0.299X_2 + 0.564Z + \varepsilon_1.$$

The coefficient values (+) indicate that variable X_2 positively affects variable Y. Interpretation of variable X_2: An increase of one unit in Learning Strategies (X_2) will increase 0.299 units in Moderate Behavior (Y), assuming other independent variables remain constant. Interpretation of variable Z: An increase of one unit in Moderate Attitude (Z) will increase to 0.564 units in Moderate Behavior (Y), assuming other independent variables remain constant.

c. Hypothesis Test Analysis 3

Based on the two previous analyses and the results of the Coefficients calculation using SPSS, the path model illustrating the impact of Learning Materials (X_1), Learning Strategies (X_2), and Learning Environment (X_3) on Students' Moderate Behavior (Y) through Moderate Attitude (Z) can be seen in Figure 5 below.
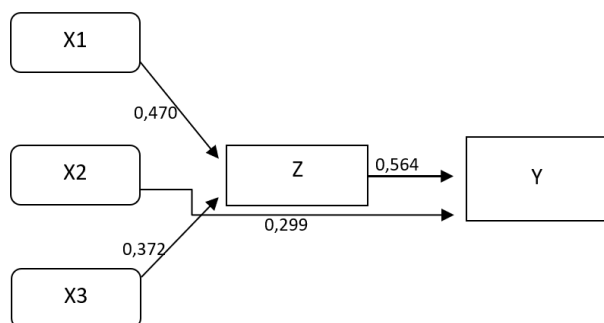
Figure 5. Path Diagram of the Effects of Learning Materials (X_1), Learning Strategies (X_2), and Learning Environment (X_3) on Moderate Behavior (Y), with Moderate Attitude (Z) serving as a Mediator.

The figure above illustrates both direct and indirect effects, which can be explained in detail as follows:

1. Direct Effects
   a. The analysis of the effect of Learning Materials (X_1) on Students' Moderate Attitude (Z) shows a significant influence, with a path coefficient of 0.470.
   b. The analysis of the effect of the Learning Environment (X_3) on Students' Moderate Attitude (Z) also shows a significant influence, with a path coefficient of 0.372.
   c. The analysis of the effect of Learning Strategies (X_2) on Students' Moderate Behavior (Y) reveals a significant influence, with a path coefficient of 0.299.
   d. The analysis of the effect of Moderate Attitude (Z) on Students' Moderate Behavior (Y) shows a significant influence, with a path coefficient of 0.564.

2. Indirect Effects
   a. The indirect effect of Learning Materials (X_1) on Students' Moderate Behavior (Y) through Moderate Attitude (Z) is the product of the beta value of X_1 to Z and the beta value of Z to Y, i.e., $0.470 \times 0.564 = 0.265$.
   b. The indirect effect of Learning Environment (X_3) on Students' Moderate Behavior (Y) through Moderate Attitude (Z) is the product of the beta value of X_3 to Z and the beta value of Z to Y, i.e., $0.372 \times 0.564 = 0.210$.

The Impact of Religious Moderation Course Services on Students' Moderate Attitude

The results of the hypothesis testing indicate that, simultaneously, the independent variables—Learning Materials, Learning Strategies, and Campus Learning Environment (X_1, X_2, X_3)—do not significantly affect the variable Students' Moderate Attitude (Z). Meanwhile, the partial t-test results show that, individually, the variables Learning Materials (X_1) and Learning Environment (X_3) significantly affect effect the Students' Moderate Attitude (Z). However, the variable Learning Strategies (X_2) does not statistically affect Students' Moderate Attitude (Z).

The research findings above indicate that the instructional materials on religious moderation—facts, concepts/theories, principles, and values—[7]

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[7] Toto Fatoni, *Komponen-Komponen Pembelajaran Dalam Tim Pengembang MKDP Kurikulum Dan Pembelajaran Fakultas Ilmu Pendidikan UPI, Kurikulum Dan Pembelajaran* (Jakarta: Raja Grafindo, 2011).

has proven effective in fostering moderate attitudes among students at UIN Walisongo. These were evidenced by their responses in the form of national commitment, tolerance, rejection of violence, and accommodation of local cultures. The learning environment at UIN Walisongo also plays a significant role in shaping students' moderate attitudes. The findings affirm that the religious moderation learning environment has met key elements, including the physical infrastructure and its location, learning tools, weather conditions, study schedules, and the social climate of the institution.[8] These components are commonly referred to as the physical and social learning environments.[9] Both aspects mutually support the learning process, making students feel engaged and enthusiastic rather than pressured or compelled to participate.

The two aforementioned factors have successfully contributed to developing students' moderate attitudes. A moderate attitude is a person's emotional reaction or response to an object[10]—in this case, religious moderation. Such an attitude is not innate but rather the result of a socialization process in which individuals respond to stimuli they receive. Their social environment shapes a person's attitude toward an object or stimulus.[11] In other words, students' moderate attitudes are formed through experiences across their growth and development, particularly through their learning experiences in the "Islam and Religious Moderation" course.

A moderate religious attitude is a balanced stance grounded in "neither excess nor deficiency." This attitude should not be understood as trying to avoid difficult situations or shirk responsibility. Islam encourages active support of the truth, but always with wisdom.[12] Moderation is a deliberate choice to adopt perspectives, attitudes, and behaviours that lie between extremes. It emphasizes the importance of maintaining balance and justice in interpreting and practising religious values.[13] A moderate attitude is characterized by national commitment, tolerance, nonviolence, and an accommodative approach to local cultures.[14]

The instructional services—comprising learning materials, teaching strategies, and the learning environment—are environmental factors that shape an individual's attitude. In a broad sense, learning materials are not limited to the prescribed textbooks but encompass the entire instructional materials.[15] Teaching strategies can generally be categorized into three qualitative approaches related to how students learn: learning-directed (cognitive patterns), learning-required (socio-affective patterns), and practical-empirical patterns.[16] The learning environment refers to all aspects related to the setting in which the learning process takes place.[17]

In contrast to the aforementioned learning materials and environment, the teaching strategies employed by lecturers appear ineffective in enhancing students' moderate attitudes. This condition may be attributed to the instructional approaches used in religious moderation courses, which tend to lack a strong orientation toward cognitive and socio-affective domains.[18] As a result, they have a limited impact on fostering moderate attitudes, as indicated by students' weak reactions

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[8] Titis Cahya Buana, *Pengaruh Motivasi, Lingkungan Belajar Dan Metode Pembelajaran Terhadap Presatasi Belajar Akuntansi Siswa Kelas XI Ilmu Social SMA* (Surakarta: Universitas Sebelas Maret, 2010).

[9] Muhammad Saroni, *Lingkungan Sekolah Dan Pengembangan-nya* (Jakarta: Raja Grafindo, 2006).

[10] Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhinya* (Jakarta: Rineka Cipta, 2010).

[11] Mar'at, *Sikap Manusia Perubahan Serta Pengukurannya* (Jakarta: Ghalia Indonesia, 1984).

[12] M. Quraish Shihab, *Wasathiyyah, Wawasan Islam Tentang Moderasi Beragama* (Jakarta: Lentera Hati, 2019).

[13] Kementerian Agama, *Moderasi Beragama* (Jakarta: Kementerian Agama RI, 2020).

[14] Chaider S. Bamualim, *Kaum Muda Muslim Milenial Konservatisme, Hibridasi Identitas, Dan Tantangan Radikalisme* (Tangerang Selatan: : Center for The Study of Religion and Culture, 2018).

[15] Fatoni, *Komponen-Komponen Pembelajaran Dalam Tim Pengembang MKDP Kurikulum Dan Pembelajaran Fakultas Ilmu Pendidikan UPI, Kurikulum Dan Pembelajaran*.

[16] Junaedi et al., "Learning Patterns in Influencing Attitudes of Religious Tolerance in Indonesian Universities."

[17] Saroni, *Lingkungan Sekolah Dan Pengembangannya*.

[18] Junaedi et al., "Learning Patterns in Influencing Attitudes of Religious Tolerance in Indonesian Universities."

and responses toward the concept of religious moderation. Nevertheless, the teaching strategies applied by lecturers have been effective in promoting moderate behaviour, which will be elaborated upon in the subsequent discussion.

The simultaneous effects identified in this study reinforce previous research that affirms the influence of three independent variables—learning materials, teaching strategies, and the campus learning environment—on students' moderate attitudes. For instance, a study by Mami Hajaroh found that family education, campus environment, and religious knowledge significantly influence religious attitudes.[19] In contrast, the findings of this study differ from those of Suhardin and Hayadin, who reported that the quality of religious education services does not significantly affect students' levels of religiosity.[20]

The analysis of the relationships among variables in this study partially reveals findings that support and diverge from previous research. This study found that the Teaching Strategy variable does not significantly influence Moderate Attitudes. This finding contrasts with the findings of Junaedi, who demonstrated that learning patterns influence moderate attitudes. Junaedi argued that cognitive learning patterns primarily shape understanding of religious tolerance, while cognitive and socio-affective learning approaches influence feelings of religious tolerance.[21] Moreover, this study also found that the Learning Environment significantly affects Moderate Attitudes. This finding aligns with the results of Bintang Simbolon's study, which emphasized that the university environment plays a greater role in fostering students' environmental awareness than family or community environments.[22]

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[19] Hajaroh, "Sikap Dan Perilaku Keagamaan Mahasiswa Islam Di Daerah Istimewa Yogyakarta."

[20] Suhardin Suhardin and Hayadin Hayadin, "Pengaruh Layanan Pendidikan Agama Di Sekolah Terhadap Religiusitas Siswa: Studi Expost Facto Di Medan," *EDUKASI: Jurnal Penelitian Pendidikan Agama dan Keagamaan* 1, no. 1 (2017): 61–72.

[21] Junaedi et al., "Learning Patterns in Influencing Attitudes of Religious Tolerance in Indonesian Universities."

[22] Simbolon, "Investigating the Students' Attitude on Environmental Care at Universitas Kristen Indonesia."

The Impact of Religious Moderation Course Services and Moderate Attitudes on Students' Moderate Behavior

The results of the hypothesis testing indicate that, simultaneously, the independent variables—learning materials, teaching strategies, campus learning environment, and moderate attitudes (X_1, X_2, X_3, and Z)—significantly influence students' moderate behaviour (Y). Meanwhile, the partial t-test results show that, individually, the variables Teaching Strategies (X_2) and Moderate Attitudes (Z) significantly affect the students' moderate behaviour (Y). In contrast, the variables Learning Materials (X_1) and Learning Environment (X_3) do not have a statistically significant individual (partial) effect on students' moderate behaviour (Y).

Behaviour, as explained by Fishbein, is a function of attitude.[23] In other words, attitude represents how a person feels or responds to something, whereas behaviour refers to how a person acts. Although the two are related, they are distinct: attitude focuses on internal feelings, while behaviour is closely tied to observable actions. Fishbein also emphasizes that behaviour is strongly associated with intention, which is shaped by attitude. In this regard, attitude does not directly explain behaviour but through behavioural intention—forming a sequence of attitude → intention, → behaviour. Therefore, in studies examining the relationship between attitude and behaviour, it is recommended that researchers include the variable of behavioural intention.

Hypothesis Test 2, in the context of this study's findings, indicates that the *Teaching Strategy* variable significantly influences students' moderate behaviour, as evidenced by actions reflecting national commitment, tolerance, nonviolence, and an accommodative stance toward local cultures. This finding is consistent with Junaedi's research, which showed that empirical learning patterns contribute to developing tolerant behaviour among students.[24] Similarly, Tanjung's study found that

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[23] M Fishbein and Icek Ajzen, *Belief, Attitude, Intention and Behaviour: An Introduction to Theory and Research*, vol. 27, 1975.

[24] Junaedi et al., "Learning Patterns in Influencing Attitudes of Religious Tolerance in Indonesian Universities."

the *Discovery Learning* strategy strongly influences students' character development.[25] Sihombing also found that effective teaching strategies significantly impact students' character.[26] Blazar and Kraft argue that teaching practices—such as emotional support, classroom organization, and materials-specific instructional competence—can influence students' attitudes and behaviours.[27] Waigera also highlights that teachers' attitudes are a key factor in encouraging the use of learning materials, which ultimately affects students' learning attitudes.[28] These findings collectively suggest that the lecturers heavily shape both learning materials and the learning environment, and their effectiveness in fostering moderate student behaviour depends mainly on how they are implemented.

The simultaneous results of this study reinforce several previous studies that affirm the influence of the four independent variables on students' moderate behaviour. For example, Sri Mulyati's research demonstrated that Islamic Religious Education influences students' religious behaviour.[29] In addition, Mami Hajaroh's study also showed that family education, the campus environment, and religious knowledge impact religious behaviour.[30]

The analysis of the relationships among variables in this study partially reveals findings that support and diverge from previous research. The findings from

Hypothesis Test 2 differ from those of Hypothesis Test 1, in which learning materials and the learning environment do not influence moderate behaviour. This finding contrasts with Hajaroh's findings, which indicated that the campus environment significantly affects students' religious behaviour. This discrepancy may be attributed to the content of the learning materials and the organization of the learning environment at UIN Walisongo, which, in this case, do not individually (partially) contribute to the formation of moderate behaviour.

The results of this study also indicate that the Moderate Attitude variable significantly influences students' Moderate Behavior. This finding supports several previous studies. For instance, Mami Hajaroh's research showed that religious attitudes influence religious behaviour, while Supian Ramli's study demonstrated a significant relationship between spiritual attitudes and students' environmentally conscious character.[31]

Indirect Effects of Religious Moderation Course Components on Moderate Behaviour

The results of Hypothesis Test 3 indicate that the Learning Materials variable (X_1) influences Moderate Behavior (Y) through Students' Moderate Attitudes (Z) with a coefficient of 0.265. Similarly, the Learning Environment variable (X_3) influences Moderate Behavior (Y) through Students' Moderate Attitudes (Z) with a coefficient of 0.210. In contrast, the Teaching Strategy variable (X_2) does not influence Moderate Behavior (Y) through Moderate Attitudes (Z). As explained in Hypothesis Test 2, the Teaching Strategy variable (X_2) only directly affects Moderate Behavior, with a coefficient of 0.299.

Based on these findings and the preceding discussion, lecturers of religious moderation at UIN Walisongo have not yet implemented teaching strategies or learning models that effectively utilize instructional materials and the learning environment to enhance students' moderate attitudes. As a result, the teaching strategies lecturers apply do

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[25] M. Taufiq Hidayah Tanjung, "Pengaruh Strategi Pembelajaran Discovery Dan Cara Belajar Siswa Terhadap Karakter Siswa," *Jurnal TEMATIK* 8, no. 2 (2018).

[26] Renta Sihombing and Urbanus Sukri, "Pengaruh Strategi Pembelajaran Afektif Terhadap Karakter Mahasiswa," *Skenoo : Jurnal Teologi dan Pendidikan Agama Kristen* 1 (December 26, 2021): 116–127.

[27] David Blazar and Matthew A Kraft, "Teacher and Teaching Effects on Students' Attitudes and Behaviors," *Educational Evaluation and Policy Analysis* 39, no. 1 (June 17, 2017): 146–170, http://www.jstor.org/stable/44984574.

[28] Joseph Waigera, Maureen Mweru, and Lucy Ngige, "Relationship between Teachers' Attitudes and Utilization of Instructional Materials in Pre-Primary Schools in Kenya," *East African Journal of Education Studies* 2 (August 7, 2020): 92–104.

[29] Mulyati, *Pengaruh Pembelajaran Pendidikan Agama Islam (Pai) Terhadap Perilaku Keagamaan Siswa Kelas XI IPS 3 Di Sekolah Menengah Atas (SMA) Negeri 3 Kota Cirebon.*

[30] Hajaroh, "Sikap Dan Perilaku Keagamaan Mahasiswa Islam Di Daerah Istimewa Yogyakarta."

[31] Ramli et al., "Green Spirituality: The Effect of Spirituality Attitude for Students' Environment Care Character."

not indirectly affect moderate behaviour through moderate attitudes. Instead, lecturers adopt empirical learning strategies primarily to improve students' moderate behaviour directly.

The findings of this study differ from those of Hajaroh, which showed that family education, the campus environment, and religious knowledge indirectly affect religious behaviour through religious attitudes.[32] Meanwhile, Blazar and Waigera emphasized how teachers present and utilize learning materials and the learning environment in shaping students' attitudes and learning behaviour.[33]

Conclusion

This study concludes that, simultaneously, the independent variables (Learning Materials, Learning Strategies, and Learning Environment) significantly affect students' Moderate Attitude. However, when examined individually, only the Learning Strategies variable does not significantly influence students' Moderate Attitude. These independent variables also significantly affect students' Moderate Behavior in a different pattern. However, only Learning Strategies and Moderate Attitude have a significant individual influence on students' Moderate Behavior. In yet another pattern, the findings indicate that Learning Materials influence Moderate Behavior indirectly through Moderate Attitude, with an effect size of 0.265. Meanwhile, the Learning Environment affects Moderate Behavior through Moderate Attitude with an effect size of 0.210. On the other hand, Learning Strategies directly influence Moderate Behavior without passing through Moderate Attitude.

Based on these findings, this study recommends that the Ministry of Religious Affairs of the Republic of Indonesia, in collaboration with Islamic Religious Higher Education Institutions, review and improve the delivery of religious moderation courses. The course delivery—including learning materials, teaching strategies, and the learning environment—

should be carefully designed to foster moderate attitudes and behaviours among students in Islamic religious higher education institutions.

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[32] Hajaroh, "Sikap Dan Perilaku Keagamaan Mahasiswa Islam Di Daerah Istimewa Yogyakarta."

[33] Blazar and Kraft, "Teacher and Teaching Effects on Students' Attitudes and Behaviors."

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