

Internalization of Religious Moderation Values Based on Discovery Learning in Indonesian Language Materials at Madrasah Ibtidaiyah

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Abstract

This study aims to explore the potential application of the discovery learning method in internalizing the values of religious moderation in Indonesian language learning at Madrasah Ibtidaiyah Negeri Ogan Ilir. Motivated by the importance of religious moderation in the context of socio-cultural diversity in Indonesia, this study uses a qualitative approach with data taken from interviews, observations, and documentation. Data validity was tested using source triangulation, technique triangulation, and method triangulation. The data analysis techniques applied include initial data processing, coding, and data analysis. The results showed that the application of the discovery learning method was effective in improving students' understanding of the values of religious moderation as well as their active involvement in the learning process. Students are trained to appreciate diversity and develop tolerant and empathetic attitudes during interactive learning activities. In addition, the study highlighted the need to strengthen an inclusive curriculum and provide teachers with training to integrate religious moderation into their teaching consistently. The results are expected to contribute to the development of better character education in Indonesia and recommend the application of active learning methods to create a generation that is tolerant and inclusive of differences. The study suggests that further exploration be conducted in various madrasahs to understand the long-term impact of this method.

Keywords: discovery learning; indonesian language learning; madrasah ibtidaiyah; religious moderation

Introduction

In the midst of a rich and complex socio-cultural milieu, the imperative for religious moderation in Indonesia is both significant and pressing. The notion of religious moderation cannot be regarded as a discrete matter, but must be considered in the context of the nation's social and political framework. Indonesia, a country with a multitude of religions, ethnicities and cultures, requires a more inclusive and equitable approach to interfaith interactions. The concept of religious moderation is defined as attitudes and behaviours that can mediate in resolving various issues related to religion (Henry et al., 2022; Nadhrah et al., 2023; Pandey & Singh, 2019). This is a particularly salient issue in our nation, given its protracted history of conflicts that are often initiated by intolerance-



and extreme attitudes in religion. Given the population's heterogeneity with regard to religious affiliation, the promotion of religious moderation is instrumental in fostering a favourable social environment. Education, as one of the pivotal pillars in character development, serves as a strategic domain for instilling the values of religious moderation (Badriah et al., 2023; Mappaenre et al., 2022). The comprehension of religious moderation is regarded as a pivotal character trait that ought to be inculcated within society, particularly within educational institutions (Lessy et al., 2022). This process of character building is of paramount importance in order to prevent the emergence of intolerant attitudes that have the potential to damage the bonds of national unity and integrity.

The implementation of religious moderation in the education sector, particularly in basic education, is of paramount importance. Education at this level serves to establish a foundation for the cultivation of inclusive and tolerant understandings among students. It is imperative that education fosters the integration of moderation values with learning processes (Hermawan, 2020; Makrus et al., 2024; Zafi, 2020). This encompasses not only the instruction of theological principles but also the cultivation of competencies that facilitate harmonious interaction with individuals from diverse backgrounds. In this context, the teaching of inclusive religious materials and the implementation of interfaith activities can be effective means to build dialogue and cooperation among students. For instance, the organization of interfaith discussion events or joint projects involving students from diverse religious backgrounds has been demonstrated to enhance learning experiences and foster comprehension of the principles of tolerance.

However, in practice, the implementation of religious moderation values still faces various challenges. Research undertaken to date indicates that, despite endeavours to incorporate religious moderation within the curriculum, there exists a paucity of specific studies addressing the manner in which active learning approaches, such as Discovery Learning, can be employed to facilitate the internalization of these values within the context of Indonesian language learning. This refers to research conducted by Saefudin et al., in which the focus was on teachers' teaching tools in religious subjects (Saefudin et al., 2023). Similarly, research undertaken by Yulnetri et al. concentrated on the integration of religious moderation in the field of English (Yulnetri et al., 2024). This approach has the potential to engage students actively and to develop their critical

thinking skills, as well as to strengthen their understanding of religious and cultural differences through Indonesian language learning.

The objective of this study is to investigate the feasibility of employing Discovery Learning as a pedagogical approach to facilitate the internalization of the values of religious moderation in the context of Indonesian language education at Madrasah Ibtidaiyah Negeri 1 Ogan Ilir. The present study focuses on the utilization of this method to bridge the existing gap in the teaching of religious moderation, to contribute to the development of a more inclusive and tolerant curriculum and learning practices. The findings of this study are anticipated to yield students who have a nuanced understanding of and appreciation for differences. Furthermore, the results are expected to contribute to the enhancement of the existing body of educational research in Indonesia. This, in turn, is anticipated to provide valuable recommendations for educators and policymakers. In addition, there has been a lack of research that integrates religious moderation values into Indonesian language learning using the discovery learning approach in Madrasah Ibtidaiyah, which this study attempts to address.

The objective of this research is to address the various problem formulations that have been identified, with the hope that it will make a significant contribution to the creation of a generation that is ready to face the complexities of a multicultural society, as well as being able to undergo harmonious social interactions amid the diversity that exists in Indonesia. Furthermore, the present research endeavours to furnish supplementary insight into the utilisation of active learning methodologies in the context of the internalisation of religious moderation values within broader educational institutions.

Research Methods

The present study was conducted by selecting a strategic object and place, namely Madrasah Ibtidaiyah 1 Negeri Ogan Ilir, which has rich social and cultural characteristics. The primary objective of this research was to investigate the values of religious moderation as they are embodied in Indonesian language learning materials intended for students in grades 1 to 6. The events observed include interactions between teachers and students in the context of learning, as well as the implementation of learning activities that integrate the values of religious moderation.

The research method employed is descriptive qualitative, encompassing the collection of primary and secondary data. The utilization of a combination of primary and secondary data enables the risk of loss from diverse perspectives to be mitigated, thereby rendering the analysis more comprehensive. The participants in this study were determined using a purposive sampling technique. The informants involved comprised teachers and students from grades 1 to 6, as well as school principals. These individuals were considered to have relevant experience and knowledge regarding the integration of religious moderation values in Indonesian language teaching. The involvement of teachers and students from diverse grade levels is expected to yield comprehensive and nuanced insights into the learning process at each level.

The present study employed a range of qualitative instruments to gather in-depth insights into the integration of discovery learning-based religious moderation values contained in Indonesian language learning materials at Madrasah Ibtidaiyah. The research process was conducted in several stages, commencing with initial observations to understand the context and situation in the field. Subsequent in-depth interviews were conducted to explore teachers' views on the integration of religious moderation values in learning. The data collection techniques employed in this study encompassed participatory observation, documentation and semi-structured interviews. The latter incorporated open-ended questions, thereby ensuring sufficient scope for informants to articulate their opinions freely.

Table 1
Grid Instrument for Each Instrument

Instrument	Purpose	Data Collected	Target
Interview	Exploring the perceptions and experiences of teachers, students, and principals.	Insight into the internalization of religious moderation values using discovery learning in Indonesian language materials.	6 Teachers, 18 Students, and School Administrators.

Instrument	Purpose	Data Collected	Target
Observation	Analyzing the application of discovery learning-based religious moderation values on Indonesian language materials directly.	Class dynamics and internalization of discovery learning-based religious moderation in Indonesian language materials.	Learning sessions in grades 1-6 of Madrasah Ibtidaiyah Ogan Komeriing Ilir.
Documentaion	Checking planning, materials, and methods.	Lesson plans and curriculum documents	School documents and resources are developed by teachers.

Source: Personal Document

The data analysis technique applied consists of several steps, commencing with initial data processing and coding, and concluding with data analysis. The initial phase of the data processing procedure is data reduction, which involves the filtration of information obtained from observations and interviews to yield pertinent data. Moreover, the data that has been reduced is grouped into categories according to the theme of the value of religious moderation being analyzed. The analysis of the data was conducted using a thematic analysis approach, whereby researchers sought to identify patterns and themes that emerged from the collected data, as well as examining how these values were integrated in the subject matter. The objective of the present analysis is to provide a clear and in-depth picture of how religious moderation can be internalized in Indonesian language learning, as well as its influence on students' critical and tolerant attitudes. Data validity was tested using source triangulation, technique triangulation, and method triangulation.

Utilizing this systematic and integrated research method, it is anticipated that the study's findings will make a substantial contribution to the development of a more inclusive curriculum that is pertinent to the requirements of a multicultural society in Indonesia. The findings of this study can serve as a valuable reference point for educators

and policymakers in their efforts to cultivate a harmonious learning environment and contribute to the enhancement of tolerance values in everyday life.

Results

The Implementation of Moderation Values in Indonesian Language Learning

The present study revealed that the implementation of religious moderation values in Indonesian language learning at Madrasah Ibtidaiyah Negeri Ogan Ilir has shown a significant positive impact on the formation of tolerant and respectful attitudes among students. The values of humanity, public good, justice, and tolerance become the primary focus in the learning process. The pedagogy employed in this institution involves the utilization of interactive learning methodologies, such as discussions, to inculcate in students a sense of appreciation for diversity and the capacity for empathy towards others. The curriculum and extracurricular activities have been designed to emphasize national values and non-violence, with the aim of fostering students' characters as proactive and law-respecting individuals.

This was revealed directly by several classroom teachers through interviews including E, RS, TR, and A who stated that *“the application of religious moderation values is applied directly to children by instilling a sense of humanity, teaching to do good, benefitting many people, teaching justice, respect, obeying rules, loyalty to the nation, anti-violence, and respect for traditions”* (source: interview). The principal also said *“I as the principal who has a role as a leader instil in the teachers that I lead for every lesson to always instil in students the values of moderation”* (source: interview). In addition, students also revealed similar data, stating that *“teachers always teach us to always do good, respect others, be fair, be proud of the country, obey the rules, do not bully, and respect traditional culture”* (source: interview).

Furthermore, based on the observation data obtained, it is evident that teachers effectively facilitate learning by elucidating the value of moderation in everyday life. They emphasize the importance of respecting each other, being fair, doing good, maintaining peace, protecting the country, obeying the rules, and respecting customs (source: observation). Subsequently, the data is supported by the results of the documentation, in which the learning process instils an understanding of the value of moderation, and the materials employed embody the principles of moderation.



Figure 1
The Integration of Moderation Values in the Context of Indonesian
Language Teaching
Source: Personal Document



Figure 2
Integration of Moderation Value in Indonesian Language Materials
Source: Personal Document

The findings of this study are consistent with the extant literature, which demonstrates that an education based on religious moderation values is effective in shaping student character. As Sarkowi found, a common interest-oriented approach has been shown to engender collective awareness among learners (Sarkowi, 2015). However, in contrast to the findings of Mustafa's study, which placed significant emphasis on the communication skills of moderators, this study demonstrated that a focus on fairness and respect for differences in class discussions is also crucial in the internalization of moderation values (Mustafa, 2023).

The findings of this study are indicative of a positive shift in the Indonesian education system, where there is a systematic effort to cultivate a young generation that is not only academically proficient but also exhibits high social maturity. This phenomenon is of particular pertinence in light of the ongoing challenges posed by diversity and social conflict in contemporary society. Education founded upon the tenets of religious moderation has the potential to serve as a cornerstone in fostering a harmonious and peaceful society, particularly in the context of escalating sentiments of radicalization (Bashori et al., 2024; Mofu et al., 2025).

The results of this study carry significant implications. The integration of religious moderation values within the education curriculum has been identified as a pivotal strategy for fostering a more tolerant and respectful younger generation. It is imperative for the establishment of a secure and harmonious social environment, wherein each individual is valued and accepted. In a broader context, the cultivation of tolerant attitudes among young people has been demonstrated to play a pivotal role in the prevention of potential conflicts and violence in society, while concurrently serving to strengthen national unity (Bule & Suswakara, 2024; Jewett & Borowsky, 2025).

The findings indicated that the values of religious moderation were effectively assimilated through an interactive and discussion-based educational approach. This phenomenon may be attributed to the pedagogues' capacity to employ methodologies that are both captivating and pertinent to the students, thereby fostering heightened engagement and self-assurance in articulating their perspectives. Furthermore, the local context in which schools are located has been demonstrated to play a significant role in influencing students' acceptance of these values (Aluf et al., 2024; Yusuf et al., 2023).

In order to address this issue, it is essential to strengthen the training provided to teachers, ensuring that they are able to integrate religious moderation values consistently in the learning process. Furthermore, there is a necessity for curriculum development that is more comprehensive and reflective of relevant social issues. It is recommended that extracurricular activities which focus on character building be improved, as well as those which involve the community in supporting moderation and values education. Moreover, it is incumbent upon the government and educational institutions to undertake regular evaluations of the implementation of moderation values in education in order to ensure their sustainability and effectiveness.

The Discovery Learning Method in the Context of Indonesian Language Education and Religious Moderation

The present study demonstrates that the implementation of the discovery learning method in the context of Indonesian language education results in a substantial enhancement in the comprehension and internalization of religious moderation values among students. Through the utilisation of contextualised and problem-based exploration activities, students are enabled to engage with a range of perspectives on religious moderation values. Active student participation in the learning process has been demonstrated to enhance communication, collaboration and critical thinking skills. This was stated directly by teachers of grades 1 to 6 that:

“In the learning process, the first thing we do is provide stimulation to students about the value of moderation, then continue by asking them to identify themselves through stories or problems that they face every day, and allow them to find information about the data they find and discuss and present the data, and finally allow them to conclude what they find” (source: interview).

The statement was also expressed by the students that *“the teacher let us think by observing pictures or stories, let us have an opinion from the story or video shown and record everything we know, then let us discuss and conclude by ourselves”* (source: interview). This is in accordance with the observation data obtained; the learning process is in accordance with the application of the discovery learning method, where the teacher stimulates students, makes students identify problems, seek information, discuss, and conclude (source: observation). This assertion is further substantiated by the documentation obtained, which details the implementation of discovery learning activities.



Figure 3
The Implementation of Discovery Learning in The Context Of
Indonesian Language Education
Source: Personal Document

The findings of this study demonstrate notable parallels with the outcomes of other research, which have shown that the implementation of active learning methods can enhance student participation and alleviate barriers to communication (A'yun et al., 2023; Nguyen et al., 2021). However, the present study focuses more on the context of religious moderation, while previous studies more generally address the improvement of academic achievement and skills. The findings of this study indicate that an active approach is not only effective in achieving academic outcomes but also in the development of students' character and spiritual values.

The findings of this study serve as a crucial indication that education can function as an effective agent in fostering tolerance and moderation in religious contexts. In the contemporary global context, characterised by escalating radicalisation and intolerance, this approach assumes particular pertinence. In a nation characterised by cultural and religious diversity, such as Indonesia (Nasir & Rijal, 2021; Sulistyowati et al., 2024), there is a clear necessity for initiatives that promote the internalisation of moderation values through educational programmes. This finding suggests that character education should be considered an integral component of the curriculum, with the aim of addressing broader social challenges.

The results of this study imply the importance of incorporating active learning methods, such as discovery learning, in the education curriculum to instil religious moderation values. This approach enables educational institutions to contribute to the cultivation of a tolerant and understanding environment. It is evident that education does not merely focus on academic achievement, but also encompasses the cultivation of students' social and moral values (Vecchione & Schwartz, 2022; Zannah, 2020).

The findings indicated that students demonstrated a heightened comprehension and internalization of the principles of religious moderation when actively engaged in the learning process. The discovery learning method has been shown to encourage students to participate directly in the exploration process, thereby enhancing their motivation to learn and understand more profound issues (Hammer, 1997). This pedagogical approach facilitates students' engagement with a range of perspectives, fostering the cultivation of tolerance and empathy for diversity (Rohmah et al., 2023). These results align with prior research demonstrating that an active approach to learning can enhance motivation and learning achievement (Mahartati, 2017; Nurmiati, 2020; Setiarini, 2016).

The imperative action to be taken is to develop modules and lesson plans that integrate the discovery learning method in Indonesian language learning, with a focus on religious moderation values. Furthermore, there is a necessity for training to be provided to teachers in the application of this method, with a view to enhancing their effectiveness in implementing active learning strategies. In order to enhance the pertinence of the teaching method to the evolving educational context, it is imperative to undertake systematic monitoring and evaluation of its implementation.

Response and impact of the application of discovery learning in internalizing religious moderation values in Madrasah Ibtidaiyah students

The findings of this research demonstrate that the implementation of the discovery learning method in Madrasah Ibtidaiyah Negeri Ogan Ilir has yielded positive outcomes, including enhanced comprehension of religious moderation values among students, the cultivation of attitudes of tolerance, empathy, and social awareness, and the formation of inclusive character traits. It was evident that students exhibited an increased level of enthusiasm and independence in their learning and demonstrated the capacity to engage in critical thinking regarding the religious and cultural differences that surrounded them. The findings, as evidenced by the data collected, demonstrated significant advancements in students' learning motivation and capacity to comprehend diversity. This observation serves to substantiate the notion that the discovery approach is highly pertinent in the context of religious education (Salmadatu & Syamsudin, 2022).

This result was conveyed directly by the teachers of grades 1 to 6, they revealed that *“students are much more active and enthusiastic and much more understand the value of religious moderation by using this discovery learning”* (source: interview). The students further asserted that they demonstrated a preference for the aforementioned pedagogical approach, which they described as *“freer in learning, going to the library, discussion, opinion, and we know better how we behave to teachers, friends, neighbours and family”* (source: interview). Based on observation data, it also reveals that students are much more active and enthusiastic in learning, they feel happy and challenged by the assignments given, they look for data in the library, discuss, and find their own answers, and students better understand the values of religious moderation (source: observation). Documentation data also shows that students are more active in learning and have strong moderation values.



Figure 4
Response and Impact of Discovery Learning Implementation
Source: Personal Document

The results of this study are consistent with previous findings that also confirmed the discovery learning method encourages students to think critically and analytically (Martir et al., 2024). However, in contrast to Nelyza et al.'s study, which emphasised social awareness without discussing academic aspects in detail, the present study provides a comprehensive picture of the impact of the discovery method not only on academic understanding but also on students' social attitude development (Nelyza et al., 2015). This demonstrates the efficacy of the discovery learning method in the context of acquiring social values that are oriented towards application in everyday life.

The findings of this study indicate that education at the primary level should prioritize the promotion of religious moderation as a means of preventing potential conflicts in a plural society. The cultivation of values such as tolerance, empathy and social awareness from an early age has been demonstrated to engender a more inclusive and harmonious generation (Navarro-Mateu et al., 2019). This phenomenon is especially pertinent in Indonesia, a country with a rich cultural and religious diversity, where social challenges and diversity frequently give rise to tensions (Lestari, 2020).

The findings of the research suggest that the discovery learning method should be considered as a fundamental component of the learning curriculum in MI, particularly in the domains of character education and religious education. The positive effects of this practice are not limited to the academic environment; they also extend to the cultivation of students' more tolerant and empathic attitudes and characters, which, in turn, contribute to social stability. Consequently, there is an urgent necessity to adopt this approach on a wide scale in educational institutions.

The findings demonstrate the efficacy of the discovery learning method, which fosters student engagement, exploration, and critical thinking. The application of this

method is predicated on the fundamental need for students to be directly involved in the learning process, as well as forcing them to think and reflect on the values being taught, instead of merely passively receiving knowledge (Winarni et al., 2020).

It is imperative that measures are implemented to facilitate the development of training for educators aimed at enhancing their competencies in the effective implementation of the discovery learning method. Furthermore, the curriculum must place greater emphasis on the integration of religious moderation values across various subjects, as well as co-curricular activities that facilitate students' engagement in diverse social interactions. It is evident that students have not only been able to comprehend these values in a theoretical sense but have also demonstrated an aptitude for implementing them in their day-to-day lives.

Challenges and Strategies in Implementing the Discovery Learning Method for Internalising Religious Moderation Values in Indonesian Language Materials at Madrasah Ibtidaiyah

The present study explores the challenges and strategies of implementing the Discovery Learning method for internalizing religious moderation values in Indonesian language materials at Madrasah Ibtidaiyah Negeri 1 Ogan Ilir. The results indicated that the challenges encountered by teachers, students, parents, policyholders, madrasah administrators, and other stakeholders were diverse, encompassing divergent interpretations of religious moderation, constrained time and resources, and ineffective programme organization. The proposed strategies encompass professional development for educators, the integration of interactive media, enhanced communication between the home and school environment, and the implementation of policies that facilitate the incorporation of moderation values into the curriculum.

The findings of the study were disclosed directly by the teaching staff of grades 1 to 6 “*we have a few challenges in applying this discovery learning method such as limited material sources, time-consuming application, diverse and minimal understanding of students is a challenge for us, and we use various ways to overcome it by attending training using alternative media such as the internet and so on*” (source: interview). The principal also said that “*the biggest challenge for us is facilities such as the internet and the condition of books that are old and bad, the efforts I make as the principal are proposing a budget to the government and communication with parents to help each*

other” (source: interview). Then also the students also said *“we love learning like this but the books in the library are not too many, we have difficulty finding what we are looking for”* (source: interview). Based on observation data, it was also found that renewable books are still limited and facilities are still minimal, such as projectors and internet networks (source: observation). Documentation also found that books and facilities need to be updated and added.

The findings of this study are consistent with those of previous research, which indicates that a limited comprehension of religious moderation may impede the execution of effective learning in educational settings (Karnadi et al., 2023). However, in contrast to other studies that focus more on the technical aspects of implementing learning methods, this study emphasizes the importance of collaboration between various parties, including parents and madrasah administrators, in supporting moderation-oriented learning. It is also important to emphasize that local contextual factors should always be taken into account in order to ensure that curriculum implementation is relevant to the needs of the target community (Hanafie et al., 2024).

The findings of this study indicate a pressing necessity to enhance collaboration and communication among all stakeholders involved in the educational process. This underscores the imperative for a cohesive, systematic approach that engages all components of the educational infrastructure to foster a conducive environment conducive to the dissemination of religious moderation. When viewed within a broader educational context, this phenomenon highlights a significant challenge faced by national education systems worldwide, particularly in the cultivation of respectful national characters and values in the context of diversity, as evidenced by the case of Indonesia (Abdullah et al., 2023).

The findings of this study suggest that the effective implementation of the Discovery Learning method in fostering the internalization of religious moderation values is contingent on the collaborative efforts of all educational stakeholders. Consequently, there is an imperative to fortify policies and initiatives to enhance communication and collaboration between teachers, parents and other relevant parties. This can have a positive impact on the quality of education and encourage more inclusive character education among the younger generation (Anwar et al., 2024; Hanafi et al., 2023; Rusmana et al., 2025).

The findings of this study demonstrate that variations in the comprehension and implementation of religious moderation are attributable to disparate educational and cultural backgrounds among teaching staff and students. The implementation of this learning method is significantly impacted by two key factors. Firstly, there is a limited supply of resources, and secondly, students face challenges in achieving independence in their learning. This finding is indicative of systemic challenges in education in Indonesia that require serious attention from all parties involved (Yuliasari & Syaripudin, 2023).

In order to address these issues, it is essential to formulate more inclusive education policies, with all stakeholders involved in the planning and implementation of learning programmes. It is recommended that training and workshops be scheduled on a regular basis in order to enhance the comprehension of religious moderation among teaching professionals and parents. Furthermore, it is imperative to establish sufficient facilities and infrastructure, in addition to the integration of interactive learning technology media, to facilitate the implementation of the Discovery Learning method. It is anticipated that the implementation of these measures will facilitate the effective integration of the principles of religious moderation within the educational curriculum of Madrasah Ibtidaiyah Negeri 1 Ogan Ilir, thereby ensuring the long-term sustainability of this initiative on a national scale in Indonesia.

Relevance and Implications of the Research Results for Curriculum Development and Learning Practices in Madrasah Ibtidaiyah

The present study found that the explicit application of the discovery learning method in Indonesian language teaching at Madrasah Ibtidaiyah Negeri Ogan Ilir can effectively integrate religious moderation values, such as tolerance and mutual respect. The findings indicate that students demonstrate a heightened level of engagement in the process of discerning the significance of learning materials pertaining to these values. The research also underscores the significance of cultivating affective and social competencies, in conjunction with the utilization of contextualized content in learning, to enable the internalization of religious moderation values.

The findings of this study are consistent with the conclusions of earlier research that highlights the significance of incorporating moderation values in education, particularly at the primary level (Wangsanata et al., 2022). However, this is in contrast to research that focuses exclusively on students' cognitive achievement, which does not

consider character development to be an integral component of learning (Julaeha, 2019). It is also emphasized by other research that collaboration in learning can improve students' understanding of social values. This finding suggests that the integration of religious moderation values in learning practices is not only important for character education but also relevant in the context of social effectiveness (Ma'arif et al., 2022; Tareze et al., 2022).

The findings of this study suggest that education at the primary level should place greater emphasis on character development and the promotion of positive social values. In the context of the challenges posed by globalisation and the escalating radicalisation among the younger demographic, the integration of religious moderation values within the education curriculum is becoming an imperative. This is consistent with the necessity to establish a more harmonious society, in which differences are appreciated and conflict is prevented. This phenomenon is especially pertinent in the context of Indonesian society, which is characterized by a rich cultural and religious diversity (Ramdhani & Romdhoni, 2023; Siswanto, 2019).

The results of this study imply the importance of reformulating a more progressive education curriculum with an emphasis on teaching religious moderation values. It is expected of teachers that they should not only convey information, but also facilitate understanding of these values. Furthermore, the assessment paradigm must be modified to encompass students' critical thinking processes and competencies. This pedagogical approach is expected to foster the development of a more tolerant and appreciative generation (Kamal, 2023).

The findings of this study underscore the necessity to adapt pedagogical approaches to suit pertinent cultural and social milieus. The discovery learning method has been shown to engender active and participatory learning, thereby fostering a greater sense of student engagement in the learning process. Participatory learning, in which students engage actively in the learning process, has been shown to facilitate the internalization of the values taught (Prasetyo & Abduh, 2021). Moreover, the findings of earlier studies demonstrate the efficacy of this approach in a more extensive educational milieu.

In the subsequent phase of the programme, it is imperative to undertake training initiatives for educators that are centred on the implementation of the discovery learning

method and the incorporation of religious moderation values within the educational curriculum. As Hendri have demonstrated in their research, the efficacy of discovery learning is contingent on the pedagogues' propensity to conceptualize, direct and recalibrate learning to align with students' requirements. Consequently, the teacher's comprehension of the method is of paramount importance, ensuring the effective transmission of the value of religious moderation in Indonesian language materials (Hendri et al., 2025).

The development of a curriculum that is more contextualized and relevant to the social dynamics present within the students' environment is also a significant step in this process. Miller-Graff et al. posit that a locally relevant curriculum can facilitate the development of social and emotional skills that are deemed essential for navigating social dynamics in one's immediate environment (Miller-Graff et al., 2024). Furthermore, there is a necessity to strengthen the use of varied and technology-based learning media with a view to increasing student engagement. Getenet and Tualaulelei posited that the utilization of a diverse array of digital media, encompassing blogs, videos, interactive quizzes and collaborative platforms, has the potential to enhance engagement across a myriad of domains (Getenet & Tualaulelei, 2023). It is anticipated that these measures will enhance the efficacy of Madrasah Ibtidaiyah in cultivating the character of moderate and tolerant students.

Discussions

The findings confirm that integrating religious moderation values into Indonesian language learning effectively shapes students' tolerance, empathy, and social responsibility. These results align with previous studies (Sarkowi, 2015), (A'yun et al., 2023; Nguyen et al., 2021) ; (Nasir & Rijal, 2021; Sulistyowati et al., 2024), while extending the evidence to show that fairness and respect for differences are crucial for internalizing moderation values.

The discovery learning method was found not only to improve academic achievement but also to build social and moral character, reinforcing earlier research (Mahartati, 2017; Nurmiati, 2020; Setiarini, 2016).; Rohmah et al., 2023). This indicates that active learning approaches are effective agents in preventing intolerance and radicalization in diverse societies such as Indonesia.

Challenges identified, such as resource limitations and diverse comprehension levels, are consistent with previous findings settings (Karnadi et al., 2023). However, this study emphasizes that collaboration among teachers, parents, and administrators is essential in overcoming these challenges.

The implications of this research are significant: discovery learning, when integrated with moderation values, has the potential to strengthen national unity, prevent conflict, and foster social harmony. Curriculum reform, professional development for teachers, and the use of interactive digital media are necessary steps for sustainability.

Conclusion

The present study set out to ascertain the impact of the discovery learning method on the teaching of the Indonesian language in Madrasah Ibtidaiyah Negeri Ogan Ilir. The findings revealed that the implementation of this pedagogical approach led to the effective integration of religious moderation values and a substantial enhancement in student participation in the learning process. In contrast to previous studies that have placed greater emphasis on cognitive and academic aspects, this study underscores the significance of social interaction and character development through student engagement in the exploration of religious moderation values.

The primary contribution of this research is the identification of the discovery learning method as an active approach that is not only effective in enhancing students' academic understanding but also in fostering inclusive and tolerant characters in Indonesian language materials. The present study sought to address the dearth of research in this area, with the objective of determining whether the discovery learning method is capable of instilling the value of moderation, particularly in the context of Indonesian language materials. This pedagogical approach provides a novel methodology for educators to facilitate Indonesian language acquisition, rendering it meaningful and pertinent to the evolving social milieu. Consequently, students are empowered to enhance their comprehension and appreciation of the diversity that surrounds them.

The limitations of this study include the exclusive focus on a single study site, namely Madrasah Ibtidaiyah Negeri Ogan Ilir, which may restrict the generalization of the findings to a broader educational context. It is recommended that future research be conducted on a broader scale, involving a range of madrasahs in different regions. In

addition, further exploration is necessary to ascertain the long-term impact of the discovery learning method on the development of religious tolerance and moderation among students throughout Indonesia.

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Declaration of Conflicting Interests

All authors declare no conflict of interest.

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