Insertion of moderate character through project learning in Islamic Religious Education courses

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Abstract

Teachers play an essential role in managing learning in the classroom, developing moral values, positive attitudes, and social skills, and training responsible individuals with moderate character. Research related to religious moderation is being widely carried out. This research aims to find out how heterogeneous the research is regarding project-based learning in Islamic Religious Education (PAI) courses to strengthen the moderate character of prospective teachers. This research uses the systematic literature review (SLR) method in Scopus-indexed journals. Based on a quantitative descriptive approach, a search engine was used to search the PRISM protocol through four stages: identification, screening, feasibility, and suitability (inclusion). The research results showed that 500 articles were identified using the word moderate through the SefoRA.com application. At the screening stage, the remaining 200 articles obtained had duplicate status, did not match the fields, and the data used was not appropriately valid. At the feasibility stage, 40 articles were obtained after the elimination process, and 11 articles discussed keywords character strengthening and met the inclusion criteria, which were included in the analysis via the VosViewer engine.

Keywords:
Moderate Character, Project Learning, Islamic Religious Education.

Abstrak

Guru memainkan peran penting dalam pengelolaan pembelajaran di kelas, mengembangkan nilai-nilai moral, sikap positif, dan kemampuan sosial guna melatih tanggung jawab individu berkarakter moderat. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana heterogenitas penelitian terkait pembelajaran berbasis proyek pada matakuliah Pendidikan Agama Islam (PAI) untuk menguatkan karakter moderat calon guru. Dalam penelitian ini menggunakan metode systematic literatur review (SLR) di jurnal terindeks scopus. Berdasarkan pendekatan deskriptif kuantitatif dengan menggunakan mesin mencari dengan penelusuran protokol PRISM melalui empat tahap yaitu identifikasi, screeaning, kelayakan, dan kesesuaiannya (inklusi). Hasil penelitian menunjukkan terdapat 500 artikel yang teridentifikasi menggunakan kata moderat melalui aplikasi SefoRA.com. Pada tahap penyaringan diperoleh 200 artikel selebihnya berstatus duplikat, tidak sesuai bidang, dan data yang digunakan kurang sesuai, tidak valid. Pada tahap kelayakan diperoleh 40 artikel setelah proses eliminasi dan 11 artikel yang membahas kata kunci penguatan karakter dan memenuhi kriteria inklusi yang masuk dalam analisis melalui mesin VosViewer.

Kata Kunci:
Karakter Moderat; Project Learning; Pendidikan Agama Islam;

Introduction

Amid the widespread phenomenon of radicalism and intolerance in society and educational institutions (Anwar and Muhayati, 2021), strengthening the character of prospective teachers is necessary to encourage religious moderation (Naim, 2022). Religious moderation can be interpreted as a balance between understanding and practicing religion (Direktorat Jenderal Pendidikan Islam Kementerian Agama Republik, 2021) by paying attention to the text and context and not carrying out excessive or extreme interpretations or actions. Prospective teachers are professionals who try to improve the order of life through learning in the classroom and school. As individuals, future teachers play a vital role in the education system (Cikaa, 2020). To become a teacher, you must have special qualifications and qualities that support understanding students, facing different challenges (Hoesny and Darmayanti, 2021), and building positive relationships with students and their parents who can encourage active learning involvement.

Working at an institution will reveal the conditions of every human being with diverse backgrounds and individual characteristics, making it challenging for a teacher to be fair in diversity. The hope is that applying moderate character in the classroom will help create a balanced (proper) learning environment, meaning that teachers position themselves as the parents of students who need cooperation in achieving their learning goals at school. For this reason, efforts are required to strengthen religious moderation for teachers. These efforts could be a religious moderation program in schools, in collaboration with the Ministry of Religion and the religious harmony forum, such as organizing substantial training activities on religious moderation for madrasah teachers and socialization of religious moderation for teachers (Mardani, Susiawati, and Alhaq, 2023). Apart from that, moderate character values are internalized in each learning objective in the appropriate subject. The aim of implementing the moderate character of prospective teachers in the classroom is to involve students to strengthen the application of positive character and values. The scope of the religious moderation approach is not only limited to religious lessons but also covers the entire curriculum and a comprehensive school environment (Noviati and Belajar, 2022).

Teachers have a very dominant role in shaping and developing students' characters. Building students' character is one of the core tasks of a teacher; apart from teaching and imparting knowledge, it also forms a personality with noble character. The presence of prospective teachers who are professional and competent in building student character is very urgent. Teachers are dominant in building students' character because they are at the forefront of education. Teachers can positively influence student personality development at and out of school. In improving the quality of education, teachers have the responsibility to help students develop moral values, positive attitudes, and social skills that will help them become responsible and highly ethical individuals (Arsini, Yoana, and Prastami, 2023). In achieving this goal, teachers can also work with parents to guide and assist students and be good role models for their students regarding behavior, speech, and action.

Understanding the concept of moderation in teaching is essential for prospective teachers to develop and strengthen their character as educators (Purbajati, 2020). Moderation in education refers to the ability of future teachers to maintain a balanced and impartial approach in their pedagogical practices. This includes being open-minded, respectful, and tolerant of different viewpoints and beliefs. To effectively instill the values of moderation in prospective teachers, they need to have a clear understanding of this concept. This understanding can be achieved through learning activities, such as the first step in integrating relevant subjects discussing religious moderation (Purnawanto, 2019). Through this internalization, prospective teachers can gain a deeper understanding of the principles and values related to moderation. This understanding will help teachers guide them in teaching practices and enable future teachers to design appropriate learning experiences for their students (Hasan, 2022).

Apart from that, the second step is that prospective teachers can also develop an understanding of moderation through teaching materials. Teaching materials play an essential role in character development because teaching materials become a means for future teachers to effectively spread and promote religious moderation in the classroom. Teaching materials are designed in such a way that they emphasize the principles of moderation and encourage students' critical thinking. For example, teaching materials may include case studies or real-life scenarios that require teacher candidates to analyze different perspectives and develop balanced solutions through the development of teaching materials that emphasize religious moderation as an alternative to strengthening the character of prospective teachers in prioritizing learning for their students (Khambali et al., 2022).

The third step, one approach to improving the ethical quality of prospective educators in advocating for religious moderation, is to create learning resources that prioritize the concept of religious moderation in practice. To instill the values of religious moderation in prospective teachers, this third step can include them in the education policy system. This can be achieved through an education system based on religious moderation that emphasizes the importance of respect for religion, tolerance, balance, and justice (Zhang and Ma, 2023).

Education shapes individual beliefs, attitudes, and behavior (Hasan, 2022). The form of project activities is an alternative to strengthening moderate character. Religious moderation training to increase understanding and the need for mentoring through projects to improve its application in their teaching practice in training their communication, collaboration, critical, and creative skills. This training may include workshops, seminars, and discussions focusing on the principles of moderation and how they can be integrated into the classroom. By prioritizing critical thinking and respecting the opinions of others, prospective teachers can develop the skills necessary to address complex problems and encourage a culture of tolerance and understanding among their students.

Several studies have highlighted the importance of encouraging religious moderation in educational institutions, especially in prospective teacher-learning programs. One way to encourage the internalization of character values in the learning curriculum is to strengthen moderation values in Islamic religious education lectures. In today's rapidly changing world, it is essential to enhance the character of prospective teachers with moderate insight into the development of the field of education and ensure that teachers are adequately trained in delivering this content. Furthermore, (Sutrisno et al., 2019) suggested that schools can play a significant role in instilling moderate Islamic teachings by internalizing the values of religious moderation and providing a solid perspective on moderation. Education should also focus on strengthening the fundamental orientation of religious moderation education, especially for millennial learners. One approach to enhancing the character of prospective teachers with a moderate outlook is implementing Islamic religious education, which prioritizes the values of moderation. Thus, the urgency of teachers in building students' character is critical. The teacher is vital in building students' character (Asshidiqi et al., 2023).

Teachers, as visionaries, have an advantage in terms of the quality of interaction time that is more effective with students compared to parents in their families. In this case, teachers have a more significant opportunity to guide and shape students' character. Teachers also have knowledge and skills that can be used to teach values and norms that are important in shaping students' character. Teachers also act as role models who can inspire students regarding attitudes, speech, ethics, and moral values. Teachers also have a role in facing and dealing with ethical challenges that students may face, such as the pressure of radicalism or social conflict. In this case, teachers need to be facilitators who can listen and understand students' perspectives and provide appropriate direction to deal with these problems. Therefore, teachers are responsible for building students' character (Farcha, Fitri, and Safiah, 2023).

Teachers must also instill strong ethical and moral values in students, such as integrity, honesty, discipline, responsibility, courtesy, tolerance, and concern for others. Through religious learning, teachers can teach students the values of religious moderation. Teachers can teach the importance of simplicity, patience, and harmonious relations between religious communities in the learning process. Thus, the presence of teachers who play an active role in building students' character is significant in improving morals and positive values in the millennial generation (Nisa, 2019). Teachers must embrace an inclusive approach and support students from various backgrounds, including gender, religion, race, physical condition, family background, and sexual orientation. Apart from that, teachers must also be able to recognize and respond appropriately to the needs of individual students.

Teachers also have a role in creating a safe, inclusive, and supportive environment for students (Arsini et al., 2023). Therefore, prospective teachers are trained to make a positive and supportive learning environment, and teachers can provide space for students to develop their personalities positively and face challenges with confidence (Murti and Mufidah, 2022). Another aspect of strengthening the character of prospective teachers with a moderate character is increasing a reasonable attitude in classroom management. By creating a classroom culture that values moderation, teachers can foster an environment full of respect, open-mindedness, and inclusivity. This can be achieved by encouraging student participation and engagement, allowing diverse perspectives and opinions, and encouraging dialogue and critical thinking. To strengthen character values, especially moderation (Akhmadi 2019), among prospective teachers, it is essential to provide training and support for classroom management techniques that prioritize moderation and create a conducive learning environment.

The application of religious moderation in classroom management techniques can be achieved through learning (Sugiarti and Roqib, 2021). *First*, teachers must receive training on effective communication and conflict resolution skills to handle potential situations of extremism or radicalism in the classroom. *Second*, teachers can incorporate classroom activities and discussions that increase understanding, tolerance, and empathy for religious perspectives. *Third*, teachers must be knowledgeable about different religious beliefs and practices to avoid bias or misunderstanding. *Lastly*, prospective teachers need to have a solid understanding of the principles and teachings of religious moderation. This can be achieved through integrating religious moderation courses in teacher education programs, providing opportunities for teachers to dialogue and exchange ideas with experts in the field of religious moderation, and offering continuing professional development opportunities for teachers to deepen their knowledge and skills in promoting moderation.

Moderate character strengthening can be carried out in the project to strengthen the profile of Pancasila students (Muchamad Mufid, 2023). This can be done by selecting appropriate learning resources highlighting the importance of tolerance, mutual respect, and mutual understanding between different cultures and religions. Incorporate discussion methods and activities that encourage critical thinking and respect diverse perspectives. Furthermore, developing teaching materials for Islamic Religious Education subjects can also contribute to strengthening religious moderation among prospective teachers by choosing discussion topics under the values of religious moderation to be combined with other reference sources to increase the integrity and validity of a PAI teaching material product. Contains a moderate character.

One effective way to strengthen character values in teaching prospective teachers to encourage religious moderation is through projects with a case study approach. Case studies provide real-life scenarios that allow students to analyze and discuss various perspectives and methods in solving solutions collaboratively and critically. Prospective teachers are trained to respect the surrounding environment through case studies that highlight the importance of religious tolerance, respect for diversity, and peaceful coexistence. These case studies can range from historical events to contemporary religious issues. For example, a case study could focus on conflicts between different religious groups in a country and how these conflicts were resolved through peaceful dialogue and mutual understanding. Through analysis of these case studies,

students can develop a deeper understanding of the importance of religious moderation and its practical application. They can learn to empathize with individuals from different religious backgrounds and realize the value of respectful dialogue in resolving conflict. In addition, teachers can also use various methods in organizing class discussions and debates that encourage critical thinking and a respectful exchange of ideas. These discussions and debates can encourage students to question their beliefs and biases and understand others' points of view. By providing a platform for open and respectful dialogue, teachers can foster an environment where students feel comfortable expressing their opinions and learning from each other.

Method

The design of this research is a *Systematic Literature Review* (SLR). A systematic literature review is a type of secondary research that uses a transparent methodology to discover, assess, and interpret all the evidence relevant to a particular research question fairly and (to some extent) repeatable. A systematic literature review is a formal method for combining data from primary studies related to a research question (Kofod-Petersen, 2018). This method uses a quantitative descriptive approach (Litte et al., 2008). This research procedure includes collection, analysis, and conclusions (Juandi & Tamur, 2020). All data collected is primary data published in international articles registered and indexed by Scopus. The next step is to sort the articles based on inclusion criteria. Only relevant articles that meet the inclusion criteria will be used in the research (Juandi & Tamur, 2020), (Jesson et al., 2011).

Inclusion Criteria

The inclusion criteria used in this research are: (1) this research describes the components of four indicators of religious moderation, namely national spirit, tolerance, anti-radicalism, and violence, and accommodating local culture as strengthening the moderate character of prospective teachers; (2) research written in English; (3) this research analyzes models, methods or approaches to implementing moderate character in the world of education from 2018 to 2023; (4) The research method uses a qualitative approach; (5) The study includes lectures at the higher education level of education study programs; (6) Scopus indexed studies; (7) The study contains learning about the value of moderation in the classroom which includes the development of models, methods, approaches, teaching materials, teaching media and evaluation of PAI learning used in the research focus. Articles that did not meet the inclusion criteria were excluded from the analysis.

Data collection technique

The population in this study uses a qualitative approach and focuses on analyzing the moderate character of prospective teachers. The search engine used to collect information on the number of articles is *SefoRA.com*, identifying the quality of articles on *Rayyan.com* and *screening* to see the distribution of variables that people often research via *VosViewer.com*, to analyze literature review findings with the keywords "religious moderation, character strengthening, prospective teachers or undergraduate students." Based on initial searches, were 500 articles out of 1000 target articles discussing moderate word skills and strengthening character education in Quartile 1 (Q-1) to Quartile 4 (Q2) journals. All papers have been sorted. Eleven articles are relevant and meet the inclusion criteria. The selection process is carried out in 4 stages: identification, screening, eligibility, and inclusion (Juandi & Tamur, 2020), (Liberati et al., 2009). The article selection process is presented in Table 1 below.

Table 1. Article Selection Results

Stage 1.	Information
Identification	There are 500 articles identified using the word moderate through the SefoRA.com application to clarify the number of journals published in Scopus
Stage II	
Filtering	200 articles matched the keywords discussing moderation and character strengthening. The identification results via Rayyan.AI.com revealed that many articles had duplicate statuses and did not match the field, and the data used needed to be more appropriate/valid.
Stage III	
Appropriatenes s	40 articles after the elimination process (Scopus did not index 100 articles, 40 articles used a survey approach, 20 articles did not mention the research subject and did not match the field being studied)
Stage IV	
Inclusion	11 articles discussing the keywords character strengthening and moderate values that met the inclusion criteria and were included in the analysis via the VosViewer engine

The following data (Figure 1) is shown through the PRISM diagram for database and register management.
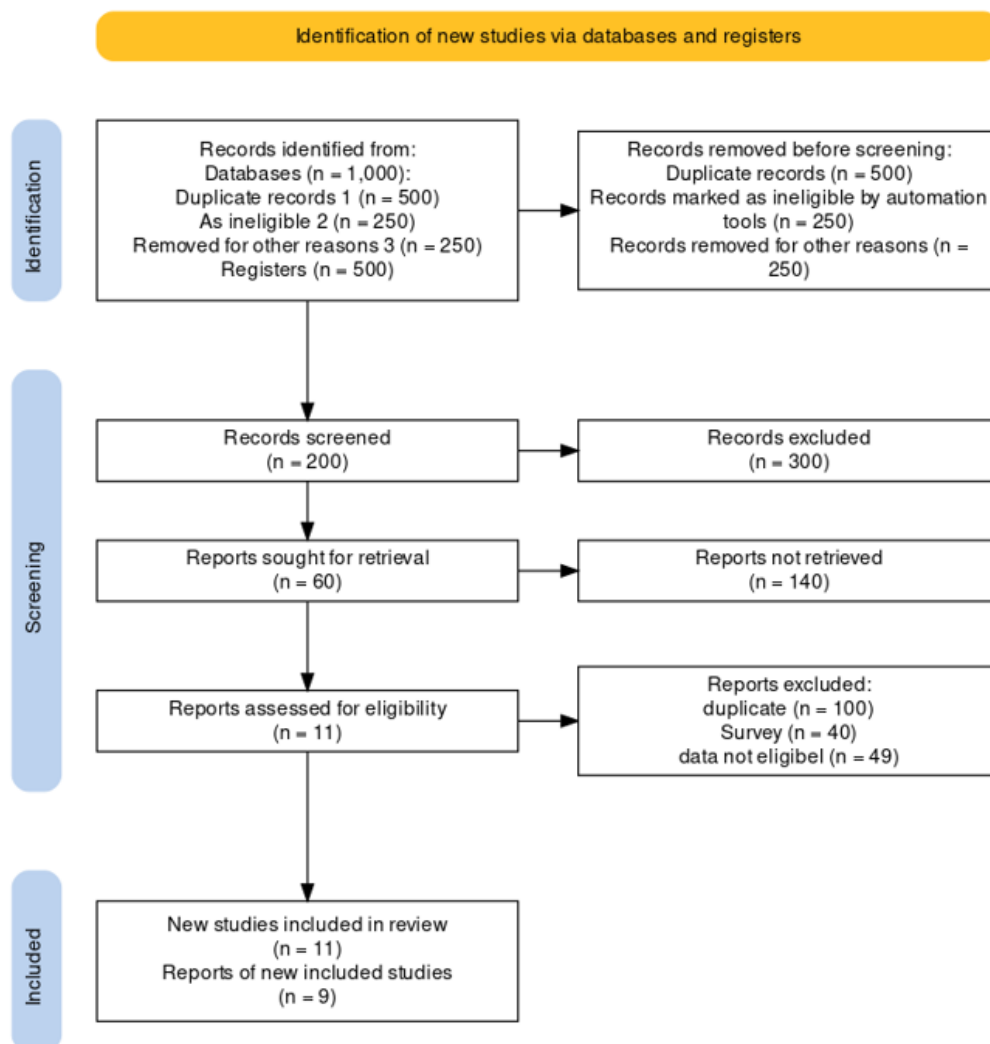
Figure 1. PRISMA Diagram of Moderate Character Strengthening

Results

Results are presented in 4 sections, including year of publication, research subject, journal indexing, method or approach used, and research location. The results of the analysis based on six criteria are presented in Table 2 below:

Table 2. Results of article analysis based on six criteria

No.	Characteristics Study	Frequency Criteria	Amount
1	Year of Publication	2018	5
		2019	7
		2020	12
		2021	6
		2022	9
		2023	8
2	Research subject	elementary school	5
		Junior High School	1
		Senior High School	4
		University	35
		Non-educational	2
3	Journal indexing	Q1	11
		Q2	4
		Q3	20
		Q4	7
4	Method or approach used in research	Qualitative	17
		Quantitative	12
		SLRs	1
		Mix Method	3
		Development	2
5	Location of research country	Indonesia	
		England h	14
		Brazil	1
		Switzerland	1
		Netherlands	1
		Cyprus	1

Study Based on Year of Publication

Details of the initial dissemination study from 2018 to 2023 are presented in Figure 2 below:

Figure 2. Study based on year of publication

Figure 2 shows that research on strengthening moderate character has increased yearly in the last ten years, from 2018 to 2023. In addition, research on maintaining reasonable consistency in the world increased from 2018 to 2019 and decreased from 2019 to 2020 as an impact of COVID-19 but increased again in 2021. Most studies on religious moderation using a qualitative approach were published in 2018 and 2023, with 15 articles each. However, no findings have yet revealed the focus of research regarding the insertion of the character of religious moderation in PAI lectures.

Study Based on Journal Indexing
The following details of the primary analysis results regarding strengthening moderate character using a qualitative approach based on journal indexers are presented in Figure 3.
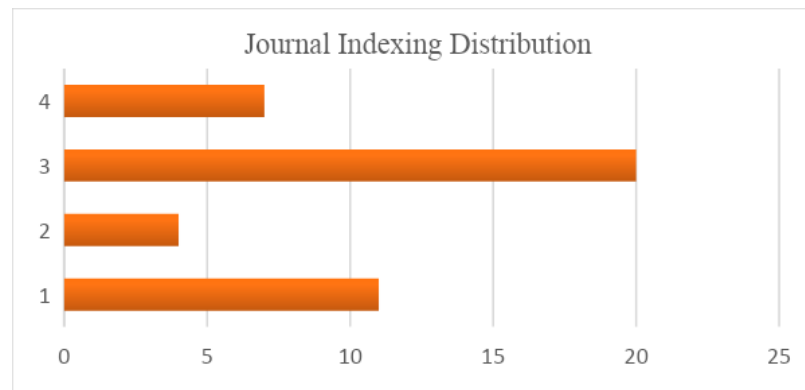

Figure 3. Research based on publications in Scopus Indexed Journals.

Figure 3 shows that the research results related to moderate character with a qualitative approach are mostly published in Sinta-indexed journals and not many in Scopus-indexed journals. This is shown from the results of a review of articles related to moderation, which means the character or attitude of violent or radical acts, aggressive behavior, learning methods, morality, caring spirit, teacher skills in contributing to learning, and religious moderation are still the subject of moderate-radical studies at the campus level.

The study is based on the source method or approach used
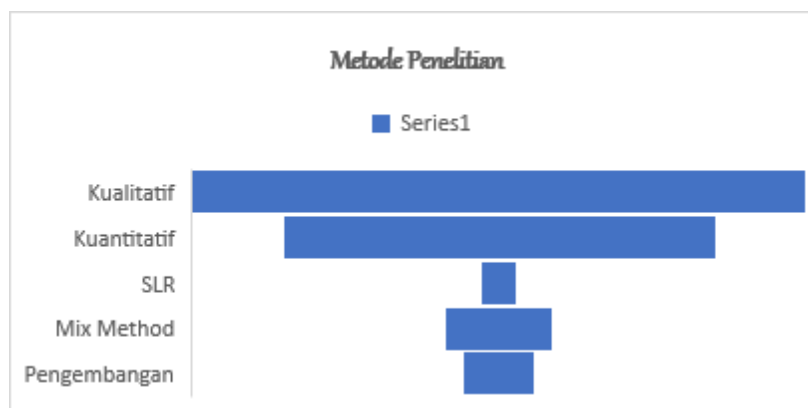In the research, the details of the study are disseminated based on the figure below:

Figure 4. Research-based on the method or approach used in the research.

These data show that moderate character is part of character education, which is reflected in the character values that are most widely used in research related to strengthening moderate character for prospective teachers using quantitative research and surveys, as many as 20 articles from surveys and 75 articles with a quantitative approach. and it does not appear that the design used in the research is developed.

Study Based on Research Location
Details of the distribution of research based on research location or country related to moderate characteristics with a qualitative approach from cross-country areas are presented in Figure 5.
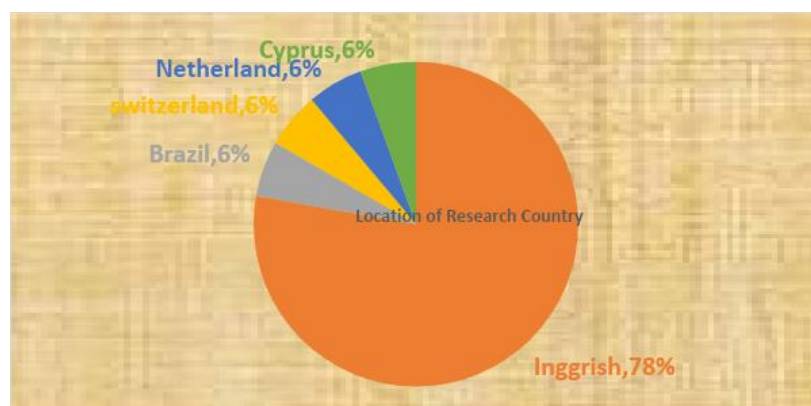

Figure 5. This study is based on the demographics of the country of origin of the research.

Figure 5 shows that 44 case studies, or 75% of the total, are concentrated in England and relate to qualitative analysis of moderate character strengthening. However, this still leaves much room for improvement in other areas. Brazil has only 5 % or 1 study, the Netherlands 6%, and Cyprus 6%. Some forms of moderate character-strengthening activities carried out are not specifically stated in the research title but implied in the activities carried out. This is not in line with the strengthening of moderate character values carried out in Islamic Religious Education learning in Indonesia based on surveys of school curriculum policies, elective subjects, developing teaching materials, *hidden curriculum* (familiarization), teacher training, or workshops.

From these findings, it can be concluded that prospective teachers as a source of learning facilitators are sometimes still hampered by the curriculum system. Hence, teachers' moderation attitudes are still not given enough attention. According to Sumarto, integrating character values in appropriate courses is an internal activity encouraging religious moderation among prospective teachers (Sapdi et al., 2022). Schools can play an important role in internalizing the values of Islamic moderation among prospective teachers. One way is to provide a diverse and inclusive classroom culture that prioritizes moderation values, which can play an important role in the internalization of religious moderation values and provide alternative perspectives for instilling moderate Islam (Sapdi et al., 2022) (Ma`arif et al., 2022) (Rohman et al., 2022) (Nirwana & Darmadali, 2021).

Understanding the concept of moderation (Masturin, 2023) in teaching is very important for prospective teachers. They need to clearly understand what religious moderation is and how it can guide their teaching practices. Religious moderation in teaching includes avoiding extreme and dogmatic attitudes, encouraging critical thinking and open-mindedness, and creating an inclusive and respectful learning environment. One way to strengthen the character of prospective teachers in prioritizing religious moderation is through the development of teaching materials that emphasize moderate character values (Nirwana & Darmadali, 2021) (Jais & Sumin, 2023) (Masturin, 2023) (Sapdi et al., 2022). Meanwhile, one approach to improving the ethical quality of

prospective educators in advocating for religious moderation is to create teaching resources that prioritize the concept of religious moderation.

Strengthening the character of moderate teacher candidates understands the concept of moderation in teaching amidst the widespread phenomenon of radicalism and intolerance in society and educational institutions, so strengthening the character of prospective teachers in prioritizing religious moderation is crucial (Na'im & Sariman, 2022) (religious intolerance and problematic religious radicalism in Indonesia, nd)(Isnaniah & Islahuddin, 2022)(Masturin, 2023). Religious moderation can be interpreted as a balance between understanding and practicing religion, paying attention to the text and context, and not carrying out excessive or extreme interpretations or actions. To instill the values of religious moderation in prospective teachers, it is important to include them in the education system. This can be achieved through an education system based on religious moderation that emphasizes the importance of respect for religion, tolerance, balance, and justice (Isnaniah & Islahuddin, 2022). Education shapes individual beliefs, attitudes, and behavior (Nuraini, 2021). Strengthening the character of prospective teachers in religious moderation is very important in encouraging a balanced and moderate approach to education. Religious moderation refers to attitudes and perspectives that are not excessive, extreme, or radical (Lubis et al., 2022) (Witro et al., 2022), including a balanced understanding and practice of religion, considering textual and contextual aspects. In the context of Islamic education, various efforts are made to strengthen the character of prospective teachers in religious moderation. One approach is to integrate religious moderation into the teacher education program curriculum (Nirwana & Darmadali, 2021). By incorporating the principles of religious moderation into the curriculum, prospective teachers can develop a deep understanding and appreciation of the middle way in Islamic teachings. This can be done through courses focusing on increasing religious moderation and teaching strategies that foster critical thinking, empathy, and respect for diversity. Additionally, internships and practical experience can allow prospective teachers to apply the principles of religious moderation in real life.

Based on an analysis of 500 articles out of 1000 related to the keyword moderate character and the results of identification and filtering, it was found that there were 11 articles with the variables of learning, character education, and religious moderation in the title. Various studies found that many conditions are needed to follow the indicators of religious moderation, which leads to commitment. Nationality, tolerance, anti-radicalism violence, and local wisdom; adaptive to local culture, when students can answer celebrations correctly, provide arguments or reasons in answering, and draw conclusions appropriately according to the context of the problem. The results of the analysis are presented in Table 3 below.

Table 3 Results of Article Analysis

No	Researcher/ Year	Title	Method	Results	Journal Index
1	Bourou A., Papageorgiou E. (2023).	Prevalence of Aggressive Behavior in Greek Elementary School Settings from Teachers' Perspectives.	Statistical analyses of the data were conducted, and the results obtained show that specific forms of aggression are correlated significantly with gender and low	The results of factor analysis revealed four dominant factors of aggressive behavior observed by teachers. The forms of bullying and factors of aggressive behavior that predominate in the Greek school environment are reported in this study. Additionally,	*Q2- Behavioral Sciences, 13(5), 390 .* https://doi.org/10.3390/bs13050390

			academic performance.	new evaluation tools for teachers could potentially be developed based on the results of this research.	
2	Chang H. (2022).	The longitudinal transition of the moral character latent profile of elementary school students and predictive factor verification in Korea.	Latent profile, latent transition, and logistic regression analyses were conducted using data from 2132 elementary school students in the fourth and sixth grades who responded to both the first and third surveys in 2017 and 2019, respectively.	The results are as follows: First, the latent group of elementary school students' moral character profiles is classified into three types each year: "low," "medium," and "high" moral character types. Second, the highest transition pattern is seen in the transition from a "medium" moral character type to a "high" character type. Third, "happiness" was the most powerful predictor influencing the latent group moral character transition, followed by "parental relationships," "teacher-student relationships," and "volunteer activities." These findings suggest that the government needs to regulate and provide effective educational methods by considering parent relationships, student-teacher relationships, and "voluntary activities" to improve the morality of elementary school students in the future.	*Q1- Acta Psychologica, 230, 103710.* https://doi.org/10.1016/j.actpsy.2022.103710
3	Abu AD, Subur S., Irra Wahidiyati (2023).	Strengthening character education caring for the environment based on Adiwiyata	This research is a type of field research with a qualitative descriptive approach. This study's data sources are adiwiyata	The research results show that the implementation of the independent adiwiyata program is carried out through intracurricular and extracurricular school policies. Activities are coordinated by cadres including greening cadres,	*Q3- Cypriot Journal of Educational Sciences, 18(1), 327-338 .* https://doi.org/10.18844/cjes.v18i1.8497

		Mandiri in high school.	managers and environmentalist organizations (Environmental Youth Organizations/OPL).	faith and piety strengthening cadres, youth health cadres, literacy cadres, organic waste processing cadres, inorganic waste processing cadres, and water and electricity energy-saving cadres. Concern for the environment also fosters awareness of responsibility, discipline, and cooperation. It is hoped that this program can be a means of educating students to become humans who care about the environment in their respective homes. Keywords: Education, Character, Care for the Environment, Adiwiyata Mandiri, SMA	
4	Asfiati (2019).	The Contribution of Redesigning Curriculum and Teaching Skills on Strengthening Teachers' Character of State Islamic Madrasah Aliyah Negeri (MAN) of Padangsidempun City.	The research methodology was quantitative with correlational types. A stratified proportional random sampling technique was used. The research instruments were questionnaires arranged according to the Likert scale.	The research results show that the contribution of curriculum redesign to strengthening the character of education is 18.3%, the contribution of teaching skills to strengthening the character of education is 15%, and the contribution of the two variables is 26.8%.	*Q3- Journal of Physics: Conference Series, 1179(1), 012057* . https://doi.org/10.1088/1742-6596/1179/1/012057
5	Shoshani A., Shwartz L. (2018).	From Character Strengths to Children's Well-Being: Development and Validation of the Character	Quantitative instruments	The CSI-C provides an evaluation of the 24 character strengths defined in Peterson and Seligman's Values in Action Classification of Strengths. Data from two samples of 2,061 Israeli children aged 7–12 years support the instrument's	*Q1- Frontiers in Psychology, 9* . https://doi.org/10.3389/fpsyg.2018.02123

		Strengths Inventory for Elementary School Children.		construction. Principal components analysis and confirmatory factor analysis of the 96 CSI-C items revealed preliminary evidence of a hierarchical structure with 24 lower-level factors organized into four higher-order latent factors: interpersonal strength, transcendence, intellectualism, and modesty.	
6	Thomas KJ, Da Cunha J., Santo JB (2022).	Classroom Relationships drive changes in Character Virtues: A Longitudinal Study of Elementary School Children	The purpose of this study is to understand the role of school relationships in shaping students' character development in middle childhood. Students and teachers completed surveys on student–teacher relationships, peer relationships, social-emotional learning (SEL), parent-teacher communication, and character strengths of fairness, hope, bravery, teamwork, self-regulation, social responsibility, and prosocial leadership. Participants were 1881 Brazilian children in fourth or fifth grade across 288 classrooms and 60 schools. The data were analyzed using a multi-level	Higher student-student relationships were associated with higher initial character strengths scores and stronger gains among classes as relationships increased over time. Higher quality student-teacher relationships were associated with greater increases in character strengths among boys. Teachers' use of SEL strategies, student-teacher relationships, and students' peer relationships are important predictors of classroom baseline and changes in character strengths over time. Most of the existing literature on character strengths is based on samples of older adolescents from affluent countries and with little representation in Latin America. This study supports existing literature on the relevance of character strengths in educational contexts but adds the importance of viewing them as contextual and relational outcomes.	*Q1- School Mental Health, 14(2), 266-277 .* https://doi.org/10.1007/s12310-022-09511-8

			modeling framework.		
7	Siska Y. (2020).	Implementation of Character Education Values in Social Studies Learning of Elementary School.	Researcher describes systematically, factually, and accurately information on the facts and and the causal relationship of the phenomenon which is examined. To understand the meaning of objects or social phenomena.	Based on the results and discussion, it is stated: 1) The process of implementing basic character education values in Bandarlampung consists of planning, implementation, and evaluation stages; 2) Integrated thematic textbooks for fifth-grade elementary school students have very high feasibility. Based on the average suitability score for integrated textbooks for elementary school students in Bandarlampung, it is in the very good category, namely 0.81 with a Relative Frequency of 81%; 3) The suitability of integrated thematic books with character education includes 11 (eleven) character values, namely: religious, tolerant, disciplined, creative, democratic, curious, national spirit, respect for achievement, friendly, likes to read, and cares for the environment.	*Q-4 International Journal of Psychosocial Rehabilitation, 24(1), 1954-1967 .* https://doi.org/10.37200/ijpr/v24i1/pr200302
8	Hanafi, Yusuf (2022)	Students' perspectives on religious moderation: A qualitative study into religious literacy processes	qualitative studies into religious literacy processes, **https://doi.org/10.4102/hts.v78i1.7638** Qualitative descriptive data was collected through the process of reading the verses of the Al-Qur'an and its textual content	The research explores how students develop their perspectives on religious moderation through reading and understanding the Qur'an is still less explored. This research aims to investigate the principles of students' religious literacy as a process of constructing meaning about religious moderation of the verses of the Koran. The	**HTS Theological Studies,** Scopus Q1, AOSIS

			and contextual translation.	participants involved were three students with Excellent ability to read the Qur'an and have a great interest in the study of the Qur'an. The results of this research show that students have high translation skills amendments (adding, removing, and replacing words and phrases) tend to have more power interpreting the verses of the Qur'an broadly as a form of verbalization of thoughts.	
9	Hanafi, Yusuf (2022)	Sentiment Prevalence on Jihad, Caliphate, and Bid'ah among Indonesian Students: Focusing on Moderate-Radical Muslim Group tension,	This research uses qualitative and quantitative data collection methods to investigate students' perspectives on these terms. We collected data through questionnaires from 122 Muslim students at the university who were suspected of being exposed to radicalism. After examining student responses, our testing produced a mapping of "positive," "moderate," and "negative" sentiments.	In fact, many students misunderstand several Islamic religious terms which originate from Arabic; regarding jihad, caliphate and heresy. The results showed that only a few students reached the positive category. Students expressed their attitudes, beliefs, and assessments regarding the term Islam which is misused and associated with violence, the establishment of the caliphate, and accusations of heresy against various groups. Data analysis of student comments shows that the meaning of the term students tends to be influenced by the definition of radical Muslim groups. These findings indicate that radical groups can influence the way students interpret a term and create negative sentiments. Through this research, we suggest that "indicators of tension between moderate-radical Muslim groups" in the context of	**Cogent Social Sciences** , Scopus Q2, Taylor & Francis – Routledge

				this research, between Nahdlatul Ulama and Muhammadiyah versus Hizbut Tahrir Indonesia, can be used as material for deradicalization policies on campuses in Indonesia.	

Discussion

Based on the results of filtering articles that match the keywords learning, PAI, and moderate character, prospective teachers obtain an overview of each step, namely: Identification Stage: Using SefoRA.com, it is easy to search for articles with the keywords listed in the title and abstract that use the word moderate Using a search engine, it was found that the number of articles in the category was 500 articles with the main discussion of the word reasonable which is interpreted in the analysis of language moderation, and the relevance of character strengths in educational contexts (Thomas, da Cunha, and Santo 2022), although the weakness is that the article does not fully guarantee the suitability of the data and the results of its findings. Screening Stage: Selecting the suitability of reports obtained using Royan.com will make it easier to see the characteristics of articles that are duplicates and do not match the data in the abstract.

The weakness is that the results from this search engine cannot be downloaded, so another search engine is needed. Feasibility Stage: At this stage, the quality of the article must be suitable and can be used as a reference source. A study of the researcher's name, country of origin, and research subject is needed. Inclusion: this is the final stage of the PRISM protocol to determine the content of research findings that will be used by scientific principles. The following is an overview of the results: Bourou A. Papageorgiou E. (2023) discusses the aggressive behavior of students at school as a less moderate form of conduct, the influence of local culture influences the characteristics of the attitudes of students and parents as users of educational institutions as conveyed by Chang H. (2022), strengthening character values brings a safe and comfortable environment in the school environment as a result of research findings by Abu AD, Subur S., Irra Wahidiyati (2023). The contribution of teachers in strengthening character values in schools was conveyed by Asfiati (2019), Shoshani A., and Shwartz L. (2018). Meanwhile, the form of implementing the importance of religious moderation in a *hidden way curriculum* and developing student potential outside of lecture activities were explained by Siska Y (2020) and Hanafi, Yusuf (2022).

Conclusion

There still needs to be more research on moderate character strengthening in reference sources in Scopus-indexed journals Q1-Q4; this is shown by searching article reference data in 2018-2023 for the keywords PAI, project learning, religious moderation, and character strengthening in prospective teachers. Nine articles with explanations of the meaning of tolerance and justice, while several national journals define the meaning of religious moderation as not just tolerance but rather character building through meaningful learning. Insertion of religious moderation values in the learning curriculum; lecturing model for institutional courses, relevant courses, *hidden curriculum method*, and promotion of campus culture. Research in the field of humanities has experienced an increase even though 2019 there was an increase due to the social and spiritual impact of the ongoing suffering of the Covid pandemic, which affected people's confidence in maintaining interactions for personal benefit and mutual security. Future researchers are highly recommended to innovate in developing learning models that focus on strengthening moderate character values

for prospective teachers to minimize the problems of radicalism and violence in the world of education.

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