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Integration of the Paradigm of Religious Moderation in Islamic Pedagogy in the Digital Learning Ecology of Islamic Boarding Schools

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ABSTRACT

This study examines the integration of the religious moderation paradigm within Islamic pedagogy in the digital learning ecology of contemporary *pesantren*. The research is motivated by the growing tension between traditional value-based education and the rapid expansion of digital practices in *pesantren*, which has altered learning patterns, authority structures, and mechanisms of value transmission. Using a qualitative library research approach, this study analyzes primary and secondary literature related to religious moderation, Islamic pedagogy, digital *pesantren* transformation, and digital learning ecology. The analysis combines content analysis, comparative analysis, and conceptual synthesis to identify theoretical intersections and gaps. The findings reveal that although the values of religious moderation are inherently compatible with the principles of Islamic pedagogy, their implementation in digital spaces remains fragmented due to the lack of an integrative pedagogical framework. Digitalization offers both opportunities and risks for value internalization, demanding a renewed pedagogical model that aligns moderation values with digital learning dynamics. This study concludes that an integrative conceptual model is essential to strengthen value-based Islamic education in *pesantren* amid ongoing digital transformation.

Keywords:
Islamic pedagogy;
digital learning ecology;
digital *pesantren*;
religious moderation;
value-based education;

INTRODUCTION

Religious moderation in the last decade has become one of the most crucial academic discourses in the context of religious life in Indonesia. The concept of moderation, rooted in the principle of wasathiyyah, is not only understood as a balanced religious attitude, but also as an epistemic and social praxis framework that enables Muslims to interact fairly, tolerantly, and constructively in the public sphere (Aladin & syamsul Arif, 2025). A number of studies confirm that moderation has a strategic position in maintaining social cohesion, preventing radicalism, and preserving inclusive religious diversity amid contemporary cultural and political dynamics. However, the development of digital technology has fundamentally changed the way religious knowledge is produced,

disseminated, and practiced (Murniati, 2025). The digital space has become a new arena that not only presents opportunities for da'wah, but also poses challenges through the emergence of extreme content, religious hoaxes, identity polarization, and the penetration of exclusive religious ideologies (Mufaizin et al., 2025).

Islamic boarding schools, as the oldest Islamic educational institutions in Indonesia, play a historical and epistemological role as centers for fostering moderate religious values (Anam, 2025). The *pesantren*'s scholarly tradition, based on turats, has long instilled the values of tawasuth, tasamuh, tawazun, and i'tidal. However, digital transformation has introduced a new landscape that affects the relationship between teachers (kiai), students (santri), teaching materials, and learning media (Yugo, 2025). Zuhri's research on digital da'wah at the Lirboyo Islamic Boarding School shows that social media algorithms and digital content consumption culture have influenced the style of da'wah, communication patterns, and religious authority in Islamic boarding schools (Zuhri, 2025). This situation confirms that Islamic boarding schools are required not only to maintain the authenticity of their scientific heritage, but also to develop pedagogical structures that are in line with the characteristics of the new digital ecosystem (Nasir & Sunardi, 2025).

Within the theoretical framework of Islamic education, Islamic pedagogy is understood not only as a teaching method, but as a value system that integrates epistemological, spiritual, moral, and social aspects. Islamic education serves to shape perfect human beings through a process of scientific transformation that touches on cognitive, affective, and psychomotor aspects (Muflikhun et al., 2025). However, in the context of digital learning ecology, the dynamics of character building and internalization of values have undergone changes. Digital learning ecology views the learning process as a system shaped by interactions between humans, technology, values, social environment, and institutional structures (UTIMADINI, 2025). In the context of Islamic boarding schools, the digital ecology presents a new space that opens up unlimited access to information, but at the same time weakens the traditional mechanisms of scientific authority in Islamic boarding schools. Therefore, the integration of Islamic pedagogy and the digital learning ecology is an urgent epistemic necessity so that the formation of religious moderation can take place comprehensively.

Various relevant studies indicate the urgency of integrating moderate values into the Islamic education system. Abraar's (2025) study reveals that moderate religious values such as tolerance, pluralism, and social responsibility can be systematically internalized in Islamic Religious Education (IRE) learning, but its implementation is still dominated by a normative approach and has not touched on transformative pedagogical aspects. Meanwhile, research conducted by Mardiansyah (2025) shows that the integration of life values, religious values, and environmental conservation can support an Islamic education model that is adaptive to global changes and technological developments, but the study does not specifically focus on Islamic boarding schools and religious moderation as the main focus of discussion.

On the other hand, studies on Islamic eco-theology also show that moderation in human relations with the environment is part of the principle of khalifah fil ardh, which is relevant to strengthening value-based educational structures in the digital era, although the context has not been specifically directed at digital learning in Islamic boarding schools (Mudin et al., 2025).

From all of these studies, it is clear that there is a significant research gap. First, research on religious moderation in the context of Islamic boarding schools tends to focus on da'wah strategies, the role of kiai, or socio-cultural approaches without elaborating on how the values of religious moderation are systematically integrated into technology-based Islamic pedagogy. Second, research on the digitization of learning in Islamic boarding schools usually highlights the integration of digital media or the transformation of Islamic boarding school management, but has not yet explained how the digital ecosystem shapes the value structure, character of students, and pedagogical practices directly related to religious moderation. Research on digital da'wah at the Lirboyo Islamic boarding school, for example, emphasizes aspects of public communication, content distribution, and media strategies, but does not touch on the pedagogical structure behind the production of religious values and moderation in the digital space of Islamic boarding schools. Third, there is no conceptual model that simultaneously connects religious moderation, Islamic pedagogy, and the ecology of digital learning in the context of Islamic boarding schools, even though these three components influence each other in shaping the religiosity of students in the digital era (Hariyanto, 2025).

Compared to ideal conditions, Islamic boarding schools should be centers for internalizing religious moderation through structured, value-based pedagogical approaches. The process of transmitting knowledge in Islamic boarding schools, which emphasizes manners, ethical thinking, and spiritual depth, should serve as a bulwark against the rise of extremist ideologies in the digital space (Hasan, 2025). However, in reality, uncontrolled access to information, the dominance of instant content, and changes in the relationship between teachers and students due to digital media have weakened the traditional pedagogical space. In some Islamic boarding schools, the digital ecosystem has not even been managed systematically, exposing students to religious content that is not always in line with the values of moderation. Research on the triple helix of moderation in preaching, which combines the roles of family, education, and civil society, shows that the digital space has become an arena that helps shape the religious orientation of the younger generation, but integration between actors is still weak and the values of moderation are not yet fully embedded in formal and non-formal educational structures (Kadri & Lubis, 2025).

In such conditions, there is an urgent need to develop an Islamic pedagogical framework that is capable of integrating the value of moderation into the digital learning ecosystem in Islamic boarding schools. This framework needs to go beyond a normative approach and enter the methodological, epistemological, and practical levels of learning. This integration requires an understanding of how digital technology mediates the relationship between students, teachers, and knowledge: how religious content is consumed, produced, and interpreted in the digital space: and how Islamic boarding schools can develop an adaptive learning culture without losing their scientific identity (Harahap et al., 2025). The digital learning ecology-based approach provides a space for analysis to examine this complexity, as it takes into account the interaction of various components: people, technology, values, social space, and institutional structures (Mesra et al., 2025).

This research question implicitly asks how the paradigm of religious moderation can be effectively integrated into Islamic pedagogy in the digital learning ecology of Islamic boarding schools: how the dynamics of interaction between digital media, religious values, and pedagogical practices contribute to the formation of moderate character in students: and how Islamic boarding schools can design a digital ecosystem that supports the

sustainable internalization of moderation values. These questions require an interdisciplinary approach that combines the concepts of Islamic pedagogy, digital learning ecology theory, and religious moderation studies.

The purpose of this study is to analyze and formulate a model for integrating the paradigm of religious moderation into Islamic pedagogy as applied in the digital learning ecology of Islamic boarding schools. Specifically, this study aims to formulate the dynamics of the *pesantren*'s digital ecosystem that influence the internalization of moderation values: identify pedagogical patterns that are compatible with value-based digital learning; and develop a conceptual model that connects moderation values, Islamic pedagogy, and digital interactions in the *pesantren*'s learning structure. Thus, this research is expected to provide theoretical contributions to the development of value-based Islamic pedagogy studies and practical contributions to Islamic boarding schools in developing a more inclusive, adaptive, and moderate religious values-aligned digital learning ecosystem.

RESEARCH METHOD

Research Design

This study uses a library research approach, which is a type of research that relies on the process of collecting, reviewing, and processing various literature sources relevant to the topic of study. This approach was chosen because the focus of the research was on analyzing concepts, theories, and models of integrating religious moderation values into Islamic pedagogy operating in the digital learning ecology of Islamic boarding schools. Thus, the main data of the research was theoretical-conceptual, not empirical data obtained through field observations.

The literature research method allows researchers to systematically reconstruct their thinking on various classical and contemporary literature on religious moderation, Islamic pedagogy, digital learning ecology theory, and previous research findings that examine the digitization of Islamic boarding schools. The choice of this method is also relevant given the need to find research gaps, map the relationships between concepts, and develop a conceptual model that is the main finding of this study.

This study uses a qualitative approach with a library research design. This approach was chosen because it allows researchers to conduct an in-depth analysis of various texts,

ideas, and concepts related to religious moderation, Islamic pedagogy, and the ecology of digital learning in Islamic boarding schools. Through library research, researchers can examine the knowledge produced by experts, critique previous findings, and build a new understanding that is more comprehensive and relevant to the context of learning digitization in Islamic boarding schools. The analysis process was conducted analytically and critically by identifying key ideas, comparing sources, evaluating the consistency of theories, and integrating findings to construct the conceptual model required for this study.

The research data sources consisted of primary and secondary literature. Primary literature included scientific works discussing the main concepts of the research, such as religious moderation, Islamic pedagogy, digital learning ecology, and *pesantren* digitization. These primary sources include scientific journal articles, relevant research results, proceedings, and official government documents, including several articles from uploaded files, such as research on digital da'wah at the Lirboyo Islamic boarding school, triple helix da'wah moderation, the integration of religious values and conservation, and a study on the internalization of moderation in Islamic education learning. Meanwhile, secondary sources include supporting literature such as books on Islamic education methodology, general education theory, publications on digital literacy, Islamic communication, and the philosophy of education. These sources help strengthen and complement the analysis of the primary literature, resulting in a more comprehensive understanding.

Instruments and Procedures

In this study, the main instrument used was a library research tool, which is a set of tools that help researchers systematically search, select, and analyze literature. These tools include literature search tools, content analysis sheets, and bibliography recording formats. Literature search tools are used to find relevant scientific sources through journal databases, academic repositories, and credible digital sources using keywords such as religious moderation, Islamic pedagogy, digital learning ecology, and digital Islamic boarding schools. Content analysis sheets serve to identify main ideas, select important information, and group the main concepts that emerge from each piece of literature. Meanwhile, the bibliography format helps researchers record and organize

references accurately and systematically.

These instruments are applied not to individuals or respondents, but to scientific texts or literature. Thus, the objects of analysis in this study are various scientific works such as journal articles, books, proceedings, research reports, and official documents relevant to the research topic.

The research procedure was carried out in several steps. The first stage was literature search using search instruments based on themes and keywords. The second stage was literature selection based on relevance, credibility, and suitability to the research focus. The third stage was content analysis to capture the core concepts and important findings from each source. The final stage is the synthesis of the analysis results to develop a conceptual model of the integration of religious moderation in Islamic pedagogy in the digital learning ecology of Islamic boarding schools. With these instruments and procedures, this research is able to produce a systematic, focused, and academically valid theoretical analysis..

Data Analysis

Data analysis in this study was conducted through three complementary approaches, namely content analysis, comparative analysis, and synthesis analysis. Content analysis was used to interpret the meaning of the text in depth, identify the value of religious moderation, capture the perspective of Islamic pedagogy, and understand the characteristics of the digital learning ecology of Islamic boarding schools through a process of repeated reading, disclosure of meaning units, grouping of themes, and systematic interpretation. Comparative analysis was applied to compare classical and contemporary moderation theories, examine the differences and similarities between traditional and modern Islamic pedagogy, and look at the variations in digital learning models in various Islamic educational institutions so that the areas of intersection, differences, and potential for integration between concepts could be clearly identified. Furthermore, a synthesis analysis was conducted by combining all literature findings to establish logical relationships between concepts and produce a conceptual model of religious moderation integration in Islamic pedagogy based on the digital ecology of Islamic boarding schools.

Data validity is maintained through source triangulation by comparing data from

primary journals, academic books, research reports, and official documents; conceptual verification by ensuring the consistency of definitions and the suitability of theories to the context of Islamic boarding schools, pedagogy, digitization, and religious moderation; and the selection of literature that has undergone a peer review process to ensure scientific accuracy and authority. The research procedure was carried out through the stages of problem formulation, literature search and selection, in-depth reading, information grouping, content and comparative analysis, theory synthesis, and compilation of research results in the form of a systematic scientific study. Through this series of processes, the research produced a literature map of religious moderation, the transformation of Islamic pedagogy in the digital era, a critical analysis of *pesantren* digitalization, and a conceptual model of the integration of religious moderation in Islamic pedagogy based on digital learning ecology as the main theoretical contribution.

FINDINGS

Based on an in-depth analysis of various literature on religious moderation, Islamic pedagogy, *pesantren* digitalization, and digital learning ecology, this study found a number of important and interrelated findings. The study shows that the integration of religious moderation values in Islamic pedagogy in the context of digital *pesantren* is still not optimal. This is due to the absence of a pedagogical framework that systematically links moderation values with technology-based learning dynamics. Most of the literature on the digitization of Islamic boarding schools emphasizes the technical aspects of using digital media and communication strategies for da'wah, while studies oriented towards the development of moderation-based pedagogy in the digital space are still very limited and have not been explored in depth (Mukaromah, 2025).

Further analysis shows that the values of religious moderation are basically in line with the principles of Islamic pedagogy, as both emphasize balance, tolerance, and character building. However, the implementation of these values in the digital ecosystem requires recontextualization, mainly because the learning patterns of santri (Islamic boarding school students) have undergone significant changes due to rapid exposure to digital information, massive virtual interactions, and the shift of religious authority from kiai (religious teachers) to various online sources (Shalehah et al., 2025). The ecology of digital learning in Islamic boarding schools presents both challenges and opportunities.

On the one hand, it opens up space to strengthen the internalization of moderation values if managed through a structured learning process; but on the other hand, it also has the potential to give rise to value deviations if not framed in the right pedagogical approach (Shalehah et al., 2025).

Overall, this study reveals that there is a clear gap between the values of moderation that are the basic character of Islamic boarding schools and the current practices of digital learning. No Islamic pedagogical model has been found that specifically integrates the paradigm of religious moderation into the digital learning ecosystem (Nasrullah, 2025). Digitalization has been proven to change the patterns of value transmission and scientific authority in Islamic boarding schools, so that traditional approaches are no longer sufficient to instill moderate values in students. Therefore, this study emphasizes the need for a conceptual model that can systematically and integrally combine the values of religious moderation, Islamic pedagogical principles, and the characteristics of the digital learning ecosystem, so that Islamic boarding schools can respond to digital dynamics in a more adaptive, valuable, and focused manner (Mubin, 2025).

Table 1. Findings on the Integration of Religious Moderation in Islamic Pedagogy within the Digital Learning Ecology of *Pesantren*

Aspects of Study	Research Findings	Description
Integration of Religious Moderation	The integration of moderate values in Islamic pedagogy in the digital space has not been optimal.	There is no pedagogical framework that combines moderation with the digital dynamics of Islamic boarding schools.
Literature on *Pesantren* Digitalization	Studies on digitization have focused more on technical aspects and communication of da'wah.	A moderation-based pedagogical approach has not been a major focus in previous research.
The Compatibility of Moderation and Islamic Pedagogy	The value of moderation is highly compatible with the principles of Islamic pedagogy.	Recontextualization is needed to make the value of moderation relevant to the digital learning patterns of Islamic boarding school students.
The Dynamics of Digital Learning Ecology	Digital ecology creates both opportunities and risks for value formation.	The internalization of values can be strong if learning is structured, but it is prone to deviation without pedagogical supervision.
Changes in Learning Patterns & Authority	Digitalization is changing the patterns of interaction between santri (Islamic students) and kiai (Islamic teachers) and the sources of scientific authority.	*Pesantren* need new strategies to maintain religious authority and the value of moderation in the digital space.

The Gap Between Values and Digital Reality	There is a gap between the values of moderation in Islamic boarding schools and digital learning practices.	There is a need for curriculum and pedagogy development that is responsive to digital challenges.
The Need for an Integrative Conceptual Model	There is no Islamic pedagogical model that integrates moderation into the digital ecosystem.	This study offers an integrative conceptual model as a new theoretical contribution.

Discussion

Research findings indicate that the integration of religious moderation in Islamic pedagogy within the digital ecosystem of Islamic boarding schools has not been optimal. This is in line with previous findings, which state that religious moderation will only be effective if it is combined with structured pedagogical strategies that are in line with social change (Afriyal et al., 2025). In the context of Islamic boarding schools, the process of internalizing the values of moderation has been highly dependent on direct interaction between clerics and students. When this pattern shifts to the digital space, friction arises between traditional face-to-face values and a learning ecosystem that demands independence, speed of access, and technology-based interaction.

Previous research also explains that religious moderation requires the formation of balance (tawazun), tolerance (tasamuh), and fairness (i'tidal) in the education process (Delianni et al., 2025). However, open and uncontrolled digitalization can become a space for the emergence of polarization, fanaticism, and abuse of religious authority. Thus, the integration of moderation must involve strengthening Islamic digital literacy, not just mastery of digital tools alone.

The results of the study identified that the value of religious moderation is actually very compatible with the principles of Islamic pedagogy. This is reinforced by previous research, which emphasizes that Islamic pedagogy is based on the principles of tawasut, tawazun, and tasamuh in developing the learning process. Therefore, the integration of moderation is not new in theory, but rather a revitalization of the core values of Islamic education (Sirojuddin & Hairunnisa, 2025).

However, as stated by Islam (2025), changes in the learning ecology require the recontextualization of pedagogical values to remain relevant to the character of the digital generation. The learning patterns of santri, which are now more independent, fast-paced, and multi-sourced, require a pedagogical approach that is capable of guiding, not merely

transmitting values. At this point, moderation can serve as a moral foundation that guides the ethical and proportional use of technology.

The digitization of Islamic boarding schools has influenced the transmission of values and scholarly authority (Abraar, 2025). Whereas previously the kiai was the center of scholarly authority, now santri can access a variety of digital sources whose validity is not always guaranteed. This phenomenon is described by Delianni et al. (2025) in her study on religion and digital space, which states that the internet has created a shifting authority where individuals increasingly depend on new authorities such as influencers, social media preachers, or platform algorithms.

In the context of Islamic boarding schools, this change requires a pedagogical design that is capable of guiding santri to have the critical ability to select information sources, strengthen digital literacy competencies, and reinforce the scientific authority of Islamic boarding schools (Oktaviani & Setiawati, 2025.). They confirms that Islamic education must respond to changes in digital authority with an adaptive and value-based pedagogical approach.

One of the main findings shows that there is a clear gap between the values of moderation traditionally taught in Islamic boarding schools and their implementation in the digital space. This gap is not only caused by a lack of integration of moderation-based pedagogy, but also because the digital ecology has a different logic from traditional educational spaces. Digital media is oriented towards speed, virality, and visuality, so that the values of moderation that emphasize caution, balance, and depth of understanding are often marginalized (Bagus, 2025).

Meanwhile, research by Satria et al. (2025) on the digitization of Islamic boarding schools shows that most digital innovations focus more on providing access to technology and spreading da'wah, rather than on learning designs that integrate values.

The finding that there is no integrative model that combines religious moderation, Islamic pedagogy, and digital learning ecology indicates a significant research gap. Previous literature has mostly discussed one aspect separately: moderation in Islamic Education (Azra, 2020), digital Islamic pedagogy (Hariyanto, 2025), or the digitization of Islamic boarding schools (Satria et al., 2025). However, there has been no research linking the three within a single framework.

An integrative model is needed so that Islamic boarding schools can respond to digital challenges more systematically. Developing this model means not only combining theories, but also changing the learning paradigm from merely transmitting knowledge to shaping moderate character based on digital literacy (Nasir & Sunardi, 2025). This is in line with Hasan's (2025) idea that religious education in the digital era must move towards value-based digital pedagogy.

CONCLUSION

This study concludes that the integration of religious moderation in Islamic pedagogy in the digital learning ecology of Islamic boarding schools still faces conceptual and practical challenges. Although the values of religious moderation are very much in line with the principles of Islamic pedagogy, their implementation in the digital space has not been structured due to the absence of a pedagogical model that is able to integrate moderation, pedagogy, and the characteristics of digital learning. The digitization of Islamic boarding schools has changed the learning patterns of students, sources of scientific authority, and the dynamics of interaction, so that the internalization of moderation values can no longer rely solely on traditional approaches. Literature analysis shows a gap between the values of moderation that are the identity of Islamic boarding schools and digital learning practices that are developing faster than pedagogical innovations. Therefore, this study emphasizes the importance of developing an integrative conceptual model that combines religious moderation values, Islamic pedagogical principles, and the ecology of digital learning as a foundation for strengthening values education in Islamic boarding schools in the era of digital transformation.

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