



Devising an impactful religious moderation workshop for teachers and principals: The practice of Ice Berg analysis and U theory perspective

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ARTICLE INFO	ABSTRACT
<p>Article history Received: 2023-11-09 Revised: 2024-01-20 Accepted: 2024-01-25 Published: 2024-01-27</p> <p>Keywords Ice berg analysis Problem based discussion Religious moderation workshop U-process theory</p>	<p><i>In the academic setting, teachers and school principals are often faced with the problem of identifying and developing strategies to strengthen the atmosphere of religious moderation. Unfortunately, resources for training and support are scarce. Our study presents the design and assessment of a religious moderation workshop utilizing the problem-based discussion method, supported by Ice Berg and U theory perspective analysis. This two-session workshop aims to bolster religious moderation among school personnel. During the initial session, attendees were presented with strategies to empower religious moderation and state defense. In the subsequent meeting, attendees were encouraged to engage in problem-solving exercises focused on acts and behaviors of intolerance. Not to mention, the educators and administrators have acquired content and pedagogical expertise regarding religious moderation and state defense, which can be applied in classroom and school settings. Additionally, participants expressed a positive belief that the training effectively exemplified the integration of character-building subject matter, religious moderation, state defense, and instructional strategies. As a result, the workshop for teachers and school principals was deemed successful and effective.</i></p>
<p>Kata Kunci Analisis Ice berg Diskusi berdasarkan masalah Lokakarya moderasi beragama U-process theory</p>	<p>Merancang lokakarya moderasi beragama yang berdampak pada guru dan kepala sekolah: Praktik Ice berg analysis dan U theory perspective. Dalam konteks sekolah, seringkali guru dan kepala sekolah dihadapkan pada masalah mengidentifikasi dan menyusun strategi untuk menguatkan iklim moderasi beragama. Namun, lokakarya yang memberikan mekanisme untuk mendukung guru dan kepala sekolah masih terbatas. Dalam artikel kami, kami membahas pengembangan dan evaluasi lokakarya moderasi beragama dengan metode problem based discussion dibantu analisis Ice berg dan U theory perspective. Lokakarya ini dilakukan selama dua sesi. Sesi pertama, partisipan menerima materi strategi penguatan moderasi beragama dan bela negara, sedangkan sesi kedua, partisipan diajak melakukan pemecahan masalah terkait dengan tindakan dan perilaku intoleransi. Hasilnya, guru dan kepala sekolah mempunyai pengetahuan konten dan pedagogis tentang moderasi beragama dan bela negara di kelas dan di sekolah. Selain itu, mereka mempunyai persepsi positif bahwa pelatihan ini dapat memodelkan penggabungan konten mata pelajaran penguatan karakter, moderasi beragama, bela negara, dan pendekatan pengajaran dengan efektif. Dengan demikian, lokakarya yang dirancang untuk guru dan kepala sekolah terbukti berhasil dan operatif.</p>

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INTRODUCTION

In conjunction with the program of the Ministry of Religious Affairs of the Republic of Indonesia (Alfulana, 2023; Rohmadi et al., 2022) to mainstream religious moderation in various levels of education, which was followed by a community service program offered by the Universitas Negeri Malang (UM), this service program was conducted with a focus on developing a training design for religious moderation. While this effort initially targeted the development of religious moderation for teachers responsible for students' character development, such as Islamic religious education and civic education in the previous two years, the results revealed opportunities to expand this training to school principals in the third year. Previous literature has demonstrated that principals are able to instigate change and motivate teachers to do their best work (Rachmad et al., 2023). The benefit is the coordinated approach between principals and teachers to have the same conceptualizations of religious moderation and to be eager to implement religious moderation in their respective schools.

A community service team devised a training program on religious moderation for junior high school principals in Malang Regency. This initiative differed from the previous year's program, which targeted only teachers. The training was highly valued by the principals as it fostered a shared understanding with their already-trained teaching staff. It is essential for principals to play a pivotal role in formulating policies that recognize variations in religious expression (Nthontho, 2019; Schunke, 2015). Furthermore, they are committed to incorporating the insights gained from the training into their school's strategic objectives, ensuring alignment with the institution's vision and mission.

After the successful implementation of a training program to foster religious moderation among school principals, it became apparent that resources and time were constrained for achieving this vital goal. In response, the community service team, previously reliant on lecture-style presentations, adopted problem-based discussions (PBD) into their training pedagogy. PBD was chosen for its efficacy in stimulating active participation in addressing critical challenges such as intolerance and radicalism (Yew & Goh, 2016). Additionally, PBD aligns well with the workshop's content and the characteristics of the participants, as it encourages constructive and independent problem-solving, fosters collaboration, and facilitates learning within a relevant context (Dolmans et al., 2005).

One crucial aspect of actualizing the workshop concept entailed the partnership between the community service team lead and a university professor. The latter expressed a keen interest in fortifying religious moderation in junior high schools, while the former brought valued experience and research on the topic (Hanafi, Arifianto, et al., 2022; Hanafi et al., 2023; Hanafi, Saefi, et al., 2022; Thoriquttyas et al., 2020). Research-based partnerships and workshops are essential for successfully implementing workshop designs (Wissinger et al., 2020). The goal of this workshop is to involve all stakeholders in preventing radicalization. Clear and concise communication between all parties is critical for the effectiveness of this workshop.

Funding for this workshop was obtained from UM, and SMP DFI collaborated with the community service team to ensure the accommodation of participants and necessary materials. Finally, the costs of each workshop have been covered by the budget from UM, the workplace of the community service leader, with most expenses allocated to participant allowances (Nica & Jitaru, 2022). It is worth noting that conducting a similar workshop would be significantly less costly. On the other hand, several community engagements related to religious moderation have previously targeted society (Kusnawan et al., 2022; Nurhayati et al., 2023; Rahmah & Amaludin, 2021; Virdaus & Khaidarulloh, 2021) (Risdianto & Arum, 2022; Saruroh et al., 2022) and student participants (Arief et al., 2022; Nindyarizki & Azizah, 2022; Saumantri et al., 2023; Shofaussamawati & Muhtador, 2023) with traditional formats; however, training with Ice Berg and U Theory Perspective for teachers and school principals is minimal.

The results of these community service activities was the administration of a two-session workshop on religious moderation, tailored specifically for junior high school principals in Malang District, East Java. The sessions were designed to offer practical engagement with the Problem-Based Discussion (PBD) model and to facilitate dialogue on issues pertinent to their schools. The workshop is envisioned as a platform for promoting understanding of the interplay between religion and Pancasila, thereby fostering a culture of moderation, inclusivity, and tolerance within educational institutions. This community engagements also support the achievement of the goals set forth in the Sustainable Development Goals (SDGs). Goal 16 is about promoting peaceful and inclusive societies, providing access to justice for all and building effective, accountable and inclusive institutions at all levels.

METHOD

Workshop Participant

The workshop aimed to provide knowledge on religious moderation to both principals and teachers. Furthermore, it sought to equip them with strategies to prevent acts of intolerance and extremism among their students, thus increasing religious tolerance. The workshop was held at the Darul Faqih Indonesia (DFI) Junior High School in Malang District, Gapura 197 street, Perum Permata Intan Agung 27, Krajan, Pandanlandung, Wagir subdistrict, Malang district, East Java 65158. In order to achieve representativeness of school principals in Malang district, this workshop location was chosen due to the accessibility of the various participants' locations. During the workshop, we supplied participants with stipends, meals, and other essential amenities. Additionally, attendees were presented with certificates for their participation in

the religious moderation workshop. One certificate was issued by the head of DFI Junior High School, the designated chairperson of the Principal's Working Conference (MKKS) in the Wagir sub-district region, and the other from the UM community service team. The workshop facilitator, together with the SMP DFI head, signed the certificate stating that the participants had completed the workshop properly, had completed all the tasks given to them, and had achieved the expected results.

The recruitment of participants involved the use of both official and informal communication tools such as WhatsApp. The community service team relayed this information to the head of the MKKS at the sub-district level, who subsequently disseminated it to all MKKS members. Those interested in the workshop were requested to provide formal statements, including their school's location, reason for interest in the workshop, source of information on religious moderation, ability to attend the full workshop, and grasp of religious moderation. About 50 participants from 30 junior high schools submitted statements expressing their interest in the workshop, a significantly higher number compared to the previous year's two workshops that only included teachers.

The community service team reviewed all potential participants' statements and selected those who met the acceptance criteria. The selection criteria for participants included having a satisfactory comprehension of religious moderation and a strong desire to gain further knowledge about it. The principals and teachers explained their reasons for attending the religious moderation workshop. Learning about the causes and factors that contribute to intolerant actions, recognizing outdated mental models associated with intolerance as a foundation for solutions, and strengthening students' character through relevant subjects were identified as the primary motivations for attending this workshop.

With barely any change from the previous two years' workshops, most of the participants were headmasters from the Wagir sub-district area. Alongside them, seven more participants from various schools in the Malang district also participated in this workshop. The attendees comprised the principals of SMP Negeri 1 Wagir, SMP Negeri 2 Wagir, SMP Tri Murti 02 Wagir, SMP Sunan Giri, SMP Darul Faqih Indonesia, SMP PGRI 01 Wagir, SMP Plus Darussalam Lawang, SMP Assa'idiyyah Kepanjen, SMP Kristen Eleos, and SMP Islam Diponegoro. Their attendance ensured representation from various sub-districts in Malang Regency. This led to a well-rounded representation. Priority was given to principals who worked in religious schools. It is noteworthy that there were applications from some principals of non-Islamic religious schools, even though the workshop was held in an Islamic educational institution. This highlighted the importance of designing the workshop more inclusively, considering perspectives beyond just Islamic.

The preparation and implementation of this workshop was assisted by UM students who currently are studying and conducting research related to religious moderation. These undergraduate research students assisted in preparing materials and observing school principals during the workshop. Over the last three years, students have participated in the workshop to optimize its activities. Their future plans include becoming Islamic religious education teachers, thus they recognize the need to learn effective implementation strategies for the classroom.

Workshop Format

The workshop aims to enhance the skills of teachers and principals in theoretical perspectives on religious moderation, as well as in organizing and leading its development in schools. This will enable junior high school principals to enhance their leadership, including management and leadership, school development and culture, as well as the learning environment of principals, teachers, and students (Sahlin, 2023).

The workshop comprised two sessions in July 2023, aimed at providing principals with ample time to investigate the topic of religious moderation while adhering to their schedules. Monday was designated as the commencement day, with the workshop commencing at 8:00 am and the second session starting at 1:00 pm. The workshop space was designed without seating, and monitors and whiteboards were used for all workshop activities, allowing all participants to move around and interact to the fullest. Additionally, every participant was handed the workshop materials, a notebook to record all group discussions, and an A2 sheet of paper to record the collective results of each group.

The initial session featured a comprehensive overview of religious moderation with a presentation/discussion format, followed by group work and discussions utilizing icebergs and U-process analysis during the subsequent session. Presenting various learning techniques, including problem-solving, mindfulness, and discussions, aligns with Islamic learning principles to attain an in-depth comprehension (Alhashmi & Moussa-Inaty, 2021). Additionally, prior research suggests that implementing the discussion method can enhance comprehension and learning results in the area of Islamic religious education (Tasika & Giyarsi, 2022).

To gather feedback from participants, the community service team utilized a Google form. This survey aimed to assess their viewpoints on the advantages of the workshop regarding knowledge about teaching religious moderation and state defense. Additionally, participants were surveyed on the workshop quality and provided both closed and open-ended responses. Descriptive analysis will be conducted on the closed-ended responses using frequency calculations, while the open-ended or qualitative responses will be content analyzed based on (Bengtsson, 2016) stages and an induction research approach that includes the construction of workshop context values (Sahlin, 2023).

RESULT AND DISCUSSION

There is significant evidence indicating a rise in radicalism, which is causing concern among academics. To address this issue, collaborate efforts have been made over the past three years to develop and conduct stages of religious moderation training. The latest workshop, conducted utilizing new techniques, revealed that the implementation of ice berg analysis and u process in PBD may positively impact participants.

The workshop commenced with the community service team's lead facilitator, who is also the first author, introducing the strategy for strengthening religious moderation and state defense (Figure 1). During this introduction, potential challenges and threats to the overall harmony of state life were highlighted. Factors identified as contributing to radicalism included rigid dogmatic mentalities and a brutal stance towards the regime (Raharjo et al., 2021). Principals and teachers are given an understanding of the characteristics of radical ideologies and movements, such as textualist thinking, the ideology of the Ummah/Caliphate concept movement, and the peddling of Islamic jargon as an alternative ideology (Hanafi, Arifianto, et al., 2022; Shaleh et al., 2020). The head of the community service team made a statement emphasizing the need to strengthen one's character through exploring contextual and interdisciplinary religious teachings, as well as cultivating a flexible mindset. It is important for students to possess self-confidence, an open-minded attitude, and the ability to learn from others (Schmidt, 2021).



Figure 1. Presentation of material on strategies to strengthen religious moderation and state defense

Feedback from the first and second year workshops indicated that teachers and principals did not understand how to solve problems in a simple and practical way. Consequently, the subsequent session centered around a discourse about resolving incidents of intolerance, specifically presented by the religious moderation instructor from the Ministry of Religious Affairs of the Republic of Indonesia. In this context, principals and teachers analyzed patterns, trends, structural systems, and mental models. Two large groups were given two news scripts: one about the attack on Shia residents in Sampang and another about two junior high school students in Batam who refused to salute the flag. Through the analysis of an ice berg (Figure 2), participants were instructed to examine factual information, events, habits, attitudes, behaviors (patterns and trends), cultural traditions, policy systems, regulations (structural systems), paradigms, perspectives, and beliefs (mental models) (Maani & Cavana, 2007), see Figure 3 for details.



Figure 2. Ice berg analysis elaboration by religious moderation facilitator

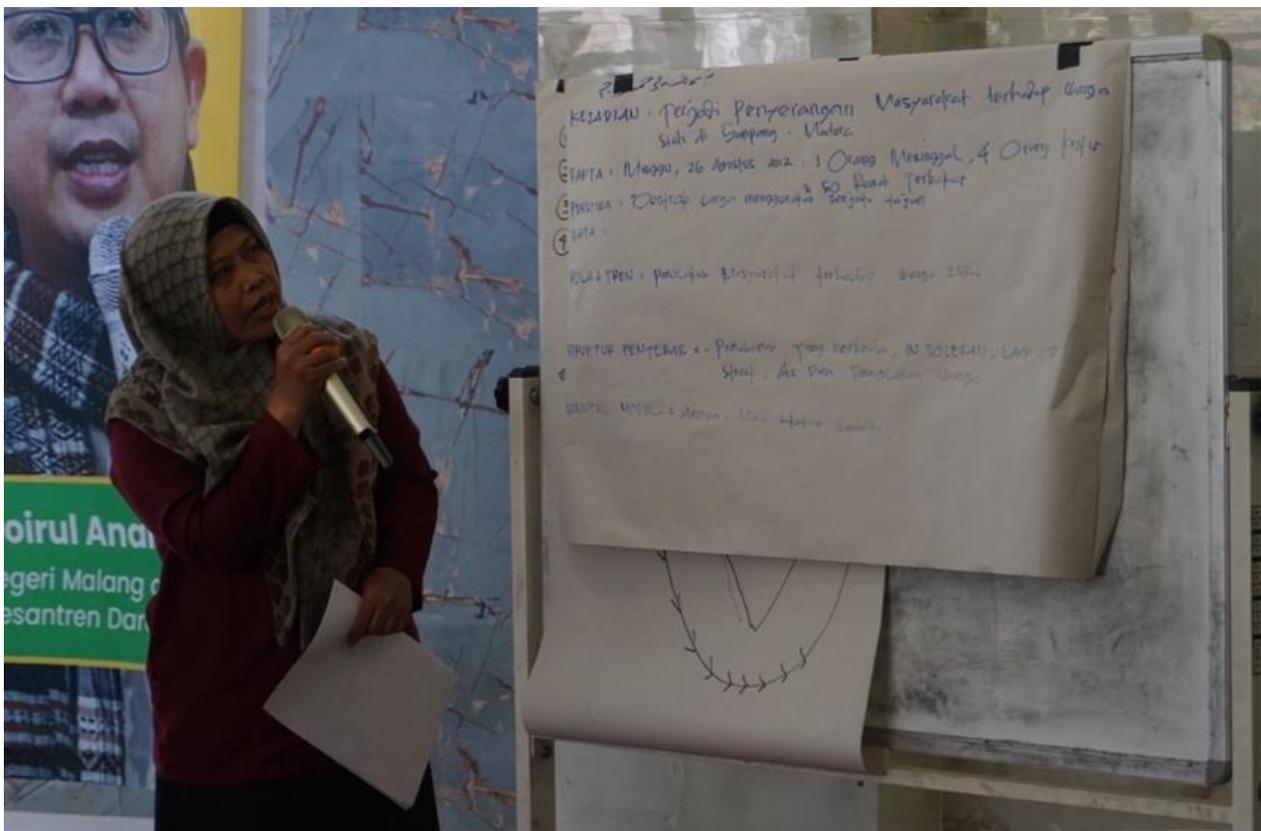


Figure 3. Participants shared their analysis of facts, patterns and trends, causal structures, and mental models.

Afterwards, both groups were tasked with creating a movement. They were subsequently reorganized into four smaller groups, each responsible for a different role, such as the education office, MKKS, religious leaders, and former

extremists. This discussion process is a crucial component in promoting religious moderation throughout society (see Figure 4). Through the U process explanation, each role was tasked with presenting their explanation of the previous mental model, the new mental model, the target, and the strategy to accomplish it (Heller, 2019). The ideas of rethinking, redesigning, and reframing underscore the significance of discovering solutions and enforcing new behaviors and habits to curb acts of intolerance in society, which can readily infiltrate the school setting.



Figure 4. Role-based discussion process (in the picture, the role of MKKS)

At the conclusion of the workshop, attendees were allotted time to conduct a Google Form survey which recorded a noteworthy metric - the tangible effects of the workshop. The survey outcomes indicated that the participants believed they gained substantial expertise in the areas of both religious moderation and state defense subsequent to the workshop. The respondents further recognized that they acquired proficiency in pedagogical techniques and content that are pertinent to their respective areas of instruction. Participants gained knowledge on religious moderation and state defense, as well as their implementation in classrooms and schools. During the workshop, all participants strongly agreed that the training effectively demonstrated how to incorporate character strengthening, religious moderation, and national defense into classroom teaching approaches. Additionally, all participants rated the workshop between 75-100% or agreed with its content.

Findings from the qualitative data revealed three main themes of interest: the value of the workshop context in terms of format, timing, and benefits. Additionally, timing was noted as a crucial factor in maximizing the benefits of the workshop context. Finally, participants highlighted the concrete benefits gained from the workshop, such as increased knowledge and skills. Participants emphasized the significance of a specialized format, like the one implemented during this workshop. "It was beneficial to have professional development focused specifically on our needs as a district." One school principal stated: Learning about religious moderation and state defense can be pursued independently by drawing from various sources. However, exchanging experiences with other school principals, as well as offering support and motivation, can provide a sense of satisfaction that can lead to increased enthusiasm for implementing such practices. Teachers also provided positive feedback. "I learned about religious moderation last year. Although it differs from the topic at hand, I believe it is a good example of effective cooperation between teachers and principals in this application."

Secondly, the allocation of sufficient time emerged as a crucial factor in the success of the workshops for the principals. They recognized the importance of when and for how long the training should take place. The religious moderation training was appreciated for making things easier, without jeopardizing too much of the principal's time. According to a principal, amidst so much work, acquiring new knowledge is difficult.

The civic education teacher noted that finding a workshop that is well-organized and effective in terms of location and schedule can be a challenge. Additionally, traveling to attend workshops can be difficult. However, two sessions in a day provide ample time to learn about the theory and case analysis of religious moderation. All principals reflected on the benefits of participating in the workshop and agreed that it was worthwhile. "We voluntarily attended this workshop, and found the materials and discussions to be well-organized. The process of reading, analyzing, and solving a case was enjoyable, and has provided us with knowledge and strategies to strengthen religious moderation in our school." Teachers also gave positive feedback. "This workshop is a valuable component of my professional development as it has helped me enhance my knowledge on religious moderation and its connection with pedagogy.

The two-session workshop was highly impressive as it introduced me to the iceberg analysis technique. This technique can effectively enable participants to analyze the core of the problem more comprehensively (Liu et al., 2021). According to (McLean et al., 2019) explanation of the iceberg theory, participants tend to focus on individual, disconnected events, allowing for a deeper understanding of acts of religious intolerance. However, there needs to be further improvement in our comprehension of religious moderation. A thorough comprehension of both the system structure and mental models will furnish insights about radicalism behavior, the reasons for the recurring nature of this phenomenon, and the role of strengthening religious moderation in resolving this problem.

U-theory aims to tackle radicalism and intolerance through a personal approach (Heller, 2019). The program encourages participants to use fairness, common sense, conscience, and caution to make non-biased judgments. Participants are advised not to rely on past interaction patterns to make decisions. Theory U is expected to facilitate the transition from outdated to contemporary mental models, encompassing not only individuals at the teacher or principal level, but also generating simultaneous changes among them. We found that utilizing U-theory to explore novel strategies for building new mental models resulted in increased perceptions of clarity, focus, and authenticity. These outcomes are highly relevant to the personal statements of teachers and principals who aspire to professional growth (Calia et al., 2018).

CONCLUSION

To conclude, the two-session workshop designed for junior high school teachers and principals proved to be successful and operational. The workshop's quality and structure were highly rated by all participants, who provided positive feedback. They described it as "one of the best religious moderation workshops I have ever attended," praising its well-planned content and unique approach. A principal attendee noted the workshop's rarity in providing inspiration and building awareness through simple but profound thought processes. Participants also enjoyed the activities and expressed ease in accepting the presented content. This evidence indicates the workshop's success.

The service team was inspired by workshop participants' enthusiasm for religious moderation, including those who attended previous workshops. The desire to increase religious moderation and reduce intolerant actions also motivated the principals to learn about it. Overall, principals expressed interest in involving all teachers or at least mobilizing character development teachers to prioritize religious moderation.

Key elements which contributed the success of the workshop included combining the scholarly expertise of a college professor with a certified religious moderation trainer, group discussions for problem-solving ideas, and setting goals for each participant to present ideas based on their assigned role. While financial support to offer stipends and accommodation for participants is beneficial, it is not deemed essential and significant. Institutional donations for utilizing DFI Junior High School's facilities can reduce expenses while still providing a communal area for conducting workshop activities.

Our workshop development and implementation experience aims to inspire individuals, particularly those in the field of religious moderation, to apply this model to other locations and different levels of school administration. Increased exposure to religious moderation will heighten school principals' awareness and enable them to contribute to the creation of moderate schools.

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