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Gender in the Perspective of Contemporary Islamic Education: Integration of Gender Equality and Religious Moderation

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Abstract

Gender equality has become a central issue in contemporary Islamic education discourse. Rapid developments in social dynamics, globalization, and democratization are pushing Islamic educational institutions to reconstruct their understanding of gender relations while maintaining Islamic values. However, previous studies tend to discuss gender and religious moderation separately, thus limiting conceptual integration between the two perspectives. This study aims to analyze gender from the perspective of contemporary Islamic education through the integration of gender equality and religious moderation. This study uses a qualitative approach with library research methods. Data were collected from thirteen scientific publications discussing gender, Islamic education, and religious moderation. Data were analyzed using descriptive-analytical techniques through literature identification, categorization, interpretation, and conceptual synthesis. The findings indicate that Islamic teachings fundamentally uphold justice, equality, and respect for human dignity regardless of gender differences. Contemporary Islamic education increasingly encourages gender-responsive learning through curriculum development, teaching practices, leadership opportunities, and character education. Furthermore, religious moderation strengthens the implementation of gender equality by encouraging tolerance, balance, inclusiveness, and social justice. The integration of gender equality and religious moderation can serve as a paradigm for contemporary Islamic education that is inclusive, just, and responsive to modern social challenges. This study contributes theoretically by offering a conceptual framework that integrates gender equality and religious moderation into contemporary Islamic educational discourse.

Keywords: **Gender Equality, Islamic Education, Religious Moderation, Contemporary Islam, Gender Perspective**

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INTRODUCTION

The development of modern society has brought significant changes to perspectives on the relationship between men and women in various aspects of life, including education. Gender issues are no longer understood simply as biological differences, but rather as social constructs that influence individuals' access, participation, control, and benefits in social life. In the context of Islamic education, gender issues are crucial because educational institutions play a strategic role in shaping students' mindsets, attitudes, and behaviors toward the values of justice and equality.

The discourse on gender in Islam continues to evolve with the emergence of various modern and contemporary Islamic schools of thought. Some view gender equality as a

modern concept originating from the West, while others assert that the principles of equality are inherently embedded in Islamic teachings. According to Mutmainah et al. (2022), Islam views men and women as human beings with equal dignity before God, thus both have the right to equal opportunities in various aspects of life. This view is reinforced by Yana and Salahuddin (2026), who explain that contemporary Islamic thought tends to position gender equality as part of efforts to achieve social justice in accordance with Islamic values.

Islamic education plays a crucial role in developing a balanced understanding of gender. Yunita (2023) explains that gender dynamics in Islamic Religious Education demonstrate the need to integrate equality values into the learning process. Similarly, Juwita et al. (2023) emphasize that gender mainstreaming in Islamic education is necessary to create a just and inclusive educational environment. Research by Luthfiyah et al. (2023) also shows that implementing gender equality in Islamic educational institutions can provide broader participation for students regardless of gender.

In addition to gender issues, contemporary Islamic education also faces the challenges of growing intolerance, exclusivism, and social polarization. In this context, religious moderation is a crucial approach in Islamic education. Habibie et al. (2021) explain that religious moderation serves as a foundation for character formation that prioritizes balance, tolerance, justice, and respect for diversity. Through a moderate approach, Islamic education is expected to shape students who are not only religious but also open to differences.

Previous studies have shown that research on gender and Islamic education has developed from various perspectives. Asiyah and Ibrahim (2021) discuss education and gender from an Islamic perspective, while Afifah et al. (2024) examine the internalization of gender awareness in Islamic Religious Education. Meanwhile, Habibie et al.'s (2021) research focuses more on religious moderation in Islamic education. However, most of these studies still discuss gender and religious moderation separately.

Based on this literature review, a research gap exists in the form of a lack of studies integrating gender equality and religious moderation within the framework of contemporary Islamic education. Yet, these two concepts share strong common ground in the principles of justice, balance, respect for human dignity, and the development of an inclusive society.

Unlike previous research that has addressed gender equality or religious moderation only partially, this article offers a conceptual synthesis that integrates both perspectives within the framework of contemporary Islamic education. The novelty of this research lies in the development of an Islamic education paradigm that combines the principles of gender justice and religious moderation as a foundation for developing inclusive, tolerant, and civilized students.

Based on this background, this study aims to analyze gender from the perspective of contemporary Islamic education through the integration of the concepts of gender equality and religious moderation as educational paradigms that are relevant to the social challenges of modern society.

METHOD

This study employed a qualitative approach with library research. This method was chosen because the focus of the study is a conceptual analysis of various literature discussing gender, Islamic education, and religious moderation.

The research data sources consisted of thirteen scientific publications, including journal articles and academic works relevant to the research theme. The literature used included studies on gender in Islamic education, gender equality, the internalization of gender awareness, contemporary Islamic thought, religious moderation, and the implementation of gender equality in Islamic Religious Education learning.

Data collection was conducted through documentation techniques by identifying, classifying, and reviewing various relevant literature sources. The data were then analyzed using descriptive-analytical techniques through the stages of data reduction, theme categorization, conceptual interpretation, and theoretical synthesis. The analysis was conducted to identify conceptual relationships between gender, Islamic education, and religious moderation, thus producing a comprehensive framework for contemporary Islamic education.

Table 1. Synthesis of Previous Research

Researcher	Research Focus	Main Findings
Yunita (2023)	Gender in Islamic Religious Education	Gender perspectives need to be integrated into Islamic Religious Education (IRE) learning.
Juwita et al. (2023)	Gender Mainstreaming	Islamic education supports gender equality and inclusiveness.
Asiyah & Ibrahim (2021)	Education and Gender in Islam	Islam upholds the principle of gender justice and equality.
Mutmainah et al. (2022)	Gender Equality Values	Gender equality is an integral part of Islamic values.
Arsyad et al. (2023)	Gender in Contemporary Islamic Thought	Gender issues have become an important component of modern Islamic thought.
Habibie et al. (2021)	Religious Moderation	Islamic education plays a significant role in fostering moderate attitudes.
Afifah et al. (2024)	Internalization of Gender Awareness	Character education can strengthen gender awareness among students.
Camelia (2024)	Gender Implementation in Islamic Religious Education	Teachers play a crucial role in creating inclusive learning environments.
Luthfiyah et al. (2023)	Gender Equality in Madrasahs	Equal opportunities enhance student participation and engagement.

Synthesis Analysis

Based on the table above, it can be seen that previous research tends to discuss gender equality and religious moderation separately. Few studies have integrated these two concepts within the framework of contemporary Islamic education. This situation indicates a research space that allows for the development of new perspectives on Islamic education that are inclusive and responsive to gender issues.

RESULTS AND DISCUSSION

Gender in a Contemporary Islamic Perspective: Contemporary Islamic thought demonstrates a paradigm shift in understanding the relationship between men and women. While previously discussions of gender were often influenced by patriarchal cultural constructs, contemporary Islamic thought seeks to restore gender understanding to the fundamental principles of Islamic teachings, which emphasize justice and respect for human dignity.

Yana and Salahuddin (2026) explain that gender equality in contemporary Islam is not intended to standardize the roles of men and women, but rather to provide equal opportunities for both to develop their potential. Meanwhile, Arsyad et al. (2023) emphasize that gender issues have become a crucial theme in the development of modern and contemporary Islamic thought because they are related to efforts to present Islam that is relevant to social change.

Thus, gender from a contemporary Islamic perspective is understood as an effort to realize just and balanced social relations without eliminating the identities and characteristics of each gender.

Gender Equality in Islamic Education: Islamic education has a responsibility to implement the principles of justice throughout the educational process. Gender equality in Islamic education relates not only to educational opportunities but also encompasses access, participation, control, and benefits received by students.

Juwita et al. (2023) explain that gender mainstreaming in Islamic education is a strategy to eliminate various forms of discrimination that can hinder student development. Research by Siregar et al. (2025) shows that the implementation of gender equality in Islamic education faces various opportunities and challenges, particularly in addressing the patriarchal culture that still prevails in some communities.

The findings of Luthfiyah et al. (2023) indicate that the implementation of gender equality in Islamic educational institutions can be realized by providing equal opportunities for male and female students in various academic and non-academic activities. This demonstrates that Islamic education has great potential as a means of social transformation towards a more just and inclusive society.

Challenges to Implementing Gender Equality in Islamic Education: Although the concept of gender equality is increasingly accepted in contemporary Islamic educational discourse, its implementation still faces various challenges. One of the main challenges is the strong influence of patriarchal culture that exists in some societies. This culture often places men in a more dominant position in various aspects of life, including education. As a result, women still face various obstacles in obtaining equal opportunities to participate and develop their potential.

According to Siregar et al. (2025), the challenges of implementing gender equality in Islamic education stem not only from cultural factors but also from religious understandings that do not fully consider the perspective of gender equity. In some cases, textual religious interpretations are often used to maintain rigid role divisions between men and women. This situation can impact educational policies, the learning process, and student participation in the school environment.

Asiyah and Ibrahim (2021) explain that Islamic education fundamentally has a normative foundation that supports justice and respect for human dignity. However, in practice, there is still a gap between the ideal values taught and the social realities that exist in society. Therefore, systematic efforts are needed to build a more comprehensive understanding of the concept of gender from an Islamic perspective.

Another challenge relates to the limited competence of educators in integrating gender equality values into learning. Some teachers still view gender issues as a topic outside of religious education, and therefore, they have not been widely integrated into the learning process. However, as Camelia (2024) points out, teachers hold a strategic position in shaping students' attitudes and understanding of the values of justice and equality.

Furthermore, the implementation of gender equality also faces challenges at the institutional level. Luthfiyah et al. (2023) show that although many Islamic educational institutions have provided equal opportunities for male and female students, several aspects still require attention, such as the representation of women in school organizational leadership, the division of tasks based on gender stereotypes, and student involvement in extracurricular activities. These challenges demonstrate that the implementation of gender equality requires support from all educational components, from institutional policies and the curriculum to school culture.

Overall, the challenges of implementing gender equality in Islamic education cannot be separated from cultural, social, institutional, and religious factors. Therefore, a holistic approach is needed to more effectively implement the principles of gender equality in

Islamic educational environments. Internalizing Gender Awareness in Islamic Religious Education: Gender awareness is an understanding of the importance of equitable relations between men and women in social life. In the context of Islamic Religious Education, internalizing gender awareness is a crucial part of developing students' character.

Afifah et al. (2024) explain that internalizing gender awareness can be achieved through a holistic approach that integrates values of equality into the learning process. Teachers act as agents of change, not only conveying religious material but also instilling values of justice and respect for others.

Camelia's (2024) research shows that implementing gender equality in Islamic Religious Education learning activities can be achieved by providing equal opportunities for male and female students in learning processes, discussions, group leadership, and school organizational activities. These findings demonstrate that Islamic Religious Education (PAI) learning plays a strategic role in building gender awareness from an early age.

The Role of Islamic Religious Education Teachers in Building Gender Awareness: Islamic Religious Education teachers play a crucial role in building gender awareness in the educational environment. As educators, teachers are not only tasked with imparting religious knowledge but also shaping the character, attitudes, and social values of students. In this context, teachers act as agents of change who can instill an understanding of the importance of justice and gender equality in accordance with Islamic values.

Afifah et al. (2024) explain that internalizing gender awareness in Islamic religious education requires a comprehensive and sustainable approach. Teachers need to integrate values of equality into learning materials, teaching methods, and daily interactions with students. Through this process, students can understand that Islam teaches respect for human dignity without discrimination based on gender. In addition to delivering material, teachers also serve as role models for students. Teachers' attitudes toward treating male and female students fairly will significantly influence the development of their character. Conversely, discriminatory treatment can reinforce gender stereotypes that have developed in society. Therefore, teachers need to demonstrate attitudes that reflect the values of justice, respect, and appreciation for differences.

Yunita (2023) emphasized that Islamic Religious Education (ISE) has significant potential for building gender awareness because the material taught relates not only to aspects of worship but also encompasses social and humanitarian values. Teachers can utilize a variety of learning materials to instill the value of equality, such as discussions on human rights and obligations, social justice, and respect for others.

Research by Camelia (2024) shows that implementing gender-responsive learning can be done through various strategies, such as dividing students into equal study groups, providing equal opportunities to express opinions, and involving all students in classroom activities. These strategies can help reduce gender stereotypes and encourage the active participation of all students.

Thus, Islamic Religious Education (ISE) teachers hold a very strategic position in building gender awareness. The success of implementing gender equality in Islamic education depends heavily on the ability of teachers to integrate the values of justice and respect for human dignity into the entire learning process.

Religious Moderation as the Foundation of Gender-Responsive Islamic Education: Religious moderation is an approach that emphasizes balance, justice, tolerance, and respect for diversity. In the context of Islamic education, religious moderation serves as a foundation for building an inclusive and open educational environment.

Habibie et al. (2021) explain that religious moderation can be integrated into various Islamic education subjects by reinforcing the values of tolerance, peace, and respect for differences. These values are closely related to the principle of gender equality because both reject discrimination and injustice.

The integration of these two concepts is not intended to adopt a gender paradigm that contradicts Islamic principles, but rather to reaffirm the values of justice, balance, and respect for human dignity that are inherent in Islamic teachings. In this context, religious moderation serves as an ethical framework that ensures the implementation of gender equality remains within the framework of Islamic values, which are rahmatan lil 'alamin (blessing for the universe).

The Relevance of Religious Moderation to Contemporary Educational Challenges: In the era of globalization, Islamic education faces various challenges such as radicalism, intolerance, social discrimination, and the growth of gender stereotypes that can hinder student development. In this context, religious moderation plays a crucial role as an approach that emphasizes balance and respect for differences.

Religious moderation not only functions to build relationships between religious communities but is also relevant in creating harmonious relationships between men and women. Values such as justice, deliberation, tolerance, and respect for human dignity serve as a foundation that can strengthen the implementation of gender equality in Islamic education.

Thus, religious moderation is not only a strategy for preventing extremism but also a foundation for building an inclusive educational culture that is responsive to the needs of all students.

Integration of Gender Equality and Religious Moderation in Contemporary Islamic Education: A synthesis of various literature shows that gender equality and religious moderation have a complementary relationship in contemporary Islamic education. Both are based on the same principles: justice, balance, respect for human dignity, and social responsibility.

This integration can be realized through four main dimensions. First, the curriculum dimension, which incorporates the values of gender equality and religious moderation into learning materials. Second, the pedagogical dimension, which develops participatory and inclusive learning methods. Third, the institutional dimension, which provides equal opportunities for all students. Fourth, the school culture dimension, which supports the creation of a safe, just, and respectful educational environment.

Based on the analysis, gender-responsive contemporary Islamic education can be built through the synergy between Islamic values, religious moderation, and inclusive educational practices. This model enables the development of students who are religious, moderate, tolerant, and possess good gender awareness, thus enabling them to face various social challenges in the modern era.

Strengthening the Paradigm of Inclusive Contemporary Islamic Education: The integration of gender equality and religious moderation essentially leads to the establishment of a more inclusive Islamic education paradigm. This paradigm positions education not only as a means of transferring religious knowledge but also as an instrument for developing just social character. In the context of an increasingly pluralistic and dynamic society, Islamic education is required to produce students with a strong religious understanding while simultaneously appreciating diversity and upholding humanitarian principles.

Gender equality and religious moderation converge in efforts to build harmonious and just social relations. Gender equality emphasizes the importance of providing equal opportunities to every individual without discrimination based on gender, while religious moderation emphasizes balance in understanding and practicing religious teachings. When these two concepts are integrated into Islamic education, an educational system is created that is not only oriented towards academic achievement but also fosters inclusive and tolerant social attitudes.

In practice, an inclusive Islamic education paradigm can be realized through the development of a school culture that values diversity, encourages the participation of all

students, and provides equal space for boys and girls to develop their potential. Such an educational environment will help students understand that differences are not grounds for discrimination, but rather part of a social reality that must be managed wisely.

Furthermore, this paradigm is also relevant to the goals of Islamic education, which are oriented not only toward developing pious individuals personally but also socially. Students are expected to be able to implement the values of justice, tolerance, and respect for others in their daily lives. Thus, Islamic education can contribute to creating a peaceful, inclusive, and civilized society.

Based on the synthesis of various studies, the integration of gender equality and religious moderation can be seen as one direction for developing contemporary Islamic education that is responsive to social change. This paradigm does not conflict with fundamental Islamic values but rather strengthens the implementation of the principles of justice (al-'adl), balance (tawazun), and welfare (maslahah) in educational practice. Therefore, developing gender-responsive Islamic education based on religious moderation is a crucial need to face the challenges of modern society.

Practical Implications for Islamic Educational Institutions: The results of this study have various practical implications for the development of Islamic educational institutions. The integration of gender equality and religious moderation can form the basis for formulating more inclusive and social justice-oriented educational policies. Islamic educational institutions need to ensure that all students receive equal opportunities to develop without discrimination based on gender.

In terms of curriculum, the values of gender equality and religious moderation can be integrated into various subjects, particularly Islamic Religious Education. Learning materials should not only focus on normative religious aspects but also emphasize the importance of justice, respect for human dignity, and social responsibility. This approach allows students to understand Islamic teachings more comprehensively and contextually.

In terms of human resource development, educational institutions need to provide teacher training on gender-responsive learning based on religious moderation. Habibie et al. (2021) explain that religious moderation education requires the active involvement of all educational components so that the values of tolerance and balance can be effectively implemented. Therefore, improving teacher competency is a crucial factor in supporting the successful implementation of inclusive education programs.

Furthermore, school culture needs to be directed at strengthening the values of equality and respect for diversity. Educational institutions can create an environment that supports the active participation of students regardless of gender. Opportunities to become organizational leaders, participate in extracurricular activities, and participate in decision-making should be provided equitably to all students.

Findings by Luthfiyah et al. (2023) and Camelia (2024) indicate that an educational environment that provides equal opportunities can increase student participation, self-confidence, and achievement. Therefore, the implementation of gender-responsive policies not only contributes to social justice but also supports the overall improvement of educational quality.

Practically, the integration of gender equality and religious moderation can serve as a model for developing contemporary Islamic education that can address the challenges of social change without abandoning the fundamental values of Islamic teachings. This model has the potential to produce graduates who are religious, moderate, tolerant, and possess a strong social awareness in community life.

Theoretical Implications of the Research: This study demonstrates that gender equality and religious moderation have a strong conceptual link within the framework of contemporary Islamic education. This finding aligns with Islamic educational theory, which places the principles of justice (al-'adl), balance (tawazun), and respect for human dignity as the primary foundations of the educational process. From this perspective,

education serves not only as a means of transferring knowledge but also as a medium for character formation and social transformation oriented toward the common good.

The results of this study also corroborate the findings of Mutmainah et al. (2022), who explain that the value of gender equality is part of Islamic teachings that emphasize justice and respect for human beings regardless of gender. Similar findings were also expressed by Asiyah and Ibrahim (2021), who stated that Islamic education fundamentally supports fair relations between men and women. Thus, the results of this study emphasize that gender equality is not a concept that contradicts Islamic values, but rather part of the implementation of the principle of justice in education.

Furthermore, this study supports the findings of Juwita et al. (2023) and Luthfiyah et al. (2023) demonstrated the importance of gender mainstreaming in Islamic educational institutions. However, this study differs from previous research. While previous studies focused primarily on the implementation of gender equality in the educational process, this study seeks to broaden the discussion by integrating the concepts of gender equality and religious moderation within a single conceptual framework of contemporary Islamic education.

The findings of this study also reinforce those of Habibie et al. (2021), who positioned religious moderation as the foundation for building an inclusive and tolerant Islamic education. However, Habibie et al.'s study focused more on the general aspect of religious moderation, while this study demonstrates that religious moderation values such as justice, balance, tolerance, and respect for diversity are strongly relevant in supporting the implementation of gender equality in Islamic educational environments.

Thus, the primary theoretical contribution of this study lies in developing a conceptual synthesis that connects gender equality and religious moderation as two complementary concepts in contemporary Islamic education. This synthesis results in an Islamic educational paradigm that is not only oriented toward developing religious individuals but also fosters social awareness, inclusive attitudes, and respect for human values. This conceptual framework can be the basis for further research and the development of Islamic education policies that are more responsive to the challenges of modern society.

CONCLUSION

This research demonstrates that gender, from a contemporary Islamic educational perspective, is not only related to equality between men and women, but also concerns efforts to realize equitable, inclusive, and welfare-oriented education. Various studies analyzed demonstrate that Islamic teachings fundamentally uphold the principles of justice and respect for human dignity without distinction of gender.

Gender equality in Islamic education can be realized through providing equal access, participation, control, and benefits for all students. The implementation of these values is reflected in curriculum development, learning processes, educational leadership, and extracurricular activities that are responsive to student needs.

This research also found that religious moderation plays a crucial role in strengthening the implementation of gender equality. Moderating values such as justice, balance, tolerance, and respect for diversity form the foundation for developing gender-responsive Islamic education.

The novelty of this research lies in the conceptual synthesis that integrates gender equality and religious moderation within a single framework of contemporary Islamic education. This integration produces an educational paradigm capable of addressing modern social challenges while remaining rooted in Islamic values.

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