**Correlation of Scientific Attitude and Religious Literacy towards Religious Moderation Attitude**

**Abstract**

This study aims to determine the correlation between scientific attitudes and religious literacy toward students' religious moderation attitudes. This study uses a quantitative method with correlation techniques. Respondents in this study were 5th-semester students at the Faculty of Tarbiyah and Teacher Training, UIN Sulthan Thaha Saifuddin Jambi, totaling 117 people. Data were collected through test techniques and analyzed through product-moment correlation with the help of SPSS 25 software. Based on the results of the correlation test, it can be seen that scientific attitudes are positively correlated with religious moderation attitudes with a Pearson Correlation value of 0.417 and a sig. Value of 0.00. The correlation of religious literacy to religious moderation attitudes is 0.496 and a sig. Value of 0.00. This indicates that there is a positive correlation between scientific attitudes and religious literacy with religious moderation attitudes. In other words, if students' scientific attitudes and religious literacy are good, then automatically the religious moderation attitude score will also improve. Likewise, vice versa, namely, if the scientific attitude and religious literacy scores decrease, then the religious moderation attitude will also decrease. In addition, based on the simultaneous test, it is known that the variables of scientific attitude and religious literacy are simultaneously correlated with the attitude of religious moderation. This is based on the Sig. F score of 0.000 <0.05. The correlation coefficient obtained is 0.521 with a moderate category. Based on the simultaneous test, it can also be seen that scientific attitudes and religious literacy contribute to increasing the attitude of religious moderation by 27.1%, while the rest is influenced by other factors. Therefore, strengthening scientific attitudes and religious literacy also means strengthening the attitude of moderation.

**Keywords**: scientific attitudes, religious literacy, religious moderation

**Introduction**

Scientific attitude is a form of learning outcome in the affective domain. Scientific attitude is closely related to scientific activities and scientific perspectives on a particular problem. Rajendran & Anandarasu (2020), Rasyidi (2022), and Mihardi (2022) explain that scientific attitude is a thinking disposition that is a research trend that is integrated into high-level thinking skills such as critical thinking, creativity, metacognition, problem-solving and decision making and greatly determines the quality of individual students. Razak & Kamaruddin (2018), Ulfa (2018), and Eğmir & Ocak (2020) state that a scientific attitude is an attitude of being able to accept other people's opinions well and correctly, acting in solving a problem systematically through scientific steps that do not know despair and with perseverance and openness. Thus, scientific attitude is an important factor and is closely related to a person's success in living and working in society.

According to Siregar (2019) and Rampean et al. (2021), Zubaidah et al. (2023), scientific attitude consists of 4 indicators, namely: (1) curiosity; (2) discovery attitude; (3) attitude of working together with others; (4) critical thinking attitude. Curiosity and discovery attitude, encourage someone to continue to find out about everything around them. They tend to have a strong desire for everything, both concrete and abstract. This curiosity and discovery attitude ultimately lead someone to data facts and the right conclusions. The attitude of working together with others encourages someone to be able to appreciate the opinions of others, have an open mind to the ideas and ideas of others, and be able to accept the circumstances of others with an open heart. This is the basis for building this cooperation. Meanwhile, critical thinking makes someone able to analyze various problems or phenomena that exist.

According to Astuti et al. (2024), critical thinking functions to reveal, analyze, and fix problems. Religious literacy is also known as religious literacy, namely the ability to understand and practice the values ​​of the religion they adhere to or follow. According to Jamaludin (2023) and Suyanto et al. (2024), religious literacy is a deep understanding of religious values ​​and teachings and is the basis for someone to develop a strong and positive character. The process of religious literacy includes not only learning religious texts, but also a deep understanding of religious practices, rituals, and moral values ​​contained in these teachings. According to Aminatus & Khoiriyah (2024), religious literacy enables an individual to gain the ability to recognize and appreciate religious characteristics such as honesty, compassion, justice, and responsibility. In addition, Faza et al. (2024) also stated that religious literacy not only includes mastery of basic religious knowledge, but also insight into how children use that basic knowledge to shape their orientation in the world to provide direction and meaning for their lives. Nikmah (2023) also said that religious literacy is not only limited to understanding sacred texts, but also as a means for students to recognize, understand, and apply the knowledge they gain in school. Therefore, Usman (2022) and Imamah & Lee, (2024) stated that religious literacy is the future direction of Islamic education as well as an alternative approach to Islamic education in general in Indonesia. Thus, it is clear that religious literacy is an ability related to religious norms and values.

Based on the definition or concept above, religious literacy needs to be developed in human life. The development of religious literacy can be done through the education process. This is as stated by Faza et al. (2024) that religious literacy is very important to be introduced and instilled from an early age and applied in everyday life. The same opinion was also expressed by Azizah & Utami (2023) and Eric et al. (2024), Giovany et al. (2024) that religious literacy has a high urgency because most of the learning cycles are closely related to literacy skills and concerns. Mercy Rolando et al. (2024) stated that religious literacy is very much needed to reduce the moral degradation of Generation Z in the digital era. Therefore, educational institutions (schools and campuses) have an important role in developing religious or religious literacy skills to create a civilized society. To find out a person's ability in terms of religious literacy, it can be seen from several indicators. According to Azizah & Utami (2023), the indicators of religious literacy (Islam) are as follows: 1) fixated on texts (the importance of texts can be expanded), both sacred texts such as the Qur'an and firm texts that are the consequences of rigorous thinking or testing; 2) people use these books from one generation to the next; 3) the inclusion of religious scriptures in religious ceremonies; 4) religious texts, both sacred and profane, become part of individual and group identities. In line with this, Nikmah (2023) stated that religious literacy is not only in understanding sacred texts but also in relating them to the context of life. Students need to be involved in discussions, reflections, and practical applications of the religious values ​​they learn. Therefore, finding out and measuring religious literacy skills can be based on several of these indicators.

In addition to scientific attitudes and religious literacy, another very important factor in human life, especially in the Indonesian nation, is the attitude of religious moderation. Conceptually, Lukman (2019) and Ali (2020) state that moderate is an adjective, derived from the word moderation, which means not excessive or moderate. Furthermore, it is stated that religious moderation is a common moral good that is relevant not only to individual behavior but also to communities or institutions. Fahri & Zainuri (2019), Thoriquttyas et al. (2020), and Husna & Thohir (2020), state that religious moderation (Islam) can answer various problems in religion and global civilization. Sutrisno (2019) states that religious moderation is a middle way in dealing with differences between both extreme and fundamental groups. Therefore, an attitude of religious moderation allows a person to adhere to or believe in a religion well and strongly which is accompanied by an attitude of tolerance towards other people or religions.

In the context of education, the attitude of religious moderation in Indonesia is one of the important points that must be considered by teachers, especially Islamic religious teachers. Various materials in Islam are always closely related to the attitude of religious moderation. Ramdani et al. (2022) and Muaz & Ruswandi, (2022) stated that religious moderation in Islamic education in Indonesia is mainly in the aspects of learning techniques and material content which includes the material of the Al-Quran Hadith, Fiqh of Worship, Aqidah Akhlaq, Sharia (Islamic law) and Tarikh Islam (Islamic history). In addition, Akhmadi (2019) also explained that Religion is a guideline for life and a fair middle path solution in dealing with life and social problems, religion is a balanced perspective and guideline between worldly and afterlife affairs, reason and heart, ratio and norms, idealism and facts, individuals and society. Thus, Islamic religious teachers must be able to actively instill an attitude of moderation through various materials delivered during classroom learning.

Based on the description above, theoretically, it can be seen that the variables of scientific attitude, religious literacy, and religious moderation are interrelated. These three variables are closely related to values, morals, tolerance, and thoughts which overall have a positive impact on human life. However, unfortunately, there has been no research that looks further and in-depth at the relationship between these variables. Several previous studies related to scientific attitudes, religious literacy, and religious moderation attitudes were conducted separately. Although Umar & Hasan (2024) have stated that scientific values ​​are closely related to religious moderation attitudes, they have not seen a relationship between these variables. Research by Sukarno & Nanang & Masquri (2024) states that there is a relationship between religious literacy, scientific attitudes, and student learning outcomes. Therefore, this study seeks to determine the correlation between scientific attitudes and religious literacy with religious moderation attitudes. Research has the potential to provide new insights into efforts to improve religious moderation attitudes in Indonesia.

**Method**

This study uses a quantitative method with correlation techniques. Respondents in this study were 117 5th-semester students of the Faculty of Tarbiyah and UIN Sulthan Thaha Saifuddin Jambi. Data were collected through test techniques. Each variable, namely, scientific attitude, religious literacy, and religious moderation attitude was tested/measured using a specific instrument. Each instrument was developed based on each indicator in each variable. The validity of the instrument was determined by expert judgment, namely an assessment by an expert as a validator. In the study, the validators consisted of three people, namely science education experts (for validation of the scientific attitude instrument), religious education experts (for validation of religious literacy), and academics from the Islamic Campus (for validation of religious moderation attitude). The instrument consisted of 25 questions/statements that must be answered by respondents. The answers to these questions/statements use a Likert scale. Thus, the maximum score obtained by respondents on each variable is 100, and the minimum score is 25. After the data was collected, it was then analyzed through product-moment correlation and continued with simultaneous testing. Overall, data analysis was carried out with the help of SPSS 25 software.

**Result and Discussion**

Based on the test of each variable tested in this study, namely, scientific attitude, religious literacy, and religious moderation attitude with instruments that have been validated by experts. The data is then analyzed to determine the correlation of each variable with the help of SPSS 25 software. The results of the data analysis are as shown by the SPSS 25 output in Table 1 below:

Table 1. Results of Correlation Analysis of Each Variable

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Correlations** | | | | |
|  | | Scientific Attitude | Religious Literacy | Religious Moderation |
| Scientific Attitude | Pearson Correlation | 1 | .578\*\* | .417\*\* |
| Sig. (2-tailed) |  | .000 | .000 |
| N | 117 | 117 | 117 |
| Religious Literacy | Pearson Correlation | .578\*\* | 1 | .496\*\* |
| Sig. (2-tailed) | .000 |  | .000 |
| N | 117 | 117 | 117 |
| Religious Moderation | Pearson Correlation | .417\*\* | .496\*\* | 1 |
| Sig. (2-tailed) | .000 | .000 |  |
| N | 117 | 117 | 117 |
| \*\*. Correlation is significant at the 0.01 level (2-tailed). | | | | |

Based on Table 1 above, it can be seen that scientific attitudes are positively correlated with religious moderation attitudes with a Pearson Correlation value of 0.417 and a sig. 0.00. This indicates that there is a positive correlation between scientific attitudes and religious moderation attitudes. In other words, if students' scientific attitudes are good, then automatically the religious moderation attitude score will also improve. Likewise, vice versa, that is, if the scientific attitude score decreases, then the religious moderation attitude will also decrease. In addition, based on Table 1 above, it can also be seen that religious literacy is positively correlated with religious moderation attitudes with a Pearson Correlation value of 0.496 and a sig. 0.00. This indicates that there is a positive correlation between religious literacy and religious moderation attitudes. In other words, if students' religious literacy is good, then automatically the religious moderation attitude score will also improve. Likewise, vice versa, that is, if the religious literacy score decreases, then the religious moderation attitude will also decrease. Furthermore, to find out whether the variables of scientific attitude and religious literacy are simultaneously correlated with the attitude of religious moderation, a regression test was conducted. The results of the regression test can be seen in Table 2 below:

Table 2. Simultaneous Test of Variables

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Model Summary** | | | | | | | | | |
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | |
| R Square Change | F Change | df1 | df2 | Sig. F Change |
| 1 | .521a | .271 | .258 | 10.978 | .271 | 21.218 | 2 | 114 | .000 |
| a. Predictors: (Constant), Religious Literacy, Scientific Attitude | | | | | | | | | |

Based on Table 2 above, it can be seen that the variables of scientific attitude and religious literacy simultaneously correlate with the attitude of religious moderation. This is based on the Sig. F score of 0.000 <0.05. The correlation coefficient obtained is 0.521 with a moderate category. Based on Table 2, it can also be seen that scientific attitude and religious literacy contribute to increasing the attitude of religious moderation by 27.1%, while the rest is influenced by other factors.

The results of the study showed that scientific attitude is positively correlated with the attitude of religious moderation with a Pearson Correlation value of 0.417 and a sig. Value of 0.00. This indicates that there is a positive correlation between scientific attitude and religious moderation and shows that religious literacy is positively correlated with the attitude of religious moderation with a Pearson Correlation value of 0.496 and a sig. Value of 0.00. This indicates that there is a positive correlation between scientific attitude and religious literacy with the attitude of religious moderation. In other words, if the scientific attitude and religious literacy of students are good, then automatically the score of religious moderation attitude will also improve. Likewise, vice versa, that is, if the score of scientific attitude and religious literacy decreases, then the attitude of religious moderation will also decrease (Table 1).

The results of this study indicate that scientific attitude and religious literacy are closely related to the attitude of student moderation, the better the scientific attitude and religious literacy, the better their attitude of religious moderation. In other words, the results of this study also provide information that strengthening the attitude of religious moderation can be done by strengthening the scientific attitude and religious literacy of students. This is based on the idea that the correlation of the three variables is positive, which means that an increase in the score of one variable is followed by another variable. In short, it can be said that strengthening the attitude of religious moderation can be done by increasing the scientific attitude and religious literacy.

According to several education experts, strengthening scientific attitudes can be done in the teaching and learning process in various subject perspectives and the use of certain learning models. Sari & Lahade (2022), for example, in their research stated that the use of the inquiry learning model can improve students' scientific attitudes. Meanwhile, research by Rahayuningsih et al. (2020) and Olua & Cenderawasih (2022) stated that learning science through storytelling and games also has a positive impact on improving children's scientific attitudes. According to Roheni et al. (2020) learning using the discovery learning model also has the potential to improve students' scientific attitudes. In addition, learning based on practicums can also significantly improve students' scientific attitudes (Bambang et al., 2017). Therefore, efforts to improve religious moderation through the development of scientific attitudes can be done in various ways and variations, and of course, this can be done by teachers, especially science teachers. As for other subject teachers, it can also be done, but further research is needed.

In addition, based on this study, it can also be said that efforts to improve religious moderation attitudes can also be made by increasing the score of religious literacy or religious literacy. According to experts, increasing religious literacy can be done through religious strengthening, for example by studying the holy book (Al-Qur'an) more intensively and systematically (Komarudin & Irawati, 2023). According to Two et al. (2024) there are five strategies carried out by teachers to improve religious literacy, namely: visiting the library, asking students to read for 20 minutes before learning begins, making wall magazines, organizing literacy corners in each class, and organizing competitions related to literacy. In addition, Hasanudin (2023) also stated that increasing religious literacy can also be done through learning to get used to carrying out worship. Thus it can be understood that the development of religious literacy can be increased through learning activities in and outside the classroom. Various activities that have the potential to increase religious literacy are religious-based activities.

Referring to the description above, it can be understood that efforts to improve religious moderation attitudes must be carried out systematically and continuously. Given that improving religious moderation attitudes can be done inside and outside the classroom, through a meaningful learning process. Thus, the role of teachers, both science teachers and religious teachers, becomes very important. Therefore, the government needs to develop policies that require teachers to have various learning strategies or methods based on scientific attitudes and religious literacy. Teachers with the ability to carry out varied learning have the potential to improve students' scientific attitudes and religious literacy and subsequently, students' moderation attitudes also increase.

Another implication of this study is that strong and systematic collaboration is needed between science teachers and religious education teachers (Islam) to create various innovations in learning models that emphasize more on religious moderation attitudes. These learning models must of course be adjusted to the characteristics of each subject. One form of such collaboration, for example, is by implementing integrated learning (science-religion). The implementation of integrated learning allows the development of scientific attitudes and religious literacy to grow together so that religious moderation attitudes can be improved.

In Indonesia, currently, the paradigm of integrated science-religion education has developed. Many schools, especially religious schools (Islamic boarding schools and Islamic schools) have developed integrated learning models. Unfortunately, there has been no research that looks at and compares whether there are differences in religious moderation attitudes between these schools and public schools. This is important to ensure that the implementation of integrated science-religion learning has the potential to be an alternative path to improving students' moderation attitudes in Indonesia.

**Conclusion**

Based on the data and analysis, it can be concluded that scientific attitudes and religious literacy are positively correlated with the religious moderation attitudes of 5th-semester students at the Tarbiyah and Teacher Training Takultas, Sulthan Thaha Saifuddin State Islamic University of Jambi. Based on the results of the correlation test, it can be seen that scientific attitudes are positively correlated with religious moderation attitudes with a Pearson Correlation value of 0.417 and a sig. Value of 0.00. The correlation of religious literacy with religious moderation attitudes is 0.496 and a sig. Value of 0.00. This indicates that there is a positive correlation between scientific attitudes and religious literacy with religious moderation attitudes. In other words, if students' scientific attitudes and religious literacy are good, then automatically the religious moderation attitude score will also improve. Likewise, vice versa, namely, if the scientific attitude and religious literacy scores decrease, then the religious moderation attitude will also decrease. In addition, based on the simultaneous test, it is known that the variables of scientific attitudes and religious literacy are simultaneously correlated with religious moderation attitudes. This is based on the Sig. Score. F 0.000 < 0.05. The correlation coefficient obtained is 0.521 with a moderate category. Based on the simultaneous test, it can also be seen that scientific attitudes and religious literacy contribute to increasing religious moderation attitudes by 27.1%, while the rest are influenced by other factors.

**References**

Ahmadi, A. (2019). Religious Moderation in Indonesia’s Diversity. *Journal of Religious Education and Training*, 13(2), 45–55.

Ali, N. (2020). Measuring Religious Moderation Among Muslim Students at Public Colleges in Kalimantan Facing Disruption Era. *INFERENCE: Journal of Social Religious Research*, 14(1), 1–24. https://doi.org/10.18326/infsl3.v14i1.1-24

Aminatus, S., & Khoiriyah, S. (2024). Religious Literacy as a Foundation for Developing Students’ Religious Character. *Al Fikri: Journal of Islamic Education Studies and Research*, 7(2), 19–39.

Astuti, R. W., Widya, T. P., & Rini. (2024). Improving Students' Critical Thinking Skills In Science Content Using Experimental Methods In Grade V Of Elementary School. *Jurnal Review Pendidikan Dan Pengajar*, 7(3), 7899–7906.

Azizah, I. N., & Utami, R. D. (2023). Religious Literacy Movement as a Strategy for Developing Religious Character in Elementary School Students. *Quality*, 11(1), 51. https://doi.org/10.21043/quality.v11i1.19916

Bambang, Puryadi, T., & Sahono. (2017). Application of Experimental Methods to Improve Students' Scientific Attitudes and Learning Achievement. *DIADIK: Jurnal Ilmiah Teknologi Pendidikan*, 7(2), 132–140.

Eğmir, E., & Ocak, İ. (2020). Prediction Level of the Fourth Grade Students' Scientific Attitudes on Reflective Thinking Skills for Problem Solving. *Open Journal for Educational Research*, 4(2), 87–102. https://doi.org/10.32591/coas.ojer.0402.02087e

Eric, M., Tabiri, F., & Danso Seth, A. (2024). University students' religious literacy and religiosity. What is the place of academic discipline and religious affiliation? *Cogent Education*, 11(1). https://doi.org/10.1080/2331186X.2023.2293487

Fahri, M., & Zainuri, A. (2019). Religious Moderation in Indonesia. Intizar.

Faza, B., Bastian, M., Imoy, S., Pandini, D., & Santoso, F. S. (2024). Introduction to Religious Literacy Through Creative And Interactive Methods For Early Childhood. *Ulumuddin: Journal of Islamic Sciences*, 14, 137–150.

Giovany, A., Rahman, K., & Wahyono, I. (2024). Empowering Students with Digital Religious Literacy: The Contribution of Islamic Education Teachers. *Journal of Education and Entrepreneurship*, 12(2), 779–798.

Hasanudin. (2023). Developing Religious Literacy for Early Childhood and Adolescent Levels. *Bersama: Jurnal Pengabdian Masyarakat*, 1(4), 161–170.

Husna, U., & Thohir, M. (2020). Religious Moderation as a New Approach to Learning Islamic Religious Education in Schools. Nadwa, 14(1), 199–222. https://doi.org/10.21580/nw.2020.14.1.5766

Imamah, F. M., & Lee, H. (2024). Bridging the Gap: Exploring Religious Literacy as an Alternative Approach to Religious Education in Indonesia. *Analisa: Journal of Social Science and Religion*, 9(1), 1–19. https://doi.org/10.18784/analisa.v9i1.2136

Jamaludin, O. (2023). The Role of Religious Literacy in Shaping the Religious Character of Elementary School Students: Teachers' and Parents' Perspectives. *SKULA: Journal of Madrasah Teacher Professional Education*, 3 No.3.

Komarudin, K., & Irawati, I. (2023). Improving Religious Literacy Through Interactive Quran Reading Program in Arraya Cibatok Housing. *Journal of Civilization of Society*, 3(6), 234–237. https://doi.org/10.55182/jpm.v3i6.352

Lukman Hakim Saifuddin. (2019). Religious Moderation. *In Research and Development and Training Agency of the Ministry of Religious Affairs of the Republic of Indonesia Ministry of Religious Affairs Building* Jl. MH. Thamrin No.6 Lt. 2 Central Jakarta.

Mercy Rolando, D., As’ad, M., Setiawati, R., & Fajri, ‎. (2024). Strengthening Religious Literacy as an Effort to Overcome the Moral Degradation of Generation Z in the Digital Era. *KnE Social Sciences*, 2024, 72–92. https://doi.org/10.18502/kss.v9i12.15821

Mihardi, S. (2022). Scientific Attitudes in Scientific Online Learning Management for Student Successful Characters. *Advances in Social Sciences Research Journal*, 9(7), 3–9.

Muaz, M., & Ruswandi, U. (2022). Religious Moderation in Islamic Education. *JIIP - Scientific Journal of Educational Sciences*, 5(8), 3194–3203. https://doi.org/10.54371/jiip.v5i8.820

Nikmah. (2023). Implementation of Religious Literacy to Improve Social Skills in Elementary School Students. *Edusiana: Journal of Educational Sciences*, 1(2), 1–15.

Olua, E., & Cenderawasih, U. (2022). Improving Scientific Attitudes of Early Childhood Through Science Games. *Panrita Journal*, 02(02), 91–98.

Rahayuningsih, S., Kurniawati, Y., Pranoto, S., & Latiana, L. (2020). The Role of Parents in Developing Scientific Attitudes of 5-6-Year-Old Children Through Storytelling and Science Games. National Postgraduate Seminar 2020.

Rajendran, P., & Anandarasu, R. (2020). Study on Scientific Attitude of B.Ed., Trainees in Perambalur District. *Shanlax International Journal of Education*, 8(4), 105–109. https://doi.org/10.34293/education.v8i4.3251

Ramdani, Z., Natanel, Y., & Busro, B. (2022). The Role of Religious Moderation on Life Satisfaction of Generation Z Muslims. Penamas, 35(2), 187–198. <https://doi.org/10.31330/penamas.v35i2.627>

Rampean, B., Roheti, E., Septriwanto, J., & Lengkong, M. (2021). How Can Open Inquiry Enhancing Students’ Scientific Attitude Through Chemistry Learning? *Proceedings of the 7th International Conference on Research, Implementation, and Education of Mathematics and Sciences* (ICRIEMS 2020), 528(Icriems 2020), 238–245. https://doi.org/10.2991/assehr.k.210305.035

Rasyidi, A. H. (2022). The Influence of Scientific Attitude on the Learning Outcomes of Grade XI Students in Economics Subjects in the Even Semester at MA SARJ Ar-Rasyid in the 2019/2020 Academic Year. *IKA Journal: Unars Pgsd Alumni Association*, 11(1), 569–583.

Razak & Kamaruddin. (2018). The Effect Of Students' Scientific Attitude On Learning Results Of Students' Geometry Class VIII SMP Negeri 3 Minasatane. *Mosharafa: Journal of Mathematics Education*, 7(1), 133–142.

Roheni, A., Sutresna, Y., & Ilmiyati, N. (2020). Application of Discovery Learning Model to Improve Students’ Scientific Attitude and Science Process Skills. *Journal of Biology Education*, VIII(2), 40–45.

Sari, F. F. K., & Lahade, S. M. (2022). The Effect of Inquiry Learning Model on Elementary School Students’ Curiosity Scientific Attitude in Science Learning. *Basicedu Journal,* 6(1), 797–802. https://doi.org/10.31004/basicedu.v6i1.1973

Siregar, S. (2019). Analysis of Metacognitive Skills and Scientific Attitudes of Students Through Inquiry Learning Methods. *BIOTIK: Scientific Journal of Biology, Technology, and Education*, 7(2), 141. https://doi.org/10.22373/biotik.v7i2.5665

Sukarno & Nanang, & Masquri. (2024). The Relationship Between Religious Literacy and Scientific Attitude and Their Impact on Islamic Religious Education Learning Outcomes in High Schools. 21(2), 221–233. https://doi.org/10.28918/jupe.v21i2.8676

Sutrisno, E. (2019). Actualization of Religious Moderation in Educational Institutions. *Journal of Islamic Community Guidance*. https://doi.org/10.37302/jbi.v12i2.113

Suyanto, B., Sirry, M., Sugihartati, R., Kartono, D. T., & Yani, M. T. (2024). Problems of religious literacy in Indonesian education. *Journal of Religious Education*, 72(2), 165–181. https://doi.org/10.1007/s40839-024-00228-1

Thoriquttyas, T., Saputra, M., Huda, I., Hanafi, Y., & Zaimatus, N. (2020). Strengthening Religious Moderation through Innovation of Islamic Religious Education (IRE) based on Civic Intelligence and the Values ​​Clarification Technique (VCT). *KnE Social Sciences*, 2020, 219–227. https://doi.org/10.18502/kss.v4i14.7878

Two, D., Putri, O., Rahmatul ’aini, S., Putra, Y. T., & Gusmaneli, G. (2024). Islamic Education Learning Strategy in Improving Religious Literacy at MAN 2 Payakumbuh. *Language and Culture*, 2(2), 52–59. https://doi.org/10.61132/semantik.v2i2.574

Ulfa, S. W. (2018). Traditionizing Scientific Attitudes in Biology Learning. *Biolokus Journal*, 1(1), 1. https://doi.org/10.30821/biolokus.v1i1.314

Umar, H. M., & Hasan, H., Sukarno. (2024). The Values ​​and Role of Natural Science Education in Religious Moderation. *Asian Journal of Education and Social Studies*, 50(2), 121–131. https://doi.org/10.9734/AJESS/2024/v50i21264

Usman. (2022). Religious Literacy as The Future Direction of Islamic Education and The Basis of Teaching Civic Education in Islamic Boarding Schools. Al-Madinah: *Journal of Islamic Civilization*, 16(1), 1–23.

Zubaidah, R., Pasaribu, R. L., Mirza, A., & Aldila, E. (2023). Students' Scientific Attitudes and Creative Thinking Skills. *Mosharafa: Journal of Mathematics Education*, 12(2), 315–326.