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Research Article

THE IMPACT OF CHAT GPT IN ISLAMIC EDUCATION ON HIGH SCHOOL STUDENTS' UNDERSTANDING OF RELIGIOUS MODERATION

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Abstract
The development of generative artificial intelligence has presented various new opportunities in the world of education, including in the teaching of Islamic Religious Education (IRE). This study aims to analyse the impact of ChatGPT usage on the understanding of religious moderation among Year 11 students at State Senior High School 1 Sukomoro, Magetan Regency. The study employed a quantitative approach with an ex post facto design. The sample comprised 120 students selected via purposive sampling. Data were collected through a questionnaire on ChatGPT usage and a questionnaire on understanding of religious moderation, both of which met validity and reliability criteria. Data analysis was conducted using simple linear regression with the aid of SPSS version 26. The results of the study indicate that ChatGPT usage falls into the high category with an average score of 74.28, whilst students' understanding of religious moderation falls into the high category with an average score of 78.65. The regression test results show that ChatGPT usage has a positive and significant effect on students' understanding of religious moderation ($\beta = 0.503$; $p < 0.05$). The coefficient of determination (R^2) value of 0.357 indicates that the use of ChatGPT contributes 35.7% to students' understanding of religious moderation. These findings suggest that the appropriate use of ChatGPT can support the strengthening of students' understanding of religious moderation in Islamic Education (PAI) learning in the digital age.

Keywords: ChatGPT, Digital Learning, Generative Artificial Intelligence, Islamic Religious Education, Religious Moderation

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INTRODUCTION

The development of digital technology has brought significant changes to various aspects of life, including the field of education. Advances in information and communication technology enable learners to access knowledge more widely, quickly, and flexibly than in previous periods. One of the rapidly developing technological innovations in recent years is Artificial Intelligence (AI), which is capable of supporting the learning process through the provision of information, problem-solving, and natural language-based interaction (Russell et al., 2020). The presence of generative AI technology further expands opportunities for learners to gain a more personalised and adaptive learning experience tailored to their individual needs.

One form of generative AI widely used in education is ChatGPT, developed by OpenAI. ChatGPT is an AI-based language model capable of generating interactive responses based on commands or questions provided by the user. In an educational context, ChatGPT can be utilised as an alternative learning resource, a medium for academic consultation, a companion for independent study, and a tool to aid in understanding various subject materials (Kasneci et al., 2023). The ease of access and ChatGPT's ability to present information quickly make it one of the digital technologies increasingly used by students in their daily learning activities.

The use of ChatGPT in Islamic Religious Education (IRE) holds considerable potential for supporting the development of pupils' religious understanding. IRE in the digital age is no longer limited to the use of textbooks and teachers' explanations in the classroom, but also involves a variety of digital information sources that pupils can access independently. In this context, the use of ChatGPT can help students obtain additional explanations regarding Islamic concepts, values of tolerance, and various contemporary religious issues emerging in society (Taha et al., 2025).

One key competency that needs to be developed through PAI education is an understanding of religious moderation. Religious moderation is a perspective, attitude, and practice of religion that prioritises the principles of balance, justice, tolerance, and respect for diversity in social, national, and state life (Moderasi beragama, 2019). An understanding of religious moderation is becoming increasingly important amidst the rising tide of digital information, which exposes students to a variety of religious narratives, ranging from moderate to extremist. Therefore, education plays a strategic role in shaping an inclusive and moderate understanding of religion among the younger generation.

From an Islamic educational perspective, the development of a moderate attitude aligns with the concept of 'ummatan wasathan' as explained in the Qur'an, Surah Al-Baqarah, verse 143, which emphasises the importance of the Muslim community's position as a 'middle nation' that upholds balance and justice. These values form a crucial foundation in shaping students' character so that they are able to address differences wisely and avoid intolerant attitudes in social life (Qur'an, Surah Al-Baqarah [2]:143).

Previous research has shown that the use of digital technology has a positive correlation with improved learning quality and student understanding. A study (Subroto et al., 2023) found that the use of digital technology can enhance access to information and the effectiveness of the learning process for students. Another study by (Oktavianus et al., 2023) showed that the use of artificial intelligence-based platforms can help students understand learning materials more deeply. Furthermore, studies on ChatGPT in education indicate that this technology has the

potential to enhance learning engagement, critical thinking skills, and students' independence in acquiring knowledge (Kasneci et al., 2023; Labadze et al., 2023).

Nevertheless, most previous research has focused on the impact of ChatGPT use on learning outcomes, learning motivation, writing skills, or students' digital literacy. Research specifically examining the impact of ChatGPT use on students' understanding of religious moderation remains relatively limited, particularly within the context of Islamic Education (PAI) at upper secondary school level. This situation highlights a research gap that requires further investigation to understand how the use of generative AI technology can contribute to strengthening students' understanding of religious moderation.

Magetan Regency is one of the regions that has seen an increase in the use of digital technology in educational activities. Upper secondary school students in Magetan Regency are also becoming increasingly familiar with various artificial intelligence-based applications, including ChatGPT, as supplementary learning resources outside the classroom. However, there has been little research revealing the extent to which the use of ChatGPT influences students' understanding of religious moderation at this level of education. This information is important to provide an empirical picture of the potential for utilising generative AI in supporting the learning objectives of Islamic Religious Education in the digital age.

Based on the above, this study aims to analyse the influence of ChatGPT usage on the understanding of religious moderation among Year 11 high school students in Magetan Regency. The research findings are expected to make a theoretical contribution to the development of digital technology-based Islamic education studies and to serve as a basis for consideration by teachers and education policymakers in optimising the use of artificial intelligence to support learning that is moderate, inclusive, and relevant to contemporary developments.

RESEARCH METHOD

This study employs a quantitative approach with a correlational survey design to analyse the influence of ChatGPT usage on the understanding of religious moderation among Year 11 high school students in Magetan Regency. The quantitative approach was chosen because the study aims to test the relationship and magnitude of the influence of the independent variable on the dependent variable through inferential statistical analysis (Creswell & Creswell, 2017).

The independent variable (X) in this study is the use of ChatGPT, whilst the dependent variable (Y) is students' understanding of religious moderation. The use of ChatGPT is defined as the extent to which students utilise ChatGPT in learning activities, information retrieval, task completion, and the in-depth study of religious material. Understanding of religious moderation refers to students' ability to comprehend the principles of religious moderation, which include national commitment, tolerance, non-violence, and accommodation of local culture (Moderasi beragama, 2019).

The research was conducted among Year 11 students at senior high schools in Magetan Regency during the 2025/2026 academic year. The research population comprised all Year 11 secondary school students at the research site. The sample was determined using proportional random sampling, ensuring that every member of the population had an equal chance of being selected as a respondent (Sugiyono, 2022). The sample size was determined based on the requirements of simple linear regression analysis and adjusted to the available population at the research school.

Research data were obtained through the distribution of a questionnaire using a five-point Likert scale, namely strongly disagree (1), disagree (2), undecided (3), agree (4), and strongly agree (5). The ChatGPT usage instrument was developed based on indicators of frequency of use, purpose of use, intensity of use in learning, and perceptions of ChatGPT's usefulness in understanding lesson material (Kayalı et al., 2023). Meanwhile, the instrument for

understanding religious moderation was designed based on four indicators of religious moderation developed by the Ministry of Religious Affairs of the Republic of Indonesia, namely national commitment, tolerance, anti-violence, and acceptance of local traditions (Moderasi beragama, 2019).

Prior to use in the study, the instrument was tested for validity and reliability. The validity test was conducted using Pearson's Product-Moment correlation by comparing the calculated r-value and the table r-value at a significance level of 0.05. An item was deemed valid if the calculated r-value was greater than the table r-value. Subsequently, reliability testing was carried out using Cronbach's Alpha. The instrument was deemed reliable if it had a Cronbach's Alpha value of ≥ 0.70 (Nunnally & Bernstein, 1994).

The collected data were analysed in stages using SPSS version 26 software. The analysis began with descriptive statistics to describe the characteristics of the research data, including the minimum, maximum, mean, and standard deviation. A normality test was then carried out using the Kolmogorov-Smirnov method to ensure that the data distribution met the assumptions of parametric analysis. The data was deemed to be normally distributed if the significance value (Sig.) was greater than 0.05 (Field, 2017).

Hypothesis testing was carried out using simple linear regression analysis to determine the effect of ChatGPT use on students' understanding of religious moderation. The regression equation model used was: $Y = a + bX$

where Y represents understanding of religious moderation, X represents the use of ChatGPT, a is the constant, and b is the regression coefficient. The significance of the independent variable's influence on the dependent variable was tested using a t-test at a 5% significance level. The research hypothesis was accepted if the significance value was less than 0.05 ($p < 0.05$). Furthermore, the coefficient of determination (R^2) was used to determine the extent to which the use of ChatGPT contributed to explaining the variation in students' understanding of religious moderation.

RESULTS AND DISCUSSION

Results

Description of Respondents

This study was conducted at State Senior High School 1 Sukomoro, Magetan Regency, involving Year 11 students as research respondents. A total of 120 students successfully completed the research questionnaire; they were selected using purposive sampling. The respondents comprised male and female students with the characteristics presented in Table 1.

Table 1. Characteristics of Respondents by Gender

Gender	Frequency	Percentage (%)
Male	52	43,3
Female	68	56,7
Total	120	100

Table 1 shows that there were 68 female respondents (56.7%), whilst there were 52 male respondents (43.3%). These data indicate that the majority of respondents in this study were female students. Respondent characteristics by age are presented in Table 2.

Table 2. Characteristics of Respondents by Age

Age	Frequency	Percentage (%)
16 year	38	31,7
17 year	72	60,0
18 year	10	8,3
Total	120	100

Table 2 shows that the majority of respondents were 17 years old, comprising 72 students (60.0%), followed by 38 students (31.7%) aged 16, and 10 students (8.3%) aged 18. Thus, the research respondents were predominantly students in the mid-adolescent age range, a group that is quite active in using digital technology.

Descriptive Statistics of Research Variables

Descriptive statistical analysis was conducted to determine the general profile of the variables regarding ChatGPT usage and students' understanding of religious moderation. The results of the descriptive statistical analysis are presented in Table 3.

Table 3. Descriptive Statistics of Research Variables

Variable	N	Minimum	Maxsimum	Mean	Standard Deviation
Use of ChatGPT (X)	120	45	95	74,28	10,13
Understanding of Religious Moderation (Y)	120	52	96	78,65	8,74

Table 3 shows that the ChatGPT usage variable has a mean value of 74.28 with a standard deviation of 10.13. This value indicates that the level of ChatGPT usage by students falls into the high category. Meanwhile, the variable for understanding religious moderation has a mean value of 78.65 with a standard deviation of 8.74, indicating that students' understanding of religious moderation is also in the high category.

These results indicate that the majority of students have utilised ChatGPT as one of their digital learning resources to support the learning process, including in obtaining information related to Islamic Religious Education. Furthermore, students also demonstrated a relatively good level of understanding of religious moderation, reflected in attitudes of tolerance, national commitment, opposition to violence, and acceptance of local culture.

Results of the Instrument Validity Test

Validity testing was conducted to determine the instrument's accuracy in measuring the research variables. Validity testing was carried out using Pearson's Product Moment correlation with the aid of SPSS version 26. The table r value at a 5% significance level, with a sample size of 30 students, was 0.361. The results of the validity test for the ChatGPT usage instrument are presented in Table 4.

Table 4. Results of the Validity Test for the ChatGPT Usage Variable (X)

Item	Calculated r	Table r	Description
X1	0,672	0,361	Valid
X2	0,718	0,361	Valid
X3	0,694	0,361	Valid
X4	0,748	0,361	Valid

X5	0,633	0,361	Valid
X6	0,781	0,361	Valid
X7	0,705	0,361	Valid
X8	0,726	0,361	Valid
X9	0,691	0,361	Valid
X10	0,754	0,361	Valid

Based on Table 4, it is evident that all items in the ChatGPT usage variable have a calculated r value greater than the table r value (0.361); therefore, all items are deemed valid and suitable for use as research instruments. The results of the validity test for the religious moderation understanding instrument are presented in Table 5.

Table 5. Results of the Validity Test for the Religious Moderation Understanding Variable (Y)

Item	**Calculated r**	**Table r**	**Description**
Y1	0,689	0,361	Valid
Y2	0,722	0,361	Valid
Y3	0,706	0,361	Valid
Y4	0,734	0,361	Valid
Y5	0,651	0,361	Valid
Y6	0,778	0,361	Valid
Y7	0,714	0,361	Valid
Y8	0,697	0,361	Valid
Y9	0,742	0,361	Valid
Y10	0,768	0,361	Valid

Based on Table 5, it is evident that all items within the variable of religious moderation understanding have a calculated r value greater than the table r value (0.361). Consequently, all items in the instrument are deemed valid and may be used for data collection in the research.

Reliability Test Results

A reliability test was conducted to determine the level of consistency of the research instrument. The reliability test used Cronbach's Alpha coefficient with the aid of SPSS version 26. An instrument is deemed reliable if it has a Cronbach's Alpha value greater than 0.70. The results of the research instrument reliability test are presented in Table 6.

Table 6. Results of the Instrument Reliability Test

Variable	Cronbach's Alpha	Criteria
Use of ChatGPT (X)	0,873	Reliable
Understanding of Religious Moderation (Y)	0,886	Reliable

Based on Table 6, it is evident that the ChatGPT usage variable obtained a Cronbach's Alpha value of 0.873, whilst the understanding of religious moderation variable obtained a Cronbach's Alpha value of 0.886. Both values are greater than 0.70; therefore, it can be concluded that all research instruments possess a high level of reliability and are suitable for use in the data collection process.

Results of the Normality Test

A normality test was conducted to determine whether the research data were normally distributed or not. The normality test used the Kolmogorov-Smirnov method with a significance level of 0.05. The results of the normality test are presented in Table 7.

Table 7. Results of the Data Normality Test

Variabel	Kolmogorov-Smirnov	Sig.
Residual Regresi	0,074	0,200

Based on Table 7, it is evident that the significance value of 0.200 is greater than 0.05. It can therefore be concluded that the research data is normally distributed, thus fulfilling one of the requirements for conducting a simple linear regression analysis.

Results of Simple Linear Regression Analysis

Simple linear regression analysis was used to determine the effect of ChatGPT usage on the understanding of religious moderation among Year 11 students at State Senior High School 1 Sukomoro, Magetan Regency. The results of the simple linear regression analysis are presented in Table 8.

Table 8. Results of Simple Linear Regression Analysis

Model	B	Std. Error	t	Sig.
(Constant)	41,276	4,612	8,950	0,000
Use of ChatGPT	0,503	0,062	8,113	0,000

Based on the results of the analysis in Table 8, the following regression equation was obtained: Y = 41.276 + 0.503X. This equation indicates that the constant value of 41.276 implies that if ChatGPT usage is zero, students' scores for understanding religious moderation are predicted to be 41.276.

The regression coefficient for ChatGPT usage of 0.503 indicates a positive relationship. This means that every one-unit increase in ChatGPT usage will increase students' understanding of religious moderation by 0.503 units. Thus, it can be understood that the higher the use of ChatGPT in the learning process, the higher the level of students' understanding of religious moderation.

Hypothesis Test Results (t-test)

A t-test was conducted to determine the significance of the influence of the ChatGPT usage variable on students' understanding of religious moderation. The results of the hypothesis testing are presented in Table 9.

Table 9. Hypothesis Test Results (t-test)

Variable	Calculated t	Table t	Sig.	Decision
Use of ChatGPT	8,113	1,980	0,000	H_1 accepted

Based on Table 9, it is evident that the calculated t-value of 8.113 is greater than the critical t-value of 1.980. Furthermore, the p-value of 0.000 is less than 0.05. Consequently, H_0 is rejected and H_1 is accepted. These results indicate that the use of ChatGPT has a positive and significant effect on the understanding of religious moderation among Year 11 students at State Senior High School 1 Sukomoro, Magetan Regency.

Coefficient of Determination (R^2)

The coefficient of determination is used to determine the extent to which the variable of ChatGPT usage contributes to explaining the variable of students' understanding of religious moderation. The results of the coefficient of determination analysis are presented in Table 10.

Table 10. Coefficient of Determination Results

Model	R	R Square	Adjusted R Square	Model
1	0,598	0,357	0,352	1

Based on Table 10, it is evident that an R value of 0.598 indicates a fairly strong relationship between the use of ChatGPT and students' understanding of religious moderation. The R-squared value of 0.357 indicates that the use of ChatGPT contributes 35.7% to students' understanding of religious moderation. Meanwhile, 64.3% is influenced by other factors outside the scope of this study, such as the family environment, Islamic Religious Education at school, social interaction, digital literacy levels, religious experiences, and other factors not examined in this research.

Discussion

Level of ChatGPT Use Among Year 11 Students at Sukomoro State Senior High School 1

The research results indicate that ChatGPT usage among Year 11 students at Sukomoro State Senior High School 1 falls into the high category, with an average score of 74.28. This finding suggests that ChatGPT has become one of the digital learning resources frequently utilised by students to support their academic activities. Such utilisation includes searching for information, completing school assignments, explaining lesson material, and discussing various learning topics, including Islamic Religious Education material.

The high level of ChatGPT usage can be understood as a consequence of the increasing integration of digital technology into the lives of the younger generation. As a generation that has grown up in a digital environment, students have a tendency to utilise technology that is capable of providing information quickly, is easily accessible, and is interactive. The presence of ChatGPT enables students to receive more personalised explanations compared to conventional search engines, as this system is capable of responding to questions in a conversational manner and tailoring answers to the user's needs (Kasneci et al., 2023).

From the perspective of social constructivism, the use of ChatGPT can be viewed as a form of learning support (scaffolding) that helps learners construct new understanding through interaction with knowledge sources (Vygotsky, 1978). Although ChatGPT is not human, the dialogue process that takes place allows students to receive feedback that can expand their Zone of Proximal Development. Thus, artificial intelligence technology functions not only as a tool for information retrieval but also as a learning support tool that enables students to construct knowledge more independently.

This finding aligns with research (Tlili et al., 2023) indicating that the use of ChatGPT in education facilitates access to information, enhances learning flexibility, and encourages student engagement in the learning process. Consequently, the high level of ChatGPT usage among students at State Senior High School 1 Sukomoro suggests that artificial intelligence technology has become an integral part of the evolving learning ecosystem within the secondary school environment.

Students' Level of Understanding of Religious Moderation

The research findings indicate that students' understanding of religious moderation falls into the high category, with an average score of 78.65. This finding suggests that the majority of students possess a reasonably good understanding of the principles of religious moderation, such as tolerance, national commitment, opposition to violence, and an accommodative attitude towards local culture.

The high level of understanding of religious moderation can be attributed to various factors, both from the school environment and the students' social environment. In an educational context, the subject of religious moderation has become an important part of Islamic Religious Education, which aims to shape students who have a balanced, inclusive, and respectful attitude towards diversity (*Moderasi beragama*, 2019).

The concept of religious moderation is fundamentally rooted in Islamic teachings. The Qur'an refers to Muslims as ummatan wasathan, that is, a community that follows the middle path and avoids extremism in matters of faith (Q.S. al-Baqarah [2]: 143). This concept emphasises that ideal religiosity is not merely focused on ritual aspects, but also reflects the values of justice, balance, and respect for humanity. Therefore, an understanding of religious moderation is a crucial aspect in fostering a harmonious social life within a diverse society.

The findings of this study also indicate that students not only understand religious moderation at a conceptual level but are also able to relate it to their daily lives. This is evident from the high scores on the indicators of tolerance and acceptance of differences. Consequently, the students' understanding of religious moderation has the potential to serve as social capital in preventing the development of intolerant and exclusive attitudes within the educational environment.

The Effect of ChatGPT Use on Students' Understanding of Religious Moderation

The results of the simple linear regression analysis indicate that the use of ChatGPT has a positive and significant effect on students' understanding of religious moderation. This finding is supported by a significance value of 0.000, which is less than 0.05, and a regression coefficient of 0.503. Furthermore, a coefficient of determination of 35.7% indicates that the use of ChatGPT makes a significant contribution to the variation in students' understanding of religious moderation.

These findings suggest that the higher the intensity and quality of ChatGPT use in learning activities, the higher the level of students' understanding of religious moderation. This positive relationship can be explained by ChatGPT's ability to provide rapid access to a variety of information sources, perspectives, and diverse explanations regarding religious issues. When used appropriately, ChatGPT enables students to gain a broader and more comprehensive understanding compared to relying on a single learning source.

From a constructivist perspective, knowledge is not passively transferred from the teacher to the learner, but is actively constructed through interaction with various learning resources (Piaget, 1974; Vygotsky, 1978). The presence of ChatGPT expands this scope of interaction as students can ask questions repeatedly, seek clarification, and explore religious topics from various perspectives. This process has the potential to enrich students' cognitive structures and help them understand the values of religious moderation more deeply.

From a digital literacy perspective, the use of ChatGPT can also foster students' ability to evaluate and compare information obtained from various sources. This ability is crucial because an understanding of religious moderation depends not only on conceptual mastery but also on an individual's capacity to critically engage with differing information and perspectives (Gilster, 1998). In other words, artificial intelligence technology can serve as a medium that reinforces the process of developing a more reflective and open understanding of religion.

The results of this study reinforce the findings (Kasneci et al., 2023) stating that ChatGPT has great potential to improve the quality of learning through the provision of information that is fast, adaptive, and easily understood by learners. Research (Dwivedi et al., 2023) also indicates that generative artificial intelligence-based technology is capable of supporting self-directed learning and expanding access to knowledge.

However, these findings do not imply that ChatGPT automatically fosters a good understanding of religious moderation. The coefficient of determination of 35.7% indicates that 64.3% of the variation in students' understanding of religious moderation is attributed to other factors. These factors may include the family environment, Islamic Religious Education at school, peer influence, religious experiences, school culture, and students' level of digital literacy. Therefore, the use of ChatGPT should be viewed as one supporting factor, not the sole determining factor in the formation of an understanding of religious moderation.

This finding makes an important contribution to the study of Islamic Religious Education as it demonstrates that artificial intelligence technology does not always have negative implications for religious learning. On the contrary, when used critically and purposefully, ChatGPT can serve as a tool to help students develop a more inclusive, dialogical, and moderate understanding of religion.

Implications of Using ChatGPT in Islamic Religious Education Learning

The findings of this study have important implications for the development of Islamic Religious Education learning in the era of artificial intelligence. ChatGPT can be utilized as a supplementary learning resource, helping students acquire information more quickly and broadly. In the context of Islamic Religious Education learning, ChatGPT can be used to explain religious concepts, provide examples of the application of Islamic values in everyday life, and help students understand contemporary issues related to religious moderation.

In addition to increasing access to information, the use of ChatGPT also has the potential to develop students' critical thinking skills. When students are exposed to various information generated by artificial intelligence, they are required to verify, compare sources, and evaluate the accuracy of that information. These skills are essential components of digital literacy needed in today's information society.

However, the use of ChatGPT in Islamic Religious Education learning also presents several challenges. Information generated by artificial intelligence is not always entirely accurate and sometimes contains errors or biases (Dwivedi et al., 2023). Therefore, teachers still have a central role as facilitators, guiding students in using technology critically and responsibly. The use of ChatGPT needs to be integrated with learning strategies that emphasize information verification, critical reflection, and constructive religious dialogue.

Thus, the results of this study indicate that integrating ChatGPT into Islamic Religious Education (IS) learning can be an alternative educational innovation relevant to the development of digital technology. The use of this technology is not intended to replace the role of teachers, but rather to strengthen the learning process, supporting the development of a deeper and more contextual understanding of religious moderation in students.

CONCLUSION

This study shows that the use of ChatGPT has a positive and significant impact on the understanding of religious moderation among eleventh-grade students at SMA Negeri 1 Sukomoro, Magetan Regency. These findings indicate that the use of artificial intelligence technology in learning not only serves as a means of obtaining information but can also support the development of a more open, reflective, and moderate understanding of religion. Therefore, the greater the use of ChatGPT in learning activities, the greater the tendency for students to

understand the values of religious moderation, such as tolerance, national commitment, non-violence, and respect for diversity.

The results of this study demonstrate that ChatGPT has the potential to be a relevant digital learning resource for Islamic Religious Education in the era of artificial intelligence. ChatGPT's ability to provide access to a variety of information and perspectives allows students to broaden their religious horizons, extending beyond a single source of knowledge. However, the influence found is not deterministic, as understanding of religious moderation is also influenced by various other factors, such as the family environment, the learning process at school, socio-religious experiences, and students' level of digital literacy.

Therefore, the integration of ChatGPT into Islamic Religious Education (IS) learning needs to be directed at strengthening critical thinking skills, information verification, and contextual religious reflection. In this context, ChatGPT should not be understood as a substitute for the teacher, but rather as a pedagogical instrument that can enrich students' learning experiences. This research finding also confirms that the use of artificial intelligence, accompanied by appropriate pedagogical support, has the potential to be a strategy for strengthening religious moderation in secondary education.

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