

Article Title

First Author

First Author Affiliation

Email: first_author_email

Second Author

Second Author Affiliation

Email: second_author_email

Third Author

Third Author Affiliation

Email: third_author_email

Received: mmmmmm dd, yyyy | Accepted: mmmmmm dd, yyyy

Abstract

Write abstract in English. Use Bell MT 12 for body of the abstract with one spacing between lines, justified, consists of 200 words. Inform; the issue, purpose (contains objectives of the research), method (delivers data collection of the research), results of the research (refers to collected data as an effort to answer research question), impact and conclusion (summary of the finding and the result of the research).

Abstrak

Tulis abstrak dalam Bahasa Indonesia. Gunakan jenis huruf Bel MT 12 regular, dengan spasi 1, rata kiri dan kanan, terdiri dari 200 kata. Abstrak berisikan tujuan, metoda, hasil/temuan penting, dan simpulan.

Keywords

Use Bell MT 12, write 3-5 words concepts are core/essential/fundamental from the article.

Introduction

Introduction should be started without indentation using Bell MT 12 bolded capital letters. Subheading is limited by two spaces within body of article. Please make the page setting of your word processor to A4 format (8.27x 11.69 inches); with the margins: bottom 3 cm (1.18 in) and top 3 cm (1.18 in), left 3 cm (1.18 in) and right 2.5 cm (1.47 in). For the body of the paper, please use Garamond 12, single spacing. In introduction inform the problem of study, use theories. The contents of the paper should be in the following: (1) title of paper, (2) author names and address, (3) abstract, (4) keywords, (5) introduction, (6) discussion and analysis, (7) conclusion, (8) acknowledgement (if any), (9) bibliography. Do not number your paper. All text, figures and tables must be in English for English article, and must be in Arabic for Arabic article. Should always be written in with the fonts Garamond 12, especially also in the figures and tables. The length of article is 3,500-5,000 words including all pictures, tables, nomenclature, references, etc.

Method

Method consists of description of research type, data collection, data source, data type, and data analysis. It is written in a paragraph form.

Results and Discussion

Inform a number of important data (original) field which obtained from the questionnaires, surveys, documents, interviews, observations and other data collection techniques. It can be completed with table or graphic to clarify the result.

All figures and tables should be centered and numbered consecutively. Tables (refer with: Table 1, Table 2,...) should be presented

above the table contain in center alignment. A descriptive title should be placed after table title (refer with: Table 1, table 2,...) above each table. The source of the table should be placed below the table in right alignment.

Example:

Table 1. Student Grade and Classification

No	Grade	Classification
.		
1.	90 – 100%	Excellent
2	80 – 89 %	Good
3	65 – 79%	Fair
4	55 – 65%	Poor
5	<55%	Very Poor

Figures (refer with: Figure 1, Figure 2,...) should be presented below each figures and followed by the descriptive of the figure.

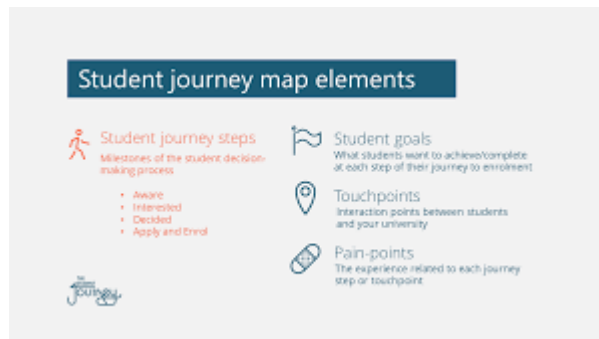


Figure 1. Student Journey

Equations (refer with: Eq.1, Eq.2,...) should be presented in the right side of the equation and in the bracket (Eq.1). There should be one line of space above the equation and one line of space below it before the text continues. Example:

$$C^2 = a^2 + b^2 \quad (1)$$

Analysis

Presenting the data that has been interpreted and analyzed by a specific technique and has been processed by the specific theory (also from researcher idea). **Citations in Text use APA style sixth edition using manager reference (mendeley/zotero/endnote).**

Conclusion

Write succinctly and clearly the result of research then describe the logical consequence in developing science and praxis of Islamic education. (Conclusion is not indented and uses bolded Garamond 12).

Acknowledgements

Authorship should be limited to those who have made a noticeable contribution to the draft conception, data collection, data analysis, or methodological design of the presented study. Those who have made substantial contributions should be listed as co-authors. If others have participated in certain significant aspects of the paper—e.g. proofreading, data transcribing, or language editing—should be described in this acknowledgments section.

Conflict of Interests

The corresponding author is also responsible for having ensured collective agreement between co-authors in all matters regarding manuscript publication. Therefore, the corresponding author needs to submit a statement of competing interests on behalf of all authors of the paper.

Ethical Considerations

This statement clarifies the ethical behaviors of all parties involved in the act of publishing an article in *Jurnal Penelitian Pendidikan Islam*.

Disclaimer

The views and assumptions expressed in this article are those of the authors and do not necessarily reflect the official policy or position of any affiliated agency of the authors.

REFERENCES

- Akhmadi, A. (2019). Moderasi Beragama dalam Keragaman Indonesia. *Inovasi-Jurnal Diklat Keagamaan*, 13(2), 45–55.
- Akmansyah, M. (2016). Membangun Toleransi Dalam Perspektif Pendidikan Spiritual Sufistik. *Kalam*, 10(2), 517–536.
- Alam, M. (2020). A Collaborative Action in the Implementation of Moderate Islamic Education to Counter Radicalism. *International Journal of Innovation, Creativity and Change*, 11(7), 497–516.
- Asroni, A. (2019). Islam dan Bina Damai: Ikhtiar Membumikan Doktrin Islam yang Rahmatan Lil ‘Alamin. *Titian: Jurnal Ilmu Humaniora*, 3(2), 222–240.
- Atmanto, N. E. (2017). Pendidikan Damai Melalui Pendidikan Agama Pada Sekolah Menengah Atas di Daerah Pasca Konflik (Studi di SMA St. Fransiskus Asisi Bengkayang dan SMA Shalom Bengkayang. *Jurnal SMART (Studi Masyarakat, Religi*, 3(2), 155–168.
- Azca, M. N. (2021). *Dua Menyemai Damai: Peran dan Kontribusi Muhammadiyah dan Nahdlatul Ulama dalam Perdamaian dan Demokrasi*. Yogyakarta: UGM PRESS.

- Baratte, L. L. (2009). Religious Education and Peace Education: A Partnership Imperative for Our Day. *International handbook of the religious, moral and spiritual dimensions in education* (pp. 243–257). Dordrecht: Springer.
- Budiarto, G. (2020). Indonesia dalam Pusaran Globalisasi dan Pengaruhnya terhadap Krisis Moral dan Karakter. *Pamator Journal*, 13(1), 50–56.
- Budijarto, A. (2018). Pengaruh Perubahan Sosial Terhadap Nilai-Nilai yang Terkandung Dalam Pancasila. *Jurnal Kajian Lemhannas RI*, 6(2), 5–21.
- Budiono, B. (2021). Urgensi Pendidikan Multikultural Dalam Pengembangan Nasionalisme Indonesia. *Jurnal Civic Hukum*, 6(1).
- Chaer, M. T. (2017). Islam dan Pendidikan Cinta Damai. *Istawa: Jurnal Pendidikan Islam*, 2(1), 73–94.
- Damis, R. (2014). Nilai-Nilai Pendidikan Karakter Pada Ajaran Cinta Dalam Tasawuf. *Al-Ulum*, 14(1), 127–152.
- Danesh, H. B. (2006). Towards an Integrative Theory of Peace Education. *Journal of peace education*, 3(1), 55–78.
- Demir, S. (2011). An Overview of Peace Education in Turkey: Definitions, Difficulties, and Suggestions--A Qualitative Analysis. *Educational Sciences: Theory and Practice*, 11(4), 1739–1745.
- Dinata, F. R., Qomarudin, M., & Ermayanti, E. (2020). PAI Dan Pendidikan Damai di Indonesia. *Al-I'tibar: Jurnal Pendidikan Islam*, 7(2), 96–104.
- Fajriansyah, I., Hasanah, U., & Murtadho, A. (2021). Eksistensi Pendidikan Lingkungan Hidup dalam Ranah Pendidikan Islam. *Qiro'ah: Jurnal Pendidikan Agama Islam*, 11(2), 15–30.
- Fauzia, M. R., & Ma'ruf, A. (2021a). Model Pendidikan Tasawuf Dalam Membentuk Karakter Cinta Tanah Air Dan Cinta Damai Di Organisasi Mahasiswa Ahlith Thoriqoh Al-Mu'tabaroh An-Nahdliyah Universitas Yudharta. *Journal Multicultural Of Islamic Education*, 5(1), 41–54.

- Fauzia, M. R., & Ma'ruf, A. (2021b). Model Pendidikan Tasawuf Dalam Membentuk Karakter Cinta Tanah Air Dan Cinta Damai Di Organisasi Mahasiswa Ahlith Thoriqoh Al-Mu'tabaroh An-Nahdliyah Universitas Yudharta. *Journal Multicultural of Islamic Education*, 5(1), 41–54.
- Gani, A. (2018). Pendekatan Sufistik Dalam Pendidikan Islam Berwawasan Perdamaian. *AKADEMIKA: Jurnal Pemikiran Islam*, 23(2), 387–412.
- Haderi, A. (2015). Aktivisme Tasawuf Menurut Fethullah Gülen. *Jurnal Theologia*, 26(2).
- Harris, I. (2002). Conceptual Underpinnings of Peace Education. *Peace education: The concept, principles, and practices around the world* (pp. 15–25).
- Huda, S., & Muhammad, D. H. (2022). Konsep Pendidikan Islam Multikultural Dalam Pandangan KH. Abdurrahman Wahid Dan Nurcholish Madjid. *Jurnal Pendidikan dan Konseling*, 4(2), 148–156.
- Johnson, D. W., & Johnson, R. T. (2005). Essential Components of Peace Education. *Theory into practice*, 44(4), 280–292.
- Johnson, D. W., & Johnson, R. T. (2006). Peace Education for Consensual Peace: The Essential Role of Conflict Resolution. *Journal of Peace Education*, 3(2), 147–174.
- Kester, K., & Cremin, H. (2017). Peace Education and Peace Education Research: Toward a Concept of Poststructural Violence and Second-Order Reflexivity. *Educational Philosophy and Theory*, 49(14), 1415–1427.
- Khojir, K. (2020). Moderasi Pendidikan Pesantren di Kalimantan Timur. *Ta'dib*, 23(1), 95–106.
- Kingsley, O. N., & Osunwoke, C. I. (2013). Common Humanity Not Common Community: The Solution to Global Crisis. *African Journal of Political Science and International Relations*, 7(1), 12–23.

- Legionosuko, T., & Harnowo, S. (2018). Dinamika Fake News Atau Hoax Sebagai Sumber Konflik Horisontal Pada Pilkada Propinsi DKI Tahun 2017. *Damai dan Resolusi Konflik*, 3(3).
- Lestari, M. (2017). Restrukturisasi Pendidikan Awal Perdamaian di Sekolah. *Prosiding Seminar Bimbingan dan Konseling*, 1(1).
- Mardhiah, A. (2022). Pendidikan Damai Berbasis Culture Dalam Mewujudkan Masa Depan Aceh. *Intelektualita*, 10(02).
- Masduqi, I. (2013). Deradikalisasi Pendidikan Islam Berbasis Khazanah Pesantren. *Jurnal Pendidikan Islam*, 2(1), 1–20.
- McGlynn, C. (2009). *Peace Education in Conflict and Post-Conflict Societies: Comparative Perspectives*. (E. M. Zembylas, Z. Bekerman, & T. Gallagher, Eds.). New York: Palgrave Macmillan.
- Mishra, L., & Guetta, S. (2021). Peace Education in Secondary Schools of Mizoram. *Conflict Resolution Quarterly*, 38(4), 323–333.
- Mustaqim. (2020). Manajemen Komunikasi Pendidikan Multikultural Menuju Pendidikan Damai Dan Toleransi. *Jurnal Nomosleca*, 6(1).
- Muvid, M. B. (2021). Menjunjung Tinggi Islam Agama Kasih Sayang Dan Cinta Kasih Dalam Dimensi Sufisme. *Reflektika*, 16(2), 145–171.
- Nurcholish, A., Walidi, A., Luthfi, Z. F., & Reinita, R. (2018). Islam Dan Pendidikan Perdamaian. *Al-Ibrah*, 3(2), 115–144.
- Opotow, S., Gerson, J., Woodside, S., & Gervais, M. (2005). From Moral Exclusion to Moral Inclusion: Theory for Teaching Peace. *Theory into practice*, 44(4), 303–318.
- Parmar, R. M. (2014). Role of Teacher for Peace Education. *The International Journal of Indian Psychology*, 2(2), 1–8.
- Pettalongi, S. S. (2013). Islam dan Pendidikan Humanis dalam Resolusi Konflik Sosial. *Jurnal Cakrawala Pendidikan*, 2.
- Priyanto, A. (2021). Urgensi Spiritual di Masa Pandemi Sebagai Upaya Membentuk Perilaku Moderasi Beragama di IAIN Pekalongan. *JIRA*:

- Jurnal Inovasi dan Riset Akademik*, 22021(1), 79–92.
- Putri, A. A. (2018). Rekonstruksi Pendidikan Islam Kontemporer Dalam Perspektif Transformasi Sosial. *HIKMAH: Jurnal Pendidikan Islam*, 7(1), 1–21.
- Raharjo, S. B. (2010). Pendidikan Karakter sebagai Upaya Menciptakan Akhlak Mulia. *Jurnal pendidikan dan kebudayaan*, 16(3), 229–238.
- Rajab, H. (2021). Pendidikan Akhlak Tasawuf Fundamental Dan Relevansinya Dengan Krisis Sosial. *LENTERNAL: Learning and Teaching Journal*, 2(1), 1–9.
- Rani, I., & Anand, S. (2015). Role of Education in Inculcation of Education For Peace. *Issues and Ideas in Education*, 3(2), 103–116.
- Salomon, G., & Nevo, B. (2001). The Dilemmas of Peace Education in Intractable Conflicts. *Palestine-Israel Journal of Politics, Economics, and Culture*, 8(3), 64.
- Setiadi, R., Kartadinata, S., & Nakaya, A. (2017). A Peace Pedagogy Model for the Development of Peace Culture in an Education Setting. *The open psychology journal*, 10(1).
- Sodik, F., & Supriyanto, S. (2010). Pendidikan Toleransi dan Relevansinya dengan Dinamika Sosial Masyarakat Indonesia. *Tsamratul Fikri*, 14(1), 1–14.
- Sodik, M., Sahal, Y. F. D., & Herlina, N. H. (2019). Pengaruh Kinerja Guru dalam Pelaksanaan Pembelajaran terhadap Prestasi Belajar Siswa pada Mata Pelajaran Alquran Hadis. *Jurnal Penelitian Pendidikan Islam*, 7(1), 97. IAID Ciamis, Jawa Barat. Retrieved from <http://dx.doi.org/10.36667/jppi.v7i1.359>
- Sodikin, A., & Maarif, M. A. (2021). Penerapan Nilai Islam Moderat Dalam Pembelajaran Pendidikan Agama Islam di Perguruan Tinggi. *EDUKASI: Jurnal Penelitian Pendidikan Agama Dan Keagamaan*, 19(2), 188–203.

- Suciartini, N. N. A. (2017). Urgensi Pendidikan Toleransi Dalam Wajah Pembelajaran Sebagai Upaya Meningkatkan Kualitas Pendidikan. *Jurnal Penjaminan Mutu*, 3(1), 12–22.
- Suharto, T. (2017). Indonesianisasi Islam: Penguatan Islam Moderat dalam Lembaga Pendidikan Islam di Indonesia. *Al-Tahrir: Jurnal Pemikiran Islam*, 17(1), 155–178.
- Supriadi, S. (2017). Pendidikan Islam Multikultural (Tantangan dan Relevansinya di Indonesia. *ITTIHAD*, 13(23), 1–14.
- Sutrisno, E. (2019). Aktualisasi Moderasi Beragama di Lembaga Pendidikan. *Jurnal Bimas Islam*, 12(2), 323–348.
- Swee-Hin, T., & Cawagas, V. F. (2010). Peace education, ESD and the earth charter: Interconnections and synergies. *Journal of Education for Sustainable Development*, 4(2), 167–180.
- Syamsuddin, M. (2016). Pendidikan Damai: Upaya Mencegah Budaya Anarkisme Pendidikan. *Jurnal Sosiologi Reflektif*, 9(2), 213–234.
- Umar, M. (2017). Internalisasi Nilai Kedamaian melalui Pendidikan Kedamaian sebagai Penguatan Pembangunan Karakter pada Masyarakat Heterogen. *Waskita: Jurnal Pendidikan Nilai Dan Pembangunan Karakter*, 1(1), 77–98.
- Umar, M. (2018). Pembinaan Kedamaian Hidup Beragama melalui Optimalisasi Pendidikan Agama. *Jurnal Ilmiah Iqra'*, 10(1).
- Yakub, M. (2019). Islam Dan Solidaritas Sosial: Perkembangan Masyarakat Islam Periode Madinah. *Jurnal Pemberdayaan Masyarakat*, 7(1), 31.
- Zafi, A. A. (2020). Penerapan Nilai-nilai Moderasi al-Qur'an dalam Pendidikan Islam. *Jurnal Studi Ilmu-ilmu Al-Qur'an dan Hadis*, 21(1), 23–46.
- Zain, H. (2014). Pendidikan Islam Marhamah Sebagai Basis Harmoni Peradaban. *TADRIS: Jurnal Pendidikan Islam*, 9(2), 153–170.
- Zurgobban, Z., & Budimansyah, D. (2016a). Pendidikan damai sebagai

pembinaan keadabaan kewarganegaraan di bidang sosial. *Modeling: Jurnal Program Studi PGMI*, 3(1).

Zurgobban, Z., & Budimansyah, D. (2016b). Pendidikan Damai Sebagai Pembinaan Keadabaan Kewarganegaraan di Bidang Sosial. *Modeling: Jurnal Program Studi PGMI*, 3(1).