

The Role of the Karawitan UKM in Internalizing Religious Moderation Among UIN Surakarta Students

Novalinda Ayu Puspa Sari
UIN Raden Mas Said Surakarta
novalindaaps@gmail.com

Kesya Aulia Nurul Najmi
UIN Raden Mas Said Surakarta
kesyaaulianurul@gmail.com

Muhammad Iqbal Putra Isandi
UIN Raden Mas Said Surakarta
putraisandi.22@gmail.com

Nabila Salsabila
UIN Raden Mas Said Surakarta
nabilasalsa7601@gmail.com

Khusnul Tri Prasetyo
UIN Raden Mas Said Surakarta
khusnultri917@gmail.com

Abstract

This study examines the role of the Karawitan Student Activity Unit (UKM) at UIN Raden Mas Said Surakarta in internalizing the values of religious moderation as a means of strengthening students' Islamic and cultural identity. Using a descriptive qualitative approach with interview techniques, the study found that the karawitan UKM not only serves as a platform for preserving traditional arts but also as a venue for character education, tolerance, and religious moderation. Karawitan activities train students to uphold harmony, cooperation, and an attitude of respecting differences and values that align with religious moderation. In addition, the integration of Islamic values in the arts, cross-faculty interaction spaces, and institutional support from the campus further reinforce students' religious and cultural identity. Nevertheless, the internalization of religious moderation still faces challenges, particularly in the limited space for interfaith dialogue and the suboptimal integration of moderation theory in student organization programs. This study emphasizes that the art of karawitan has strategic potential in shaping a campus youth generation that is moderate, inclusive, and rooted in local culture.

Keywords: Religious Moderation, Student Organizations, Culture, Gamelan Music

Abstrak

Penelitian ini mengkaji peran Unit Kegiatan Mahasiswa (UKM) Karawitan di UIN Raden Mas Said Surakarta dalam menginternalisasi nilai-nilai moderasi beragama sebagai sarana

penguatan identitas keislaman dan budaya mahasiswa. Melalui pendekatan kualitatif deskriptif dengan teknik wawancara, penelitian ini menemukan bahwa UKM Karawitan tidak hanya berfungsi sebagai wadah pelestarian seni tradisional, tetapi juga menjadi wadah pendidikan karakter, toleransi, dan moderasi beragama. Aktivitas seni karawitan melatih mahasiswa untuk menjunjung harmoni, kerja sama, dan sikap menghargai perbedaan dan nilai-nilai yang sejalan dengan moderasi beragama. Selain itu, integrasi nilai keislaman dalam seni, ruang interaksi lintas fakultas, serta dukungan kelembagaan kampus turut memperkuat identitas religius dan budaya mahasiswa. Meskipun demikian, internalisasi moderasi beragama masih memiliki tantangan, terutama dalam keterbatasan ruang dialog lintas agama dan belum optimalnya integrasi teori moderasi dalam program UKM. Penelitian ini menegaskan bahwa seni karawitan memiliki potensi strategis dalam membentuk generasi muda kampus yang moderat, inklusif, dan berakar pada budaya lokal.

Kata Kunci: Moderasi beragama, Organisasi mahasiswa, Budaya, Karawitan

INTRODUCTION

Indonesia is a country with incredibly rich diversity, ranging from ethnicity, religion, culture, to language. This diversity is both an asset and a challenge in maintaining national unity religious is attitude or method views religion as a priority balance and tolerance so as not to excessive or extreme. The goal so that a society of diverse religions can life harmonious and peaceful. Characteristics moderation religious among other things respect differences, attitudes fair, and reject rude attitude or intolerant. Moderation also means operate religious teachings in general fair and balanced, without attitude radical, good in beliefs, worship, and in connection social interfaith religious (Nurlaili et al., 2024). In complex situations mentioned, moderation religious become approach important for create harmony. Moderation religious no only as a concept, but rather must implemented in a way concrete in life social, one of them through activity devotion community activities carried out by students. At UIN Raden Mas Said Surakarta, the attitude moderation religious this realized through the Karawitan UKM, where the art. This become a medium for student for express Islamic values in general moderate, tolerant, and honor difference culture and religion, so that realize atmosphere harmonious and inclusive campus.

Study this dig in a way deep the role of Karawitan UKM in strengthen values, teachings, norms in moderation religious among UIN Surakarta students. Various study prove effectiveness learning gamelan as a planting medium values character individual. In the results study Fuadi (2021) highlighted that context UIN Raden Mas Said Surakarta is located in the

environment socializing necessary ideology supervised through steps prevention, potential entry teachings religious exclusiveness that leads to intolerance and radicalism. The dynamics that then balanced by the findings empirical about attitude moderate relatively young students tall as well as relevance policy institutional such as RMB, PSPK, BIMA, and PPM-PIN in strengthening inclusive Islam among community Academics. Khowin (2025) show that extracurricular gamelan capable grow polite politeness, religiosity, love homeland, as well as attitude tolerance and mutual cooperation contextual and enjoyable. Furthermore, Alby (2024) confirm that art gamelan at Surya Buana High School Malang can internalize three aspect education character according to Thomas Lickona: moral knowing, moral feeling, and moral action, so that learning no only nature intellectual but also experience emotional and application value. Different from research previously, topic this is very important for investigated because of the Karawitan UKM own role strategic as receptacle for UIN Surakarta students in strengthen values Islamic teachings and norms of moderation religious through preservation art culture traditional. Through participation active in UKM Karawitan, student no only develop ability art, but also capable internalize values social and religious in a way harmony, which is much needed for build character moderate and tolerant students. In addition, strengthening moderation religious through art Gamelan is also an effective medium for preserve culture at a time strengthen identity Islam and nationality in the environment campus (Sari, 2025). In addition, Al Mubarak et al. (2024) add that role community and assistance by residents carry on effective age in Mojokerto strengthen identity culture and religious beliefs of generations young through preservation art gamelan. Approach this display that internalization mark culture and moderation religious can walk harmony in the middle challenge globalization. Concept This in harmony with findings Fitriani & Arief (2020) who stated learning gamelan at school base support development character togetherness and ethics through development skills music and social in a way holistic.

Study this aim for study the role of Karawitan UKM in internalize values moderation religious as means strengthening identity Islam and culture among UIN Surakarta students. Through activity art gamelan that is routinely performed, internalization moderation religious no only understood in a way theoretical, but also applied in a way real in life campus so that can strengthen character students who are tolerant, inclusive, and rooted in tradition culture

local. This process become very important for form harmony social at a time preserve mark Islam and culture as part from identity student.

METHODS

Approach research used is descriptive qualitative. The data used is the primary data obtained through technique interview. Interview done in a way direct with Head of the Karawitan UKM UIN Surakarta, discussing practice moderation religion in the UKM environment and the internalization process values to students. The entire data collection and analysis process takes place in a classroom environment. Raden Mas Said State Islamic University Surakarta campus.

RESULTS AND DISCUSSION

The Relevance of Moderation Education Religion in Higher Education (UIN Raden Mas Said Surakarta)

Moderation education religious own very important position for college high Islam, especially when student is at in phase search identity and easy affected by the current thoughts of a nature extreme. In a number of research, including findings Patih et al. (2023), group student depicted as the party in need guidance balanced religion so that it doesn't easy dragged in ideology rigid religious practices. This show that campus no only on duty give knowledge academic, but also becoming room formation attitude harmonious religiousness.

In the UIN Raden Mas Said Surakarta environment, efforts for grow moderation religious done through strengthening values the driving force student behave fair, respectful differences, and prioritize peace. The value appear in various activity campus, good academic and student affairs. Research Fathoni (2022) describe that UIN Surakarta does not only put moderation as concept, but integrate it to in campus culture so that student can feel it in a way direct in life lectures. One of the programs that shows commitment this is PBAK activities that every year lift theme related with moderation. Approach This make student new understand since beginning that diversity is part from life campus. In the document activities analyzed by Fathoni (2022) looks that PBAK was designed for build awareness student about importance attitude open, mutual respect, and avoid behavior excessive in religious. The pattern in line with

thoughts written by Patih et al. (2023), who emphasize that religious education must supported by activities habituation, not only theory. In addition to activities orientation, various seminars and workshops regarding moderation religious participate expand outlook students. These programs present dialogue space that provides chance for student for see difference as normal reality. In the study Fathoni (2022), activities kind of this proven help student develop method more perspective inclusive and resilient to influence understand intolerant. Findings the strengthen conclusion Patih et al. (2023) which states that dialogue and literacy is two components important in education moderation century this.

Experience field through thematic KKN also becomes part important in the process of formation character moderate. When students deployed to society, they face to face with diversity culture and practices real religion. Fathoni (2022) show that the KKN program carries theme moderation capable form understanding student that difference no threat, but rather part from dynamics social needs faced in a way wise. Understanding this in harmony with ideas discussed in study Patih et al. (2023), namely that moderation will more strong when practiced in context real social.

In context academic, education moderation religious contribute to the formation of pattern think critical and balance method view. When students studying religion in a contextual, as explained by Patih et al. (2023), them capable see that religious teachings bring message humanity and peace are so necessary in life nation. At the same time, UIN Surakarta through various policy campus try ensure that mark moderation the no stop at knowledge, however reflected in behavior daily students, as recorded in study (Fathoni, 2022).

From the whole description said, relevance education moderation religious education at UIN Raden Mas Said Surakarta is evident in its success connect values Islam with life pluralistic society. Strengthening moderation no only executed through eye lectures, but also built through activity campus that emphasizes discipline, dialogue, and award to diversity. With method this campus play a role important in form generation young people who are not only understand religion, but also capable turn on values religious in a way peace in life public.

Gamelan UKM at UIN Surakarta as a Space for Expression Culture and Religion

Activity Unit Students (UKM) are a organization responsible students answer for design, implement as well as advance activity extracurricular activities that focus on aspects thoughts, interests and talents students. In general, each university provides UKM according to with field skill student like academic, arts, sports and welfare. The facilities provided each welfare unit student no only based on the principle benefits for individual students, but also provide benefit for all over community. The principles emphasized is that student own attitude religion and ethics high social skills stand Alone as well as inspiring creativity (Judge, 2023).

Raden Mas Said State Islamic University established the Karawitan UKM with objective or motivation from party rectorate. This matter based on results interviews conducted with Chairman of the Karawitan UKM that is:

“Purpose or motivation UKM this established more to party Rectorate. Basic or motivation gamelan This stand there are two sides, the side First from The Rectorate has vision or mission it's called "glocalization", glocalization that globalize the local, localize the global the term Indonesian culture or Java brought to be globalized to abroad. more specific again from the vice chancellor 3 the reason simple because UIN Surakarta is close from palace make motivation he for establish UKM gamelan from side aspect corner view then from student affairs alone, many from interested students or want to UKM at UIN Surakarta exists institution organization that oversees interest they .The first most from FIT students who are interested then there is announcement mouth to mouth, media that send links to every faculty, then SMEs gamelan already have member from all faculty at UIN RMS. member UKM gamelan this around 200 or more because already carry out recruitment member 2 times in a year, it should be that recruitment first in 2024 around month october November other "UKM " are currently recruitment member but UKM gamelan not yet stand, UKM gamelan new standing on the moon february 2025 then oprec there then yesterday on october 18th to do training dardasa (dharma culture wisesa) that's the second one time” (Ririh Ketua Umum UKM Karawitan . 07 November 2025).

Activity Unit Karawitan students (UKM) at UIN Raden Mas Said Surakarta were present as room strategic in maintain and express tradition Javanese culture in the environment campus religious. The existence of Karawitan UKM no only functioning as receptacle development art, but also as a medium of strengthening identity cultural students. Practice gamelan, which involves gamelan games, songs, and element aesthetics traditional, giving room for student for recognize return culture they are in the middle current modernization. Karawitan UKM become a medium of expression inclusive religious through approach culture. Gamelan art often integrated in activity campus like warning day students and reception student new. Integration pattern this show that values Islam can delivered through expression arts. Karawitan

UKM play a role in strengthen moderation religious through planting attitude tolerant to diversity Islam. In addition, the Karawitan UKM become means formation character students. In the demanding gamelan practice process patience, precision, and harmony between player practice student for work equal and prioritize mark togetherness. Interaction social in group gamelan build relation between students from various faculty and background behind, so that create room inclusive social space. Practice and performance spaces also become cultural dialogues religious practices that allow student understand Islamic values (Hakim, 2023).

With thus, UKM Karawitan to only is receptacle preservation art traditional, but also space expression culture and religion for identity students. This is confirm that art tradition can strengthen mark moderation religion, character social, as well as identity culture in the environment college high Islam.

Internalization Moderation Religious Through Arts Activities at UIN Surakarta College

Internalization moderation religious through activity arts at UIN Surakarta, in particular through the Karawitan UKM, to become effective way for build attitude tolerant, inclusive, and mutual respect among students who have background religious and cultural background different. Karawitan UKM no only place learn and preserve Javanese culture through gamelan, but also become means education direct for implant mark moderation religious through experience doing activities art together.

In UKM Karawitan, the value moderation religious understood through meaning harmony in art gamelan. Every member no only focus on tools the music they play, but also have to listen game his friends. Like in results interviews by informants that is:

“So i as chairman UKM gamelan must ensure my "member" especially administrator that must not against differences good that race, culture, even religion i ensure that member i no own characteristic intolerance. So philosophy from gamelan the that alone each other value a differences, such as from drumming the tool we must taught other tools, we no may only listen tool we are the ones being played, for the sake of harmony and perfection we also have to study listen other tools for create something harmony whose language nice heard. It means every member must own attitude tolerance so as not to happen split split and mutual appreciate” (Ririh Ketua Umum UKM Karawitan. 07 November 2025).

Principle this become description important about how value differences and avoidance attitude intolerant, at the same time push attitude open and mutual respect. Members are also encouraged for interact and work the same with community interfaith, although room meeting with non-Muslim students on campus still limited. Although learning theory about moderation religious not yet become focus main in this UKM, the values the still grow through activity inclusive and expressive art, such as come on stage together at campus events, including commemoration of Santri day, as well as work the same with organization art others. Through activity art, students can express attitude moderate and tolerant Islam, while still value diversity culture and beliefs on campus.

Approach This in line with various research that states that arts and culture traditional is method effective for implant moderation religious, forming character, and strengthen harmony interfaith religion in college high. Therefore, the Karawitan UKM at UIN Surakarta has become example real how art can used as means for build attitude moderate, inclusive, and harmonious in environment diverse campus (Karim et al., 2025)

Strengthening Identity Islam and Culture Students in the UIN Surakarta Environment

Strengthening identity religion and culture students at UIN Surakarta were carried out with good through Karawitan UKM organization. Organization this combine Islamic values with preservation culture local, especially art gamelan traditional. This UKM provide place for student for distribute creativity art they and also function for strengthen identity friendly and open Islam.

Based on results interviews, given by informants that is:

“Purpose or UKM This established more to party Rectorate . Basic or motivation gamelan This stand there are two sides , the side First from The Rectorate has vision or mission it's called " glocalization " , glocalization That globalize the local , localize the global the term Indonesian culture or Java brought to be globalized to abroad” (Ririh Ketua Umum UKM Karawitan. 07 November 2025).

Karawitan UKM established because encouragement strong from party Rectorate with the goal of “glocalization”. This means they want to combine global ways with local, encouraging student respect and care Javanese culture through art gamelan, especially moment

face change in modern Islam. With its members who come from various faculty and background behind this UKM help student express Islam they not only in method undergoing worship but also through art that reflects Islam. Strengthening identity Islam is also visible from this UKM business for combine religious aspects in activity art them. For example, the songs that were created not only for art just but also contains values religious like song pepiling, tombo ati, and yalal wathon who has theme Islamic. This shows that art can become method for strengthen understanding and disclosure Islam is also respectful diverse culture.

In addition, the training provided not only teach technique art but also values moderate ethics and morals. For example, they teach fast Tiyah as symbol attitude moderate in religion. Philosophy gamelan art, which emphasizes importance harmony and mutual listening in between tool music, to be example important for attitude moderate and tolerant in life religion and society. Through the learning process together that encourages each other respect and tolerance, UKM Karawitan play role important in form identity students who reflect moderate, cultured and open Islam to difference. Experience organize and collaborate in this UKM help student strengthening identity they as a respectful Muslim tradition local while still think inclusive social.

With Thus, strengthening identity Islam and culture at UIN Surakarta are not only taking place at the level knowledge and worship, but also through practice art that has lots value. This is make student capable combine Islamic spirituality with love and preservation culture local in a way balanced and precise (Muna & Lestari, 2023)

Impact Moderation Religious Among Students at UIN Surakarta

With apply moderation religious among student Islamic religious education of course cause impact for student Islamic religious education alone, then the impact is:

- a) Student if succeed become moderate people will own attitude fair and consistent in holding morals and Islamic values in various aspect life stay away from everything that can damage creed, faith as well as unity people. Students who are assessed moderate

capable carry out religious values and justice and balance maintain it, run it, as well make it happen. This is description characteristics people the best born for people man.

- b) Able students apply moderation religious so they will avoided from understand radicalism and also westernization which can misleading people Islam, and can remove teachings Islam, so students who have moderate will maintained from things that can damage faith as well as his piety to God.
- c) If moderation already encouraged among Islamic Religious Education students with true and false deviate from the guidance of the Qur'an and Hadits, then no will there is Again conflict as well as disputes among Islamic Religious Education students only Because difference method view and practice religion, Islam will grow become Islam that prioritizes unity, life with healthy and harmonious, and can minimize division people Islam (Hamidah, 2023)

So from that if want to get positive impact among student Islamic religious education should be apply moderation true religion its meaning namely moderation permanent religion is at in demands of Islam, no deviate from provisions of the Qur'an and hadits. Making religious moderation as method view religion that is just and balanced between this world and the afterlife, that is no violate God's provisions, no turn away from Allah, not too much in religious, excessive here It means feel most right and judge others. Make it moderation as road or key unite Muslims, not rather so boomerang. Likewise with the Activity Unit Gamelan Students (UKM) this among Students and Raden Mas Said State Islamic University Surakarta, the UKM also upholds tall mark moderation inside it with method developed through arts and culture Javanese is very identical. Then what was done by the Chairman organization from the Karawitan UKM This invite its members for always behave tolerance, respect fellow people and always own attitude polite towards someone more old, there is also the application his through art music and culture his in uphold tall mark moderation. The members also do session pray before and after do exercise so that get blessing from Allah SWT. For the deployment process them, they will follow contribution in implementing events or programs that have

religious elements such as stud, day students, and still lots again for introduce mark moderation religious.

CONCLUSION

The Karawitan Student Activity Unit (UKM) at UIN Surakarta plays a crucial role in internalizing the values of religious moderation and strengthening students' Islamic and local cultural identities. Through karawitan activities, students not only deepen their artistic abilities but also foster a tolerant, inclusive, and harmonious attitude, which is highly relevant for developing a moderate character. This student activity also serves as a space for cultural and religious expression, combining religious and traditional aspects in a balanced manner. However, interfaith meeting spaces are still limited, and moderation theory has not been fully developed within the student activity program. Further research is recommended to examine the integration of arts with more structured and inclusive religious moderation education.

REFERENCE

- Al Mubarak, AASA, Bastian, AF, & Alfianto, D. (2024). Assisting Children in Learning and Preserving Local Culture through the Karawitan Arts Community of Mojokerto Regency. *GUYUB: Journal of Community Engagement* , 5 (1), 1–21. <https://doi.org/10.33650/guyub.v5i1.7487>
- Alby, MF (2024). Internalization of Islamic Religious Education Values Through Karawitan Arts at Surya Buana High School, Malang. *Mudarrisuna Journal: Media for Islamic Religious Education Studies* , 14 (2), 159. <https://doi.org/10.22373/jm.v14i2.22727>
- Fathoni, IS (2022). Analysis of Uin Raden Mas Said's Efforts to Implement the Values of Religious Moderation in the Modern Era. ...*Conference on Cultures & Languages (ICCL)* , 320–337.
- Fitriani, A., & Arief, A. (2020). KARAWITAN ART IN THE DIMENSION OF CHARACTER EDUCATION IN INCLUSIVE ELEMENTARY SCHOOLS. *Learning Media* , 02 (01), 1–7.
- Fuadi, MA (2021). The Resilience of Student Religious Moderation Amidst the Melting Pot of Religious Movements in Surakarta. *Al-Adabiya: Journal of Culture and Religion* , 16 (2), 125–140. <https://doi.org/10.37680/adabiya.v16i2.1072>
- Hakim, L. (2023). Implementation of Religious Moderation in the Student Activity Unit of the Campus Da'wah Agency, Panca Marga University. *SETYAKI: Journal of Islamic Religious Studies* , 1 (3), 1–10. <https://doi.org/10.59966/setyaki.v1i3.459>
- Hamida. (2023). *Development of Modern Thought in Islam* . 1–14.

- Karim, PA, Husmawan, MS, Lubis, AT, Harika, D., Sumantri, SN, Lubis, NF, Rambe, NA, Putri, AA, Azura, T., Barutu, KY, & Nabila, N. (2025). *Indonesia Strengthening Religious Moderation through the Involvement of UINSU 2025 Community Service Students in Karo Customary Traditions in Gurukinayan Village, Payung District, Karo Regency Strengthening Religious Moderation through the Involvement of UINSU 2025 Community Service* . 4 .
- Khowin, A. (2025). *Karawitan Media as a Provision to Strengthen Islamic Religious Education Learning Values of Tolerance and Anti-Discrimination at SMPN 1 Badegan and SMPN Badegan* . 1–23.
- Muna, C., & Lestari, P. (2023). *Strengthening Religion and Cultural Insight as an Effort to Cultivate the Spirit of Religious Moderation* . 6 (1), 236–252.
<https://doi.org/10.31943/afkarjournal.v6i1.483>.
- Nurlaili, Fitriana, Cut Ulfa Millah, EMN (2024). *Religious Moderation in Indonesia: Basic Concepts and Their Influence* . 1 (1), 19–24.
- Patih, A., Nurulah, A., Hamdani, F., & Abdurrahman. (2023). Efforts to Build an Attitude of Religious Moderation Through Islamic Religious Education in Public College Students in Banjarmasin. *Al Qalam: Journal of Religious and Social Sciences* , 17 (1), 375.
<https://doi.org/10.35931/aq.v17i1.1811>