

Implementation of Tolerance Values through Islamic Religious Education Learning at SMAN 1 Karangdowo

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Abstract

This study examines how the values of religious tolerance are taught in Islamic Religious Education (PAI) classes at SMA Negeri 1 Karangdowo, Klaten, and the superior methods used by PAI teachers to achieve this. Data were collected through interviews with PAI teachers, student observations, and document analysis using a descriptive qualitative approach with field and phenomenological approaches. Triangulation and the Miles and Huberman model were used for validation. The findings demonstrate how interactive learning, group projects, extracurricular activities, and teacher role models such as the Prophet Muhammad (peace be upon him) are used to instill the ideals of tolerance. Teachers have effectively built inclusive classrooms that foster social cohesion, tolerance, and respect for individual diversity. To develop the principles of tolerance in schools, collaborative and inclusive learning methodologies and teacher role models are crucial. According to the study's findings, active learning strategies, classroom rules, and teacher role models all play a key role in helping students develop tolerant personalities.

Keywords: Religious tolerance, Islamic Religious Education, Teacher role models, Collaborative learning word.

Introduction Section

Indonesia is known for its rich ethnic, cultural, linguistic, religious, and traditional diversity (Lintang, 2022), which constitutes the unique wealth of Indonesian society (Saortua, 2023). Despite differences in religion, skin color, nationality, language, and socio-cultural background, Indonesian citizens must be tolerant of one another (Kamal, 2023). Therefore, despite these differences, everyone in Indonesian society must demonstrate a tolerant attitude to maintain national unity (Yusuf, 2025).

Tolerance encourages us to respect differences, live side by side peacefully, and avoid social disputes that could threaten national unity (Purba, 2025). Mutual respect for diversity, good tolerance, and the ability to bridge social gaps can be very necessary (Mardawani, 2024). This attitude of tolerance is applied for the benefit of all people, not just individuals (Anggraeni, 2022). However, the 2021 Interfaith Harmony Index Survey by the Research, Development, and Training Agency of the Ministry of Religious Affairs of the Republic of Indonesia revealed a tolerance score of 68.72, although it experienced an increase of 4% compared to the previous year. This achievement indicates that the level of religious tolerance in Indonesia is still not optimal (Mince, 2024).

Education plays a vital role in shaping an individual's culture and personality through the processes of enculturation and socialization, as well as facilitating the transfer of knowledge and internalization of social values (Rasmini, 2023). Therefore, education is crucial for instilling the values of tolerance. This is because the educational sector, comprising students, teachers, and schools, is an interdependent component (Tamaeka, 2022). Through tolerance education, students learn to respect social justice and human rights (Goli, 2023). Schools and educational institutions are crucial in instilling a tolerant mindset (Zetty, 2023).

Islamic religious education is crucial in shaping a mindset of religious tolerance (Tohari, 2023). Students' character and religious understanding are strongly influenced by Islamic religious education in schools (Ilham, 2025). Teaching the values of tolerance, not only understanding religious differences but also accepting students' cultural and social diversity, is a crucial component of Islamic religious education (Tentiasih, 2022). The goal of Islamic religious education is to instill moral principles such as tolerance for religious diversity (Aziz, 2024). The values of justice, tolerance, peace, and respect for individual and collective differences are emphasized in Islamic religious education (Sitti, 2023).

Because the educational environment consists of people from diverse cultural and religious backgrounds, schools are an important starting point for promoting religious tolerance (Fiska, 2022). Islamic Religious Education aims to foster spiritual and social awareness that can be used in everyday life in addition to understanding religious teaching texts (Sahid, 2025). Strengthening the values of tolerance in learning Chapter VI, "Strengthening Harmony through Tolerance and Protecting Human Life," in the even semester of grade eleven, discusses the development of tolerance values in Islamic Religious Education.

The school environment is a place where learning activities take place and fosters positive attitudes in students (Aswidar, 2021). School culture, consisting of customs and norms established by the principal, teachers, and students, is crucial in fostering tolerance (Nur, 2022). In this context, SMA Negeri 1 Karangdowo is one school that strives to implement tolerance education through Islamic religious education. Teachers' perspectives and teaching methods

significantly impact students' tolerant attitudes, making their role in Islamic religious education crucial for the successful instillation of tolerance principles (Sulasmi, 2023).

SMA Negeri 1 Karangdowo has diverse social, economic, and religious backgrounds; non-Muslim students and staff live side by side with a Muslim majority. The use of tolerance-based character education through Islamic religious education is driven by this situation. Teachers strive to address these challenges by employing innovative teaching techniques and a humanistic approach, although some challenges remain in its implementation, such as low student participation and inequality in background. Tolerance education can be implemented more successfully and beneficially with the support of the school and the cooperation of various stakeholders.

Based on the background above, this research 1. To find out and describe the implementation of tolerance values in Islamic Religious Education learning at SMAN 1 Karangdowo 2. To identify effective strategies for Islamic Religious Education teachers in instilling tolerance values at SMAN 1 Karangdowo.

Method

This study uses a descriptive qualitative approach with field research methods and a phenomenological approach to deeply understand the application of tolerance values through Islamic Religious Education subjects at SMAN 1 Karangdowo. The primary data source was obtained from Islamic Religious Education teachers as a source of information, while additional data were obtained from students and teaching and learning activity documents. Data collection was carried out through interviews, observations, and document recording. To ensure the accuracy of the data, a triangulation method was used by comparing the results from the three sources. The data analysis process follows the Miles and Huberman model which consists of three stages: data reduction, data presentation, and gradual conclusion drawing.

Results and Discussion

At SMA Negeri 1 Karangdowo, fostering religious tolerance through Islamic Religious Education (PAI) is a crucial effort to shape students' character and respect diversity. By teaching respect for religious and cultural diversity, Islamic Religious Education (PAI) learning becomes a strategic way to foster tolerance in the educational environment.

A. Implementation of Tolerance Values in PAI Learning

At SMA Negeri 1 Karangdowo, Klaten Regency, the values of religious tolerance are implemented in Islamic Religious Education (PAI) lessons and in interactions between students and teachers. Islamic Religious Education emphasizes the development of a tolerant mindset because it can foster values of tolerance (Sari, 2021). Islamic Religious Education (PAI) is implemented in inclusive high school classrooms, emphasizing interactive approaches such as discussion and habituation to foster empathy and avoid discrimination. PAI teaches the principles of tolerance, which include mutual respect and appreciation, through the practice of good manners and constructive social interactions in the classroom (Mukaromah, 2025). This mindset encourages healthy relationships and demonstrates respect. As a foundation for cultivating a tolerant mindset, developing good manners is an essential part of the Islamic Religious Education (PAI) learning process (Harmi, 2022).

Furthermore, the use of tolerance values is also demonstrated in group activities such as class discussions, group work, and project work. Students are grouped fairly and inclusively without special treatment based on religion, academic achievement, or other factors. Group activities are conducted fairly and free from religious discrimination, fostering an appreciation for diversity among students (Mumtahana, 2025). These activities help students learn to work together, respect each other's ideas, accept differing opinions, and develop a tolerant mindset as they learn. Embracing these values of tolerance helps create a safe, welcoming, and discrimination-free learning environment. The application of tolerance values will broaden a person's understanding of tolerance, resulting in a more peaceful environment for its inhabitants (Alfikri, 2022).

The concept of *tawazun* (religious tolerance) has a balanced perspective (Nurcahyoadi, 2024). The attitude of non-discrimination among students and mutual respect in social life is the basis of the ideals of tolerance developed in schools. In addition to formal learning in the classroom, the instillation of tolerance values is also reinforced through extracurricular activities, such as scouting. This is one method used by teachers to unite everyone and end intolerance (Hayat, 2023). Scouting activities demonstrate the application of these values of tolerance, especially in Scout point number 4, which emphasizes tolerance and mutual respect in interfaith service. To appreciate diversity, religious education (PAI) combines cross-group cooperation and a scientific learning paradigm (Hoddin, 2023). These activities teach children how to collaborate in various situations, appreciate individual diversity, and develop a tolerant mindset in their school social life (Yanti, 2023).

Furthermore, the principle of tolerance is applied in both classroom learning and spiritual activities. Students with a tolerant mindset are more open to diverse perspectives on religion, politics, and society (Hadi, 2024). During religious events such as the commemoration of the Prophet's Birthday and Isra Mi'raj, the Islamic Spirituality Group (Rohis) and PERSIK (Christian Catholic Association) collaborate. PERSIK assists in non-worship or social aspects such as committee work and security without engaging in worship or faith. Tolerance is demonstrated in the classroom through mutual respect for each other's views, paying attention when classmates present or ask questions, and refraining from imposing one's own beliefs. This encourages cooperation and creates a peaceful learning environment.

Teachers serve as role models for the success of Islamic Religious Education in fostering tolerance in the classroom. Teachers serve as role models for students in all aspects of life, including developing into good individuals (Desmy, 2024). Islamic Religious Education teachers are crucial in creating a tolerant and morally upright generation (Risana, 2025). An inclusive and peaceful learning environment is created by teachers who act fairly, support each student, and do not discriminate based on their personal character, academic ability, or religious background. Islamic Religious Education teachers explain the importance of courtesy and respect for non-Muslims, which involves mutual respect, to build strong principles of tolerance in their students (Agus, 2023). Furthermore, a broad and moderate understanding of Islamic Religious Education teachers is a crucial component that enables them to convey religious teachings openly, non-exclusively, and relevantly to the reality of diversity in schools, thus facilitating the internalization of the principles of tolerance as well as possible (Pohan, 2025).

Schools that uphold the value of tolerance are a key component of success. The implementation of religious activities at SMAN 1 Karangdowo reflects a culture of tolerance. This is demonstrated by the fact that PERSIK activities and the Prophet's Birthday celebration can take place simultaneously in separate locations without interfering with each other. Inclusive daily activities and a moderate Islamic education curriculum with in-depth conversations foster student tolerance (Kustati, 2024). Creating a calm and accepting classroom atmosphere by demonstrating respect for each other's religious practices.

The successful implementation of this approach by teachers and students in the classroom demonstrates how SMA Negeri 1 Karangdowo has implemented the values of religious tolerance. Students are able to work together regardless of their religious backgrounds, maintain their religious integrity, and show respect for one another while practicing their religious beliefs. Equal rights for non-Muslim students, such as allowing them to participate in faith-enriching activities during Islamic celebrations, help instill democratic values. To prevent religious differences from hindering the development of children's social attitudes and skills, this arrangement promotes harmonious social solidarity and cohesion among the school community.

B. Teacher Exemplary Strategies in Instilling Tolerance Values

Djamarah defines strategy as the basic pattern of teaching and learning activities between teachers and students to achieve predetermined goals (Zainur, 2023). Within the classroom, strategies for fostering tolerance require a systematic and comprehensive approach that combines elements of curriculum, instruction, school culture, and the active involvement of teachers (Addurun, 2025). Teachers can create a positive learning environment that students can emulate by modeling the virtues of tolerance through fair behavior and respect for diversity (Achmad, 2023). Various learning strategies shape students' attitudes, beliefs, and actions, as seen in the forms and variations of learning strategies used by teachers to teach tolerance values through Islamic religious education subjects in secondary schools. Active and participatory learning practices are commonly used by teachers (Erni, 2026).

At SMAN 1 Karangdowo, Islamic Religious Education (PAI) teachers successfully instilled tolerance values by enforcing classroom norms that had been agreed upon before learning activities, especially during group work activities. Teachers have implemented, accustomed, and provided examples/exemplary behavior for children in the classroom without discriminating against them based on their economic status or academic achievement (Nurijah, 2023). Together with the students, Islamic Religious Education teachers create classroom rules that all students must adhere to. Through group discussions and teacher supervision, this approach ensures that each student complies, thus fostering a culture of tolerance (Amin, 2025). These rules include being tolerant, refraining from toxic behavior, refraining from calling friends derogatory names, and respecting each other's views in all discussions.

In group work before class, through learning in diverse groups, the aim is to enable students to collaborate and share ideas while studying a subject regardless of differences (Safrida, 2025). Create a class agreement on rules that all members must adhere to. These rules include being tolerant, avoiding toxic behavior, refraining from calling friends derogatory names, and always respecting each other's opinions. The primary goal is to help students understand and accept diversity within their group (Dafit, 2024).

Islamic Religious Education teachers use the Prophet Muhammad (peace be upon him) as a role model (Astuti, 2023) in addition to following classroom rules. Teachers often share stories about the Prophet before class, such as the story of a blind Jewish beggar. The Prophet continued to feed the beggar with compassion despite being insulted daily. Abu Bakr continued this practice after the Prophet's death, and the beggar eventually became a Muslim after witnessing the Prophet's generosity. These narratives represent the pinnacle of Islamic tolerance and virtue. Therefore, to maximize students' understanding of these remarkable stories, a more collaborative and participatory learning approach is needed (Lubis,

2025). These stories help children understand the virtues of tolerance, empathy, and respect for differences in everyday interactions.

The development of a tolerant mindset is facilitated by teachers' consistent modeling of tolerant behavior, their ability to create a welcoming and safe learning environment, their support for school policies that encourage diversity, and successful collaboration between the school and parents. However, with perseverance and patience, challenges such as some students' tendencies toward individualism and resistance to group work can be overcome. Indicators of success consistently observed by teachers include improvements in students' positive behavior, such as the ability to make friends without discrimination, respect different perspectives, help each other, and resolve conflicts peacefully (Mahsun et al., 2025).

By combining classroom rules, the example of the Prophet Muhammad, collaborative learning strategies, and inclusive education, Islamic Religious Education teachers at SMAN 1 Karangdowo have successfully instilled values of tolerance that are not only taught theoretically but also internalized in students' daily interactions. This approach supports the development of tolerant, empathetic, and democratic character within the school environment.

Conclusion

Based on research findings, the implementation of tolerance values at SMA Negeri 1 Karangdowo through Islamic Religious Education (ISE) is carried out systematically, interactively, collaboratively, and participatory, both in the classroom and through extracurricular activities such as scouting and religious activities. Islamic Religious Education (ISE) teachers serve as primary role models in instilling tolerance values by modeling fairness, respecting diversity, cultivating good manners, and fostering respect for differences. The Prophet Muhammad's exemplary story about the blind Jewish beggar serves as an effective medium for fostering empathy, noble morals, and an understanding of the importance of patience in dealing with differences. Learning strategies involving group work, cross-student collaboration, inclusive education, and collaborative projects successfully foster attitudes of tolerance, appreciation of differences, and respect for religious rights, while simultaneously building social solidarity among students.

Factors supporting the successful implementation of tolerance values include consistent teacher role models, support from school policies, a safe and inclusive learning environment, and strong collaboration between the school, teachers, students, and parents. Barriers, such as some students' resistance to group work and individualistic tendencies, can be overcome with a consistent, patient, and participatory approach. Overall, the combination of teacher role models, classroom rules, inclusive education, extracurricular activities, and collaborative learning strategies contribute significantly to the formation of tolerant, democratic characters, respect for diversity, and encourage students to become responsible individuals and be able to interact harmoniously in diverse social environments.

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