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# THE PARTICIPATION OF ISLAMIC RELIGIOUS EDUCATION TEACHERS IN FORMING AN ATTITUDE OF INTER-RELIGIOUS TOLERANCE

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**Abstract**

This study aims to determine the role and responsibilities of a teacher towards students who not only transfer knowledge through learning materials in the classroom but also by providing education that impacts their attitudes and behavior. SMPN 1 Gunung Sari is a junior secondary education institution that facilitates students from various economic, social, and religious backgrounds, namely Islam, Hinduism, and Christianity. This research is qualitative descriptive research which is further carried out using a case study design, namely field research using observation, interview, and documentation methods. The results of research on the role of PAI teachers in forming inter-religious tolerance attitudes at SMP Negeri 1 Gunung Sari are carried out by maximizing the teacher's function as an educator, motivator, and evaluator. These forms of tolerance include respecting greetings, mutual love, a high sense of concern, cooperation, and mutual respect and respect. Supporters were forming this tolerance attitude, namely the existence of adequate worship facilities, the realization of Cooperation Factors among school members in religious activities, and a conducive school atmosphere.

**Keywords**: Role, Islamic Religious Education, Tolerance, Respect

## INTRODUCTION

Diversity is an unavoidable social fact. Such a situation must be found in every society everywhere. Coexistence between individuals and groups from different backgrounds is a choice that cannot be forced. Even though humans have been able to live together in one environment, socially and spiritually, they have yet to understand the true meaning of living together with people from different cultures, which includes religious and ethnic differences.

Each person has the right to have the opportunity to determine the beliefs he will adhere to. As contained in the 1945 Constitution Article 28 E Paragraph 1, which reads, "Every person has the right to embrace a religion and worship according to his religion, choose education and teaching, choose a job, choose citizenship, choose a place to live and leave it, and has the right to return."

The Big Indonesian Dictionary explains that tolerance means attitude/nature, respect, condone, and allow stances (opinions, views, or beliefs) that are not the same as one's own beliefs. Meaningful tolerance makes it possible to build a particular group, figure, wealth, and components that are few in society. Religious tolerance is an effort carried out, so that religious freedom is seriously guaranteed.

Freedom/liberty and tolerance cannot be left alone because if not, there will be many disputes and clashes. In Islamic history, patience is highly respected. Islam has emphasized that there

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should be no coercion to enter Islam, let alone other religions. Islam acknowledges the existence of other religions as well as. Based on this, we can take care of it in various ways, which must be based on a shared understanding to monitor and protect it from all capacities that can destroy the existing harmony. There is a lot of diversity and student activities in the school environment and community. Students at school are influenced by the family environment with various forms of culture, cultural attitudes, backgrounds, and the values of the teachings they adhere to.

A teacher's role and responsibility toward students significantly influence changes in the students themselves, both in terms of knowledge and attitude. The role of the teacher is not only to transfer knowledge through learning materials in the classroom but also to provide education that impacts their attitudes and behavior. A teacher has obtained a decree to work in a profession requiring particular expertise in his primary task of teaching and educating students in early childhood education through formal, immediate, and secondary education, whose primary goal is to inform the nation in all aspects. (Fitrah and Hendra, 2019)

All teachers have a role in providing good education to students, and Islamic Religious Education teachers play a part in instilling good personality values in their students. This rule is because an Islamic Religious Education teacher has a dual role in educating students by providing learning materials and forming attitudes. teachers act as students who must learn continuously throughout their lives, the goal is to improve their professional quality and competence, and quality and meaningful learning materials are available. (Muchlis, 2022)

In schools, especially at the junior high level, religious teachers are trying to instill an attitude of tolerance so that there are no fights between students because of differences.

SMPN 1 Gunung Sari is a junior secondary education institution that embraces students from various religious, economic, and social backgrounds. SMPN 1 Gunung Sari students come from different sacred locations, namely Islam, Hinduism, and Christianity. The comparison is 75% Muslim, 20% Hindu, and 5% Christian. SMPN 1 Gunung Sari accepts anyone who wants to study there, regardless of religious background. The existence of differences in beliefs is expected to create inter-religious harmony without conflict between adherents of religions.

Dewi said that the form of tolerance among members of schools of different religions is an agreement to obey rules, respect differences, and provide peace. (Dewi, 2021) Formation of an attitude of tolerance between religious communities to create a conducive learning atmosphere, generate harmony between religious communities, and prevent discrimination of different religions. The need for the essential role of a teacher is to form an attitude of tolerance among students of other faiths.

## METHOD

This research is qualitative descriptive research which is further carried out with a case study design, namely field research, the researcher directly collects data according to the research objectives. This design was chosen to highlight the vital role of Islamic Religious Education teachers in forming an attitude of tolerance between religious communities at SMP Negeri 1 Gunung Sari, West Lombok, NTB.

Primary data sources in this study were school principals, Islamic Religious Education teachers, and students. Secondary data was obtained through documents, photos, institutional profiles, and literature related to this research.

Participatory observation, in-depth interviews, and documentation were used to collect data according to the formulation of the problem that had been determined, namely the role of the Islamic Religious Education teacher in forming an attitude of tolerance between religions, the forms of

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tolerance that were implemented, and the supporting factors. Observations and interviews were carried out directly to observe and know the role of the teacher and structures of patience instantly. Researchers use documentation to obtain data about profiles, activity reports, pictures, or other documentation.

## RESULT AND DISCUSSION

### The Role of Islamic Religious Education Teachers in Forming Inter-Religious Tolerance

The current learning process is not only concerned with the cognitive aspects of students because, currently, the attitudes and values possessed by students are also fundamental. The goal to be performed in every education is to educate the nation's children by forming attitudes and character. The implementation of Student Religious Behavior is supported by the concepts of good academic character education and religious awareness, habituation of character education activities, and knowledge of performing worship. (Achadah, 2022)

The character education process that has been carried out has been integrated into subjects, namely PAI subjects. Because in PAI subjects, there is a material related to an attitude of tolerance, namely the material "Tolerance and respect for differences." The material for tolerance and respect for differences teaches how to socialize by meeting each other's needs every day so that in this life, we can respect differences in association at school and society and promote good tolerance.

Religious tolerance in Islam is not by identifying that all religions are the same because all teach goodness. According to (Rusydi et al., 2018), patience is acknowledging the diversity of beliefs and beliefs in society without interfering with each other's matters of faith, activities, procedures, and rituals of worship of each religion. To create tolerance in schools, support from all parties is needed, be it the family, the community, or the school.

Kosim (2020) In order to promote Islamic Religious Education's strategic function in schools, PAI instructors' innovation is crucial. PAI can be created via a variety of classroom activities, such as character education development programs, in addition to serving as a topic. These development initiatives are led by PAI instructors, and the school community's participation is essential to their success. To fulfill the objectives of PAI education, commitment, unity of vision, and sincerity are necessary.

Especially in the school environment, Islamic Religious Education teachers are the cornerstone of creating tolerance education, especially for students and generally for the school environment itself. Mumin (2018; 21) states that competent Islamic Religious Education teachers are essential to minimize the attractiveness of radical teachings and activities. This research more closely reveals the role of Islamic Religious Education teachers in shaping attitudes of tolerance, which are very diverse, including:

Role of Islamic Religious Education Teachers as Educators

The formation of an attitude of tolerance toward students has been carried out as optimally and optimally as possible by the teacher. This condition can be known through several regulations and activities the school has implemented. In addition, the formation of an attitude of tolerance in these schools can also be implemented through academic programs compiled in the curriculum and activities outside of learning.

The teacher has a dual role as teacher and educator. The main task of an educator is to help mature children psychologically, socially, and morally. Sukmadinata (2009; 252) interprets that psychological maturity means that individuals can stand alone and not depend on other people, are also able to be responsible for all their actions, and can be objective. Being socially mature means establishing social relations and cooperation with other adults, having been able to carry out social

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roles. Meanwhile, he is morally mature. He already has a set of values that he admits to being true. He adheres to and can behave according to the values that become his grip. Islamic education teachers can do this by setting a good example, having a good attitude, and not showing favoritism to Muslim or non-Muslim students.

Mahmudah (2021; 956) defines the teacher as a real example of the knowledge, skills, and values he teaches students. The teacher not only educates or leads using words but also his behavior. The teacher is an acronym for the words digger and imitated. Namely, Digugu means to be followed and carried out with instructions, while being imitated means emulating.

The role of an Islamic Religious Education teacher in forming students' attitudes of tolerance between religions can be through accustoming students to being disciplined, respecting each other, and respecting fellow friends. This rule is intended for the good of the students themselves for the future and can become better people.

1. The Role of the PAI Teacher as a Motivator

The learning process will be successful when students have enthusiasm or motivation to learn. Teachers must foster motivation to learn to students to obtain optimal learning results. Teachers must be creative in generating learning motivation to form effective student learning behavior. Hariyadi and Darmuki (2019; 282) explain that learning motivation can arise from intrinsic and extrinsic factors. Intrinsic factors include the desire and desire to succeed and the encouragement of learning needs, hopes, and aspirations. Outside factors include awards, a conducive learning environment, and exciting learning activities.

Motivation is a conscious effort to move, direct and maintain a person's behavior so that he is encouraged to act to do something to achieve specific results or goals (Hamdu & Agustina, 2011, p. 2). The motivation given to students can be carried out through the role of a teacher in various ways, including by motivating students always to speak words and be kind to anyone, both within the school environment and outside of school.

Motivation is the primary impetus that moves a person to behave following the encouragement from within him. It is an effective way of encouraging students to be involved in learning activities and forming an attitude of tolerance. Hamzah (2016; 1) states that motivation is formulated as a form of support and encouragement to students, resulting from factors that occur from within and outside the student's self to achieve specific goals. Someone's encouragement based on particular motivations contains a theme according to that motivation.

As a motivator in forming an attitude of tolerance, Islamic Religious Education teachers must also try to build student awareness in understanding the philosophy of tolerance. The teacher provides awareness through educational theory and invites students to explore and apply it in their daily lives. The teacher's role is to provide awareness and understanding to students to use an attitude of tolerance in the surrounding environment. Religious education is not only a formality in Islamic education in schools, but religious education must also be explored and internalized in everyday life. In implementing this, the teacher invites students to apply religious education in the surrounding environment.

A good teacher must have a noble, noble, and moral personality to be a good role model for his students. The example given by the teacher will have a massive impact on the students' personalities. Djolong (2019; 80) explains that teachers are essential in improving national education quality. Qualified, professional, and knowledgeable teachers not only teach but also educate, guide, direct, train, assess, and evaluate students.

The teacher's example is shown by mutual respect for one another. PAI teachers try to set an example of mutual respect for non-Muslim teachers and students by embracing unity and

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brotherhood between Muslims and non-Muslims and not discriminating between religious communities. This rule indirectly teaches students to respect and respect each other in learning activities and any case.

2. Role of PAI Teachers as Evaluators

The evaluation aspect of learning is very complex in achieving a specific goal. Through this evaluation, the teacher can determine which will improve. This evaluation aims to see the extent of the success of the teacher on his students will carry out. Through this evaluation, the teacher of Islamic Religious Education will be able to determine the proper steps in increasing the formation of tolerance among students of different religions.

Jentoro et al. (2020; 55) stated that the role of the teacher as an evaluator is to see how far students understand the material that has been taught. Evaluations are given in the form of questions and answers, writing and memorization, and awards to students with achievements. The results of this study add to these findings, namely that the teacher as an evaluator has a role in providing evaluations of their students, even assessments outside the process of delivering material, namely through the attitudes and obedience of students when participating in the learning process. In addition, a teacher must also assess students' personalities through how they speak, behave, dress, and communicate and their mindset toward a problem.

The assessment is carried out by observing students' behavior, such as how they are polite, respectful, and respectful of one another. A teacher is successful in Islamic education. However, further evaluation is carried out when teachers from other subjects complain about misbehavior or the attitude of students who are not well.

The attitude of the students referred to in this case can be in the way students treat their peers of different religions, the philosophy of students to speak, and their harmonious relationships. In addition, it also assesses the observance of students' mindsets when participating in the learning process. The goal is to evaluate students' tolerance attitudes. Islamic Religious Education teachers can find out how changes in tolerance attitudes occur in students. Besides that, it can also measure the success of Islamic Religious Education teachers in providing education related to students' inter-religious tolerance attitudes.

Andriansyah (2019; 122) says that instilling tolerance values is a technique that the teacher must implement to present learning materials to students in the classroom so that these lessons can be accepted, understood, and used by students properly. Tolerance is a method used for Muamalah as taught by the Prophet Muhammad. There is no best teaching method because each has strengths and weaknesses.

**Forms of Interfaith Tolerance**

1. Say hello

According to the Big Indonesian Dictionary, greeting means peace and a statement of respect or a sign of mutual respect. Dayat and Yusuf (2019; 135) explain that greetings come from Arabic, which means peace, and prosperity and are used as a statement of respect. Salam conveys not only the meaning of being safe but also the meaning of being free from all dependencies and pressures so that one's life feels peaceful, peaceful, and safe. Furthermore, greetings, apart from being a prayer, are also an indication of the existence of peace.

When entering the class, the PAI teacher says "Assalamualaikum" to all students. In contrast, if he finds non-Muslim students, the PAI teacher says "good morning or good afternoon" and directs him to join his religious teacher.

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Islam is beautiful, one of which is that we are encouraged to spread greetings to many people. By spreading greetings, there will be mutual love and affection through the grace and blessings of Allah SWT. The Messenger of Allah said: "By the One in Whose power I am, you will not enter heaven unless you have faith and do not believe (perfectly) until you love one another. Shall I show you a matter? If you do it, you will love one another. Spread greetings among you" (H.R Muslim).

2. Love one another

A person's ethics is revealed through how he acts or his desire to do. Ethics or morals related to beliefs, attitudes, activities, or feelings about something will determine one's daily actions and behavior. Ethics aims to shape the child's personality to become a good human being, a citizen, and a good citizen. Education experts agree on the importance of improving ethical or moral education in formal education. (Mulyasana, 2018; 100) Good ethics will bring out an attitude of mutual love, which must continue to be nurtured so that a climate of affection arises, especially in the school environment.

When entering the classroom before starting the subject matter, the PAI teacher greets all Muslim students and non-Muslims. PAI teachers do not discriminate between Muslim and non-Muslim students. This attitude is also reflected when there are students who make mistakes. They are punished without discriminating against religion.

Compassion can also be given in the form of advice. The advice can be an excellent educational method for humans. Direction often occurs in the learning process, outside of learning, and between teachers and students. In this relationship, the order can influence the person who listens to the recommendation.

3. A high sense of caring

Forming an attitude of tolerance is also aimed at holding beneficial activities of a religious nature for students. These activities are a form of reality from the implementation of the formation of an attitude of tolerance outside of learning. This activity aims to introduce students to enthusiastic and valuable activities. Among the activities that support the construction of a philosophy of tolerance are Imtaq activities every Friday morning for all Muslim and non-Muslim students. Implementing an attitude of patience through the teacher's role is not only as a teacher in the classroom but also through some religious activities to support the application of tolerance education, which can be carried out outside of learning.

The main characteristic of a Muslim is to be loyal to fellow Muslims. This assertiveness can be proven by the attitude of Ta'awun, giving charity, alms, and others. According to Ad-Dahhak in the interpretation of Ibn Kathir, the meaning of the verse is to place human trust in Allah, who has promised and pledged by mentioning His name. Put Muslim's faith in Allah in friendship. In other words, please do not cut them off, but connect and be devoted to them.

The school community, namely teachers or students, always tries to help each other if there are school members in challenging situations. This community is one form of their concern for fellow human beings. This form of anxiety is like visiting sick students, both Muslim and non-Muslim. When information is obtained that students are experiencing a disaster, other students, under the teacher's guidance, seek to provide attention and moral and material support regardless of their religion.

Khiyarusoleh and Ardani (2019; 61) define caring as a positive trait or character that can make a person feel what other people think, usually shown by helping, giving, and establishing close relationships.

4. Cooperate

Students work together when the teacher gives group assignments without feeling arrogant or lazy to work together even in the group, even though there are different beliefs. This work shows

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a form of religious tolerance, as Islamic teachings recommend always working with others and helping each other with fellow human beings. Putri et al. (2018; 33) define cooperation as work by two or more people to achieve the same goal. Collaboration that is done well will form cohesiveness.

Imam Ibnu Katsir, in his commentary, says, "Allah SWT commands his believing servants to help each other in doing good, namely virtue and leaving wrong things. This command is called righteousness. Allah SWT. Prohibit them from helping in wrongdoing and helping them in sinful acts and things that are forbidden."

This word illustrates that Muslims are ordered to maintain religious harmony, both of the same religion and different religions. Providing opportunities for all students to participate in spiritual learning according to their religious understandings.

5. Mutual respect and appreciation

Zulkarnain and Montessori (2019; 271) explain social attitudes as a person's attitude or behavior in their daily environment. This attitude can be in the form of interactions between individuals and groups that can be seen from how they speak, greet, help each other, comply with rules, responsibilities, and respect and appreciate each other.

The attitude of mutual respect and respect is reflected when PAI learning is in progress. Other students who are non-Muslims are allowed to study their religion and are placed according to their respective religions.

Students already have forms of religious tolerance. The role of the Islamic Religious Education teacher is to form an attitude of tolerance between religious communities so that there are forms of tolerance embedded in students with the hope that patients can be applied not only in the school environment but also in the community environment.

Teacher education qualifications that follow their respective fields have high professionalism and dedication to mutual respect. Religious activities are also intended to support the formation of tolerance between religious communities, including Istighosah (praying together) before the graduation exam. The Dhuha Prayer, Iqra Fajar, and the Zuhr Prayer in the congregation are held every morning.

**Supporting Factors in Forming Tolerance**

1). Adequate worship facilities

The school environment is an institution that organizes teaching and learning opportunities and must meet various requirements, including students, teachers, educational programs, dormitories, facilities, and amenities. Everything has been arranged according to specific patterns and systematics to enable learning and teaching activities to take place and be directed at the formation and development of students. (Hamalik, 2006; 6)

Facilities in an educational environment are one crucial part that needs attention. This part is because these facilities and infrastructure will support students' academic and non-academic activities and support the realization of a conducive teaching and learning process with the formation of an attitude of tolerance between religious communities. One of the facilities that need to be equipped in a school environment is a place of worship. Abror (2019; 2) defines worship as all forms obligatory on a person's personality, whether related to oneself, family, or society.

Students can study religion, and religious activities are carried out in several places, such as a prayer room for Muslim students, a hall for Hindu students, and a library for Christian students. Sulfemi (2018; 169) reveals that to create an effective learning environment to support the formation of an attitude of tolerance, cooperation, and suitability between the conditions of the learning environment and supporting worship facilities are needed. Therefore, it is necessary to develop a

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sense of awareness of the importance of an effective learning environment so that learning objectives can be adequately achieved.

2). Realization of cooperation between school members in religious activities

Harmony between humans is also taught in Islam. Even balance in Islam is one of the most prioritized teachings. This harmony can be understood from the mission of Islam itself. Islam means peace, that is, peace with fellow human beings and other creatures. Islam recommends being kind to fellow human beings. Likewise, in spreading religion, Islam has warned far and wide not to force their beliefs/religion on others.

Cooperation has become the cultural root of Indonesian society. From generation to generation, the community cooperates in various spheres of life. The nature of humans drives this as social beings who, in meeting their needs, always need help from others. Humans in their lives always cooperate with other people. Whether we realize it or not, human life will work if there is cooperation with one another. A school is an educational institution formed and run because of the collaboration of all parties.

Likewise, the atmosphere in the school environment where citizens actively participate in compiling and implementing school rules, always working together, trusting each other, respecting and respecting each other. Various religious activities evidence this as a form of inter-religious tolerance, such as Halah Bil halal, Istighosah, and the celebration of the Qurban holiday, in which all teachers and students, both Muslims and non-Muslims, participate. In these activities, collaboration between school members is needed, and indirectly, this will create an attitude of cooperation among school members.

3). Conducive school atmosphere

A conducive school environment can only be achieved if social interaction goes well. Good social interaction allows each person to create a relationship pattern without anything disturbing. The cultural background provides a condition of a life pattern that follows its citizens' way of life. Arianti (2019; 45-49) reveals that a conducive school environment is closely related to the quality of student learning. A conducive class can prevent students from boredom, boredom, and psychological fatigue; however, a conducive course will foster student interest, motivation, and endurance. Furthermore, Ariyanti revealed that a conducive environment could be developed through various services and activities, including namely;

a) Provide choices for slow or fast students in carrying out learning tasks.
b) Provide remedial learning for underachieving students or low achievers.
c) Develop a practical, attractive, comfortable, and safe class organization for the optimal development of the potential of all students.
d) Creating mutually respectful cooperation between students, teachers, and other learning managers.
e) Involve students in the learning and learning planning process. In this case, teachers must be able to position themselves as mentors and human resources.
f) Developing the learning process as a shared responsibility between students and teachers so that teachers act more as facilitators and as learning resources.

Planting tolerance values is a technique that the teacher must implement to present learning material to students in the classroom so that students can accept, understand, and adequately use the lesson. Tolerance is a method used for Muamalah as taught by the Prophet Muhammad. There is no best teaching method because each technique has weaknesses and strengths (Andriansyah, 2019; 122). Therefore, various ways can be used according to the material being taught. Islamic Religious Education can be used as an alternative to instilling the values of tolerance.

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Integrated learning is implemented to help students become more active in a more inclusive learning process. The above description highlights three important things. First, Islamic religious education is still practiced to some extent in schools. Second, the learning model of Islamic religious education in schools is still designed to meet curriculum requirements aimed solely at the cognitive fulfillment of students, ignoring their emotional and psychomotor fulfillment. tend to. Third, mixed or integrated learning models can improve students' social attitudes (Demina, 2022).

By teaching tolerance, children will get used to differences and be able to apply them in social life. Efforts to instill the value of religious tolerance based on noble character are directly related to religious education, which also teaches about noble character.

## CONCLUSION

A teacher's role and responsibility toward students significantly influence changes in the students themselves, both in terms of knowledge and attitude. The role of the teacher is not only to transfer knowledge through learning materials in the classroom but also to provide education that impacts their attitudes and behavior.

The role of Islamic Religious Education teachers in forming an attitude of tolerance between religious believers from different religious backgrounds, namely Islam, Hinduism, and Christianity, is carried out by maximizing the teacher's function as an educator, motivator, and evaluator. These forms of tolerance include greeting, loving each other, a high sense of concern, cooperation, mutual respect, and appreciation. Supporting factors in forming this tolerance attitude are adequate worship facilities, the realization of collaboration between school members in religious activities, and a conducive school atmosphere.

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