

Adolescents' Tolerance Attitudes in the Era of Globalization: The Role of Islamic Religious Education

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ABSTRACT

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This study aims to explore the role of Islamic Religious Education in fostering tolerance among adolescents in the era of globalization, focusing on a case study at school. Amid increasing social diversity and potential conflicts, cultivating tolerance is crucial for creating social harmony. Employing a qualitative approach, data were collected through observations, interviews, and document analysis. The findings indicate that Islamic Religious Education significantly contributes to the development of tolerant attitudes by teaching values of moderation and respect for diversity. Interactive learning methods and interfaith social activities within the school further enhance students' tolerance. This research concludes that religious education serves as a vital foundation for shaping tolerant and adaptable character in youth facing global challenges. The study's implications suggest the need for curriculum development that emphasizes moderation and interreligious dialogue.

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INTRODUCTION

In an era of growing globalization, social conflict and divisions between groups are increasingly becoming challenges, particularly among adolescents. Therefore, developing tolerance is crucial for creating harmonious and peaceful social relations (Nazilah et al., 2024). Islamic religious education plays a crucial role in instilling values of peace and respect among fellow human beings (Schütze, 1997). This research will explore how Islamic religious education can contribute to fostering tolerance in adolescents, particularly in school environments where social interaction is intense (Sukriyah & Annisa, 2025). This study is crucial for understanding how religious education can be an effective tool for reducing conflict and increasing mutual understanding among the younger generation.

In SMP Negeri 6 Situbondo, there is a phenomenon of low levels of tolerance among students, caused by a lack of understanding of the values of tolerance in Islamic religious instruction. This situation has the potential to lead to exclusive attitudes and minor social friction between students, which can escalate into larger problems. The main factors triggering this problem are unengaging religious learning methods and minimal interfaith interaction in school activities (Tolchah, 2020). To address these issues, a learning approach based on the values of moderation and interfaith dialogue, as well as social activities that encourage students to better appreciate and accept differences, is needed (Evianah, 2024).

Several previous studies have examined how Islamic Religious Education helps foster

attitudes of tolerance among students, particularly in schools with cultural and religious diversity. These studies demonstrate the effectiveness of using a learning approach that emphasizes universal values and open dialogue (Helandri & Supriadi, 2024). However, research specifically focused on SMP Negeri 6 Situbondo is still very limited. Therefore, this study aims to fill this gap in local research and provide a new perspective on how the implementation of Islamic religious education can influence attitudes of tolerance in that school.

This research is highly significant because religious education is a key pillar in adolescent character formation, particularly in facing the challenges of globalization and pluralism (Al-Asy'ari, 2023). Focusing on SMP Negeri 6 Situbondo, the results are expected to provide a concrete understanding of how Islamic religious education strengthens attitudes of tolerance in the local context. The findings of this study can serve as a reference for educators and policymakers in designing learning strategies that promote tolerance and respect for differences. Furthermore, this study contributes to the development of Islamic education in Indonesia.

This study aims to explore the role of Islamic religious education in fostering attitudes of tolerance among adolescents attending SMP Negeri 6 Situbondo during the era of globalization. The main question posed is how the process and mechanisms of Islamic religious education can foster tolerant attitudes among students. Furthermore, this study seeks to identify supporting and inhibiting factors in the effective implementation of religious education in the context of fostering tolerance. This goal is to provide a clear picture of the effectiveness of Islamic religious education as a medium for developing tolerant character.

Tentatively, it can be hypothesized that Islamic religious education plays a significant role in fostering attitudes of tolerance in adolescents, especially if its approach emphasizes the values of moderation, interfaith dialogue, and respect for diversity (Adzimah & Yaqin, 2024). Through interactive learning methods and strengthening interfaith social activities at SMP Negeri 6 Situbondo, students are expected to develop positive, inclusive attitudes. If this hypothesis is proven, the research results will provide a basis for developing educational policies that strengthen aspects of tolerance and moderation in the curriculum, so that students can face the challenges of diversity constructively in the era of globalization.

RESEARCH METHOD

The research method applied in this study uses a qualitative approach with a case study. This qualitative approach was chosen because it allows researchers to gather in-depth and comprehensive information based on real-world situations. The case study was used to focus the research on a specific location, namely SMP Negeri 6 Situbondo. This allows the research to examine in detail how Islamic Religious Education plays a role in fostering attitudes of tolerance among adolescent students at the school. This approach provides an in-depth overview of the interactions and dynamics of religious education and attitudes of tolerance within the school's specific social and cultural context.

SMP Negeri 6 Situbondo served as the research location, and the unit of analysis consisted of several key informants: the principal, Islamic Religious Education (PAI) teachers, and students. Data were collected through direct observation of the learning process and social interactions at the school, in-depth interviews with informants to gain insights into their perspectives and experiences regarding the role of religious education in fostering tolerance, and the collection of documentation such as activity records and school archives. The collected data was then analyzed using three stages: data reduction to filter and focus on relevant data types; data display, which is the process of systematically organizing the data for easy analysis; and data verification to ensure the validity and consistency of the research findings. These stages aim to produce a systematic, valid, and scientifically accountable analysis.

RESULTS AND DISCUSSION

Based on observations conducted at SMP Negeri 6 Situbondo, a significant increase in tolerance among students towards their peers was revealed. The Islamic Religious Education delivered not only emphasized theoretical aspects but also played a crucial role in building students' social character, particularly regarding respect for differences and cultural diversity. In daily interactions, students were seen to be more respectful and accepting of peers from different religious and cultural backgrounds. Various extracurricular activities emphasizing cooperation and shared values further strengthened the harmonious atmosphere at school. These findings indicate that Islamic Religious Education has successfully facilitated the growth of a strong sense of tolerance among adolescents attending SMP Negeri 6 Situbondo.

Interview Results Visualization (Table) The following table illustrates the results of interviews with Islamic Religious Education teachers, the principal, and students regarding the impact of Islamic Religious Education learning on increasing tolerance. The data shows that 78% of students felt more respectful of friends from different religious and cultural backgrounds after participating in the education. Sixty-five percent of students reported an increase in their active interactions with peers of other faiths, and 60% felt that teaching materials promoting moderate Islamic concepts helped them understand the importance of diversity. Religious education teachers also stated that interactive learning methods, involving group discussions, were more effective in instilling tolerance than traditional lectures.

From this table, it can be concluded that most students experienced an increase in tolerance after participating in Islamic Religious Education (IS) lessons that emphasize the values of diversity and moderation. This respect among students from different religious backgrounds is evident in their increased interaction and appreciation of differences. Teacher feedback also confirms that interactive learning methods play a significant role in developing tolerant attitudes. Overall, this data demonstrates a positive correlation between the learning approach, the material presented, and the development of tolerant attitudes in students at this junior high school.

The interview results table demonstrates a pattern in which students who received moderate Islamic instruction and an interactive approach tended to demonstrate higher levels of tolerance. The large proportion of students who actively engaged in interfaith interactions and who valued diversity reflects that the value of tolerance is not only understood theoretically but also applied in daily school life. This pattern demonstrates that education involving student participation and social experiences effectively encourages the development of positive attitudes toward plurality. The supportive school environment that supports diversity further strengthens this pattern.

The increase in tolerance seen in the data can be explained as a result of the integration of moderate Islamic values into a communicative and participatory learning process. Students' active involvement in interfaith dialogue creates a broader understanding and appreciation for diversity. The role of teachers as facilitators who create an inclusive learning environment contributes significantly to motivating students to internalize the values of tolerance. Furthermore, a school atmosphere that respects differences is a key supporting factor in the development of these attitudes, demonstrating a sustained positive trend in fostering tolerant attitudes among students at SMP Negeri 6 Situbondo.

Dialogues conducted with the principal, Islamic Education teachers, and students demonstrate the teacher's central role in fostering tolerance in students. The principal explained that Islamic Religious Education teachers serve not only as transmitters of material but also as concrete examples of tolerant behavior that students can emulate. Teachers implement learning with an open approach, engaging students in discussions and reflections on religious values oriented toward respect for differences. In their role as mentors, teachers also encourage students to actively participate in social

activities that strengthen a sense of togetherness and mutual respect among individuals from diverse backgrounds (Sulaiman, 2024).

The observed images depict a friendly learning environment that respects diversity. Students from different religious backgrounds are seen actively participating in group discussions and interacting comfortably with one another. The teacher acts as a facilitator and role model, bringing the value of mutual respect into the classroom, thus creating a conducive learning climate. This visualization reinforces the understanding that Islamic Religious Education not only conveys theoretical material but also creates concrete practices of tolerance in students' social interactions.

Analysis of the images presented demonstrates the teacher's role as a role model and mentor in fostering an attitude of tolerance, actively engaging students in interfaith interactions. Discussion activities and group prayers indicate that the school provides an open space for students to respect each other and recognize differences. This pattern indicates that inclusive, socially interaction-based learning methods are effective in building a climate of tolerance. Teachers also instill these values as behaviors that can be applied in everyday life.

The interaction patterns depicted in this visual observation emphasize the importance of teachers as role models in shaping tolerant values and attitudes. When teachers themselves practice tolerance and prioritize openness, students tend to emulate and adopt the same attitudes. Interfaith discussions involving students of various faiths demonstrate that learning based on social dialogue and respect can raise awareness of the importance of mutual respect. This approach is more effective because it focuses not only on theoretical aspects but also includes real-life social experiences that can build students' character.

Curriculum documentation and activity reports collected from SMP Negeri 6 Situbondo demonstrate that the Islamic Religious Education approach to instilling tolerance is systematically and sustainably integrated. The curriculum emphasizes the value of moderation in Islam, combined with interfaith and cultural programs, such as religious moderation seminars, student dialogues, and visits to various places of worship. This documentation indicates that the values of tolerance are not only taught in the classroom but also implemented in various school activities to shape inclusive and tolerant student character.

The activity schedule table and flowchart of the tolerance education program included in the documentation show various activities such as moderation seminars, diversity workshops, interfaith visits, and cultural events involving all students and teaching staff. This visualization illustrates how the Islamic Religious Education curriculum is integrated with extracurricular programs in a seamless and sustainable manner to instill the value of tolerance. With effective coordination, these activities serve as a key pillar of the character education strategy at SMP Negeri 6 Situbondo.

The documentation obtained shows that SMP Negeri 6 Situbondo consistently applies an Islamic Religious Education approach with a focus on tolerance education through various planned activities. The diverse and systematically scheduled activities reinforce classroom learning with hands-on experiences outside the classroom. The continuity and variety of these activities demonstrate the school's commitment to deeply and comprehensively internalizing the value of tolerance in students' character development.

The documentation data demonstrates that the integration of the curriculum and extracurricular activities forms a holistic and sustainable pattern of tolerance learning. SMP Negeri 6 Situbondo implements complementary programs so that students receive education that is not only theoretical but also practical in the school's social life. Through routine interfaith and cultural activities, students are encouraged to actively recognize and appreciate differences. This pattern demonstrates an effective strategy for building tolerant character through an integrated approach.

The integration of formal teaching with social activities in the documentation indicates that

the success of tolerance education at SMP Negeri 6 Situbondo is based on careful planning, organized implementation, and a supportive environment. A curriculum emphasizing Islamic values of moderation, combined with various interfaith activities, strengthens the internalization of tolerance among students. This approach makes the value of tolerance not merely knowledge but also behavior inherent in students' daily lives. This overall pattern provides important evidence that an inclusive and pluralistic school environment can be an effective medium for developing tolerance in the next generation.

The findings regarding the increase in tolerance among students at SMP Negeri 6 Situbondo align with several previous studies that emphasize the role of Islamic Religious Education in strengthening students' social character. For example, (Sihotang, 2024) emphasized that implementing the value of moderation in religious instruction is effective in instilling awareness of the importance of tolerance. Furthermore, social constructivism theory supports the ability of social interaction and participatory learning to foster positive attitudinal change. Another study by (Amin et al., 2024) also found that students' active involvement in interfaith social activities deepens the internalization of tolerance. Thus, the results of this study confirm and strengthen the argument that combining relevant teaching materials with interactive learning methods is key to fostering tolerance in adolescents.

The findings on the role of teachers as role models and mentors in fostering tolerance align with a study by Hidayat (2024). This research highlights how teachers function not only as instructors but also as role models who exemplify tolerant behavior. This approach aligns with Albert Bandura's social learning theory, which emphasizes the importance of modeling in shaping behavior.

In the context of integrating curriculum and extracurricular activities, this study aligns with the findings of Nugraha (2023), who emphasized the importance of a holistic approach to character education for tolerance. Educational systems theory also supports the notion that curriculum and the learning environment are integral components in producing positive educational outcomes.

The integration of the Islamic Religious Education curriculum and extracurricular programs provides a comprehensive and consistent framework for students to learn and practice the values of tolerance (Ningsih & Zalisman, 2024). The combination of formal classroom learning with diverse social activities creates repeated experiences that strengthen the internalization of tolerance values (Mashuri & Syahid, 2024). This approach shapes students' character holistically, as they not only receive theoretical knowledge but also apply it in real-life situations. A school environment that values diversity and inclusiveness serves as a supportive medium that reinforces tolerant attitudes. Through this holistic approach, Islamic Religious Education becomes an effective means of developing an innate and sustainable attitude of tolerance in adolescents (Kurdi, 2023).

This research makes a significant contribution to the field of religious education and character studies by emphasizing the role of Islamic Religious Education in fostering tolerance in the era of globalization. This study enriches the literature by providing empirical evidence from the local context of SMP Negeri 6 Situbondo, while also highlighting the effectiveness of integrating the value of moderation and interactive learning methods. Furthermore, this study emphasizes the central role of teachers as both educators and role models, crucial for student character development. Furthermore, the findings on a holistic approach that combines curriculum and social activities offer a strategic framework for developing inclusive education policies that can address the challenges of diversity in modern society. Thus, this study strengthens the theoretical and practical foundations of tolerance education and intercultural dialogue, particularly in formal education settings in Indonesia.

CONCLUSION

The main findings of this study confirm that Islamic Religious Education plays a crucial role

in fostering tolerance among adolescents at SMP Negeri 6 Situbondo. Education that emphasizes the value of moderation and is implemented through interactive learning methods can raise students' awareness of the importance of creating an environment that respects religious and cultural differences. The role of teachers as role models and mentors is a key factor in the internalization of this tolerant attitude. Furthermore, the implementation of a holistic approach that integrates formal learning with extracurricular activities provides students with a practical space to practice the values of tolerance in their daily lives. This ensures that tolerance is not merely conceptualized but also instilled in the adolescents.

Scientifically, the findings of this study provide an important contribution to the development of scholarship in the fields of religious education and character education. This research confirms that Islamic religious education that emphasizes the principles of moderation and participatory dialogue is effective in creating an inclusive learning environment that supports diversity. These findings also align with social learning theory, which emphasizes the role of behavioral models and interactions in shaping individual attitudes. The research findings can serve as a reference for policymakers and educators in designing religious education curricula that focus more on developing tolerant character traits in response to increasingly pluralistic social dynamics.

However, this study also has limitations that require further consideration. The study focused on only one school in the Situbondo area, so the findings cannot be broadly generalized to other contexts with different characteristics. Furthermore, the study's focus was limited to the junior high school age group, leading to a lack of understanding of the role of Islamic Religious Education in other age groups. The qualitative method used provided in-depth data but was unable to project broadly representative results. Therefore, it is recommended that further research conduct comparative studies using a quantitative approach that can cover a wider area and a diverse age range to provide a more comprehensive picture of the role of Islamic Religious Education in fostering tolerance across various community groups.

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