



## **STRATEGY FOR IMPLEMENTING ISLAMIC RELIGIOUS EDUCATION TO INCREASE TOLERANCE BETWEEN STUDENTS IN SCHOOLS**

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### **Abstract:**

This study aims to explore the application of participatory methods and multidimensional approaches in Islamic religious education at MI Raudlatussalam Besuk, Probolinggo, and their impact on increasing attitudes of tolerance among students. The main objective of this study is to identify how this learning method can shape students' characters to be more tolerant and respectful and live side by side in diversity. This study uses a descriptive qualitative approach with a case study at MI Raudlatussalam, involving interviews with the principal, religious teachers, parents of students, and student representatives, as well as direct observation of the learning process at school. The study results indicate that using participatory methods, which involve students actively in group discussions, joint projects, and extracurricular activities, has created an inclusive and harmonious learning environment. Students learn and apply religious values in daily interactions, including in interfaith relations. A multidimensional approach that combines various dimensions of learning, such as extracurricular activities and social interactions, has also proven effective in strengthening attitudes of tolerance. Parents and student representatives expressed that this approach positively impacted the development of students' characters, who were more open and empathetic towards differences. This study concludes that the participatory method and multidimensional approach applied at MI Raudlatussalam have succeeded in increasing the understanding and application of tolerance values and forming better student character in dealing with diversity.

**Keywords:** *Strategy, implementation, Islamic religious education, tolerance.*

### **INTRODUCTION**

Islamic religious education plays an important role in shaping students' character and morals, not only related to religious understanding, but also in shaping attitudes of tolerance, mutual respect, and coexistence in diversity. In terms of education in Indonesia, which has diverse tribes, religions, races, and groups, strengthening tolerance between religious communities is very relevant. Therefore, the implementation of effective Islamic religious education can be one strategy to foster an attitude of tolerance among students, especially in elementary schools.

Madrasah Ibtidaiyah (MI) Raudlatussalam Besuk, Probolinggo, as an educational institution that combines religious and general learning, plays a strategic role in preparing a generation that is not only intellectually intelligent, but also has good morals and a high tolerance attitude. With the multicultural background that exists in Indonesia, Islamic religious education at MI Raudlatussalam is not only directed to deepen religious

knowledge, but also to build national insight and a spirit of tolerance among students who have different backgrounds.

The strategy for implementing Islamic religious education designed at MI Raudlatussalam Besuk aims to integrate the values of tolerance in every aspect of learning, both through the curriculum taught, extracurricular activities, and in daily life in the school environment. Strengthening the values of tolerance is one of the efforts to create an inclusive, safe, and understanding school atmosphere among students, both those of the same religion and those of different religions.

This study will focus on how strategies for implementing Islamic religious education can be applied to improve tolerance among students at MI Raudlatussalam Besuk, Probolinggo. Through this study, it is expected that an effective model can be found to promote the values of tolerance and togetherness within the framework of Islamic religious education that not only teaches religious teachings, but also prioritizes universal humanitarian values that can be accepted by all elements of society.

There are several previous researchers who have discussed the research above, including; *First*, Sujiono (2019) highlighted how Islamic religious education can play a role in creating a tolerant environment in schools, *Second*, Kusumawati (2022) showed that a religious education model that integrates tolerance values in the learning approach can play a role in facilitating the creation of harmonious relationships between students. *Third*, Abdurrahman (2021) found that madrasas, as Islamic religious education institutions, have an important role in forming tolerant social attitudes among students.

From the results of previous studies above, the novelty in this study provides an update with a more contextual approach and based on real experience at MI Raudlatussalam Besuk. The main innovation offered includes the use of a multidimensional approach that combines curriculum, extracurricular activities, and daily social interactions at school to build an attitude of tolerance. In addition, the use of participatory learning methods is a new contribution to teaching tolerance more effectively, by involving students in direct experiences that can strengthen their understanding of the importance of harmony between each other. Several discussions on the application of Islamic religious education in building student character, the importance of character education in schools, and the relationship between religious education and strengthening attitudes of tolerance, can produce several research results, including (1) Use of Participatory Methods in Increasing Tolerance , (2) Multidimensional Approach in Tolerance Integration .

## **RESEARCH METHODS**

This study aims to explore how the implementation of Islamic religious education at MI Raudlatussalam Besuk, Probolinggo, can play a role in increasing tolerance among students. By using a qualitative descriptive approach and case studies, this study leads to a deeper understanding of the practice of Islamic religious education in the strategy of implementing Islamic religious education to increase tolerance among students in more specific schools. MI Raudlatussalam was chosen as the research location because this school combines religious and general education, and has a diversity of students who come from different religious and social backgrounds. Through a qualitative approach, this study attempts to describe how Islamic religious education is applied to build character and tolerance in students.

This study uses a case study to analyze in more detail how tolerance values are integrated into various aspects of education at MI Raudlatussalam. This case study focuses on the dynamics that occur in schools, both in the curriculum, extracurricular activities, and social interactions between students. By choosing a research location that has unique social characteristics, this study can provide a deeper understanding of the factors that support and hinder the implementation of tolerance values in everyday life at school. The case study approach allows researchers to get a clearer and more contextual picture of the challenges and opportunities in teaching tolerance through Islamic religious education.

Data collection techniques used in this study include interviews, observations, and documentation. Interviews were conducted with the principal, religious teachers, students, and parents to explore their views and experiences regarding the

implementation of Islamic religious education that prioritizes the value of tolerance. Direct observation was conducted to see how the values of tolerance are applied in daily interactions, both in the classroom and in extracurricular activities. Documentation in the form of curriculum, learning materials, and records of extracurricular activities related to tolerance will be analyzed to identify how these values are reflected in learning at MI Raudlatussalam.

The collected data will be analyzed using an inductive qualitative approach with triangulation techniques, which involves comparing data from various sources to ensure the validity and reliability of the findings. This process allows researchers to obtain a more holistic and comprehensive picture of how Islamic religious education can improve tolerance in schools. With this analysis, the study is expected to produce an effective implementation model of Islamic religious education in creating inclusive and harmonious schools. The findings of this study not only contribute to the theory of Islamic religious education, but can also be a practical reference for other schools in designing educational programs that support harmony and togetherness in diversity.

<b>NO</b>	<b>POSITION</b>	<b>INITIALS</b>
<b>1</b>	Headmaster	MI
<b>2</b>	2 Religious Teachers	NA, NS
<b>3</b>	3 students	GS, AK, RD
<b>4</b>	2 parents	AN, BA

Table 1.1 Interview Respondents

## **RESULTS AND DISCUSSION**

Islamic Religious Education (PAI) has a very important role in the formation of students' character and morals, not only related to understanding religious teachings, but also in instilling universal human values, such as tolerance, mutual respect, and living side by side in diversity. In Indonesia, with its diversity of tribes, religions, races, and groups, strengthening tolerance between religious communities is very relevant, especially in the context of education in elementary schools. One of the major challenges faced in the world of education is how to create an inclusive and harmonious environment, where students not only understand differences, but also appreciate and celebrate that diversity.

Islamic Religious Education, which is often viewed solely as teaching about worship and morals, actually has a very great potential to form an attitude of tolerance among students. By emphasizing the values of peace, justice, unity, and respect for differences, Islamic religious education can be an effective means of fostering a spirit of tolerance among the younger generation. In this case, the proper implementation of Islamic religious education will not only improve students' understanding of religion, but will also strengthen relationships between individuals from different cultural and religious backgrounds.

Amidst these challenges, the implementation of effective Islamic religious education strategies in schools is very important. One of the schools that is the focus of this research is MI Raudlatussalam Besuk in Probolinggo, which has tried to integrate the values of tolerance in every aspect of its learning. Through the curriculum, extracurricular activities, and daily social interactions, this school tries to teach students not only about their religion, but also the importance of living side by side in diversity. By using an approach based on real experiences, this school provides an example of how Islamic religious education can play a role in forming a more inclusive and tolerant society.

In this discussion, various strategies for implementing Islamic religious education applied at MI Raudlatussalam will be reviewed, with the aim of increasing attitudes of tolerance among students. This study will also discuss how the religious education curriculum, extracurricular activities, and social life in schools can be effective vehicles for fostering attitudes of tolerance, both among students of the same religion and those of different religions. In addition, this discussion will explore the challenges

and opportunities faced by the school in implementing these strategies, as well as their impact on the formation of students' character and morals within the framework of tolerance.

### **The Use of Participatory Methods in Increasing Tolerance**

The use of participatory methods in Islamic religious education has proven to be one of the effective approaches to increasing tolerance among students. This method prioritizes the active involvement of students in the learning process, which not only teaches them about religious values, but also strengthens attitudes of mutual respect and appreciation for differences. In the context of Islamic religious education, the participatory approach provides space for students to dialogue, share experiences, and directly interact with their friends who come from various religious and cultural backgrounds.

One of the most prominent applications of participatory methods is through group discussions and case studies in religious learning. Religious teachers at MI Raudlatussalam not only teach religious texts, but also encourage students to discuss Islamic teachings that teach the values of tolerance, such as mutual respect between religious communities. Through this activity, students are invited to share their views on how to overcome differences, whether in religion, culture, or social. In this discussion, the teacher acts as a facilitator who keeps the discussion within a framework of mutual respect and openness to different views. Thus, students not only understand the concept of tolerance in theory, but also apply it in their daily interactions.

In addition to classroom learning, participatory methods are also applied in various extracurricular activities at school, such as leadership training, joint community service, and celebration of religious holidays. These activities provide opportunities for students to work together regardless of religious or ethnic background, which in turn strengthens a sense of togetherness and a spirit of tolerance. For example, in joint community service, students are invited to help each other and complete tasks together, which helps them learn to respect each individual's contribution. In addition, the celebration of religious holidays that are carried out together, such as Eid al-Fitr, Christmas, or Chinese New Year, provides direct experience on how to respect each other and celebrate religious differences in the school environment.

Overall, the use of participatory methods at MI Raudlatussalam has succeeded in creating an inclusive and harmonious learning environment. Students not only gain in-depth knowledge of their religion, but also develop an attitude of empathy and appreciation for differences. They are involved in a process that not only talks about the theory of tolerance, but also applies these values in their social lives. Thus, participatory methods not only increase students' understanding of tolerance, but also teach them how to live in diversity with respect and understanding.

Through the implementation of this participatory method, this madrasah has succeeded in creating an atmosphere that supports the creation of harmonious relationships between students. This method provides an opportunity for students to see firsthand how important it is to respect each other in everyday life. By encouraging them to be actively involved in various aspects of school life, both in the classroom and in extracurricular activities, this school has shown that Islamic religious education based on active participation can be an effective means of fostering a better attitude of tolerance among the younger generation.

As conveyed by (MI) in an interview conducted by the principal of MI Raudlatussalam, Islamic religious education is not only about theological knowledge, but also about the formation of students' character. Therefore, we implement participatory methods in every aspect of learning. We want students to not only listen to lectures or explanations from teachers, but also actively participate in discussions, group activities, and projects that involve collaboration between students. We chose this method because it can help students to better understand the concept of tolerance, because they are directly involved in the process of understanding and implementing it. In Islamic religious learning, for example, we hold group discussions that discuss various Islamic teachings that encourage peaceful coexistence, as well as the importance of mutual respect between religious communities.

In addition, the above statement is also reinforced by religious teachers (NA, NS) who said that we strongly support the use of participatory methods in Islamic religious learning. This method allows students to be actively involved in the learning process, not just listening to lectures from teachers. In every religious lesson, we try to invite students to discuss and interact, both between those of the same religion and those of different religions. This is important to build understanding and tolerance among students. We not only teach Islamic teachings textually, but also invite students to understand how the values of tolerance and mutual respect can be applied in everyday life. For example, in a lesson on the brotherhood of Muslims, I also relate it to the value of tolerance towards other religions, so that they can see how important harmony between religions is in society.

Islamic religious learning at MI Raudlatussalam does not only focus on theological teachings, but is also oriented towards the formation of student character, by emphasizing the importance of the values of tolerance and mutual respect for each other. In order to realize this goal, the school implements a participatory method that invites students to be more active in the learning process. Instead of just listening to lectures or explanations from teachers, students are given the opportunity to participate in discussions, group activities, and joint projects that involve collaboration between each other. With this method, students not only understand Islamic teachings theoretically, but can also practice and internalize the values of tolerance more directly and applicatively.

The application of participatory methods in Islamic religious learning provides space for students to discuss and share views on various aspects of Islamic teachings, especially those related to harmonious and peaceful social life. For example, in learning that discusses the brotherhood of Muslims, students are invited to see how these values can be applied in real life, especially in the context of interfaith relations. The group discussions held not only focus on understanding Islamic teachings textually, but also open up space for students to understand the concept of tolerance in a broader context. Through direct involvement in this learning process, students are expected to be able to build a deeper and more applicable understanding of how to respect each other and live side by side in peace.

The success of this participatory method is increasingly visible when students can interact with their friends who have different religious or cultural backgrounds. Through this interaction, students learn to appreciate differences and accept different views in a constructive way. The participatory method facilitates students to express opinions and listen to the views of others without fear of judgment or judgment. In this case, tolerance is not only learned as an abstract concept, but as an attitude that is lived in everyday life. Students can feel firsthand how important it is to maintain harmony and harmony, both in the school environment and in society more broadly.

Overall, the use of participatory methods at MI Raudlatussalam has proven effective in creating an inclusive and harmonious learning environment. This method not only develops a deeper understanding of religion among students, but also strengthens positive social attitudes, including tolerance, mutual respect, and the ability to collaborate with others who have differences. This is especially relevant in the context of multicultural Indonesia, where it is important for the younger generation to learn to live side by side in diversity. With participatory methods, students are taught to appreciate diversity as a wealth that must be maintained, so that they not only become knowledgeable individuals, but also have good character and are tolerant of differences.

### **Multidimensional Approach in Tolerance Integration**

The implementation of a multidimensional approach in integrating tolerance at MI Raudlatussalam has shown positive results, as seen from discussions with parents and student representatives. Parents (AN, BA) expressed that they were pleased with the approach implemented at the school, which not only teaches religious understanding, but also shapes the character and attitude of tolerance in their children. One parent explained that learning at school involves various aspects, such as extracurricular activities and social interactions, which provide opportunities for children to work together with friends from various backgrounds. This provides an opportunity to practice

the values of tolerance in everyday life, both at school and at home. In addition, good communication between the school and parents allows for strong synergy in supporting children to apply these values of tolerance at home.

Meanwhile, student representatives also gave positive views on the multidimensional approach applied. Students felt that they were invited to not only understand theories of tolerance through religious learning, but also to practice these values in their lives. Through extracurricular activities involving many students with different backgrounds, they learned to work together and appreciate differences. In class, discussions about tolerance were not only taught in religious teachings, but also linked to everyday experiences, both at home and in society. Students felt that this approach gave them a deeper understanding and the ability to interact with friends of different religions or cultures with respect.

This multidimensional approach has proven to be effective because it combines religious learning with active student involvement in various activities. Through group discussions, joint projects, and extracurricular activities, students not only gain knowledge about religious teachings, but also feel the direct impact of implementing tolerance values in their lives. This enriches their experiences and shapes their characters as individuals who are more open, tolerant, and ready to face diversity. Moreover, parental involvement in supporting the implementation of these values at home also strengthens the success of this approach.

Overall, the multidimensional approach applied at MI Raudlatussalam not only strengthens students' understanding of Islamic teachings, but also teaches them about the importance of living side by side with others in diversity. By involving various dimensions of education, both at school and in daily social interactions, students can learn to appreciate differences, work together in diversity, and develop a strong attitude of tolerance. This approach proves that tolerance education needs to be carried out not only in the classroom, but also through direct experiences that can shape students' attitudes and characters in their daily lives.

## **Discussion Results**

The implementation of participatory methods in Islamic religious learning has shown significant results in creating an inclusive and harmonious learning environment. Based on interviews with the principal and religious teachers, this method was chosen to invite students to be actively involved in the learning process. The principal emphasized that with this method, students do not only act as passive listeners, but also as active participants in discussions, group activities, and joint projects. One example that was implemented was a group discussion that discussed Islamic teachings related to peaceful coexistence and mutual respect between religious communities. This gave students the opportunity to share views, learn from the experiences of their friends, and strengthen their understanding of tolerance.

This participatory method has proven effective because it allows students to better understand and internalize the value of tolerance through direct experience. In the learning process, they not only get theory, but can also practice tolerance in everyday life, especially when interacting with friends who have different religious or cultural backgrounds. For example, in a lesson on Muslim brotherhood, the teacher links the teachings of brotherhood with the value of tolerance towards other religious communities, so that students not only understand the importance of brotherhood among Muslims, but also understand the importance of harmony between religious communities. With this method, students not only learn about religion textually, but also apply it in the form of social practices that are relevant to their lives.

In addition, the multidimensional approach implemented at MI Raudlatussalam also received positive support from parents and student representatives. Parents stated that this approach had a significant impact on their children's character. They observed that learning at school not only taught religious teachings, but also introduced the values of tolerance through various activities, including extracurricular activities and social interactions at school. In extracurricular activities, students work together in diverse

teams, which gives them the opportunity to get to know each other and learn to appreciate differences. Parents also felt that good communication between school and home greatly supported their children in internalizing the values of tolerance and mutual respect in everyday life.

From the students' perspective, they expressed that this multidimensional approach gave them a deeper understanding of the importance of tolerance. Students felt more prepared to interact with friends from different religious backgrounds, because they not only learned about tolerance in the context of Islam, but also had first-hand experience in various activities that involved differences. Activities such as group projects and interactions in extracurricular activities helped them deal with differences with a more open and respectful attitude. They also felt that with this approach, the school had created an inclusive environment that values diversity, which in turn increased the sense of safety and comfort for each student.

Overall, both participatory methods and multidimensional approaches have proven effective in promoting tolerance values at MI Raudlatussalam. Both approaches complement each other, with the participatory method providing space for students to interact and learn from direct experience, while the multidimensional approach combines various dimensions of learning to strengthen the application of tolerance values in everyday life. With parental support and student involvement in various activities, tolerance values become not only learning materials, but also part of the behavior and attitudes practiced in their social lives.

Illustration diagram of the strategy for implementing Islamic religious education to increase tolerance between students in schools, below;

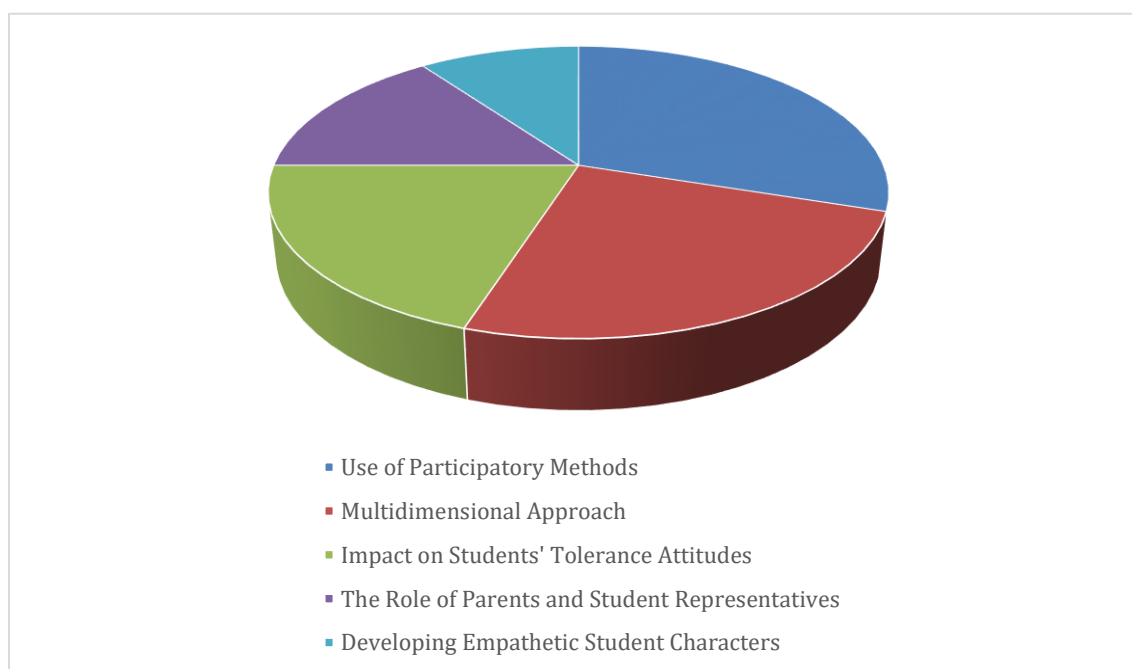


Diagram 1.1 Strategy for Implementing Islamic Religious Education to Increase Tolerance Between Students in Schools

## CONCLUSION

From the discussion that has been done, it can be concluded that the application of participatory methods in Islamic religious learning at MI Raudlatussalam Besuk has proven effective in creating an inclusive and harmonious learning environment. Through this approach, students are not only passive listeners, but are actively involved in discussions, group activities, and joint projects. Group discussions involving Islamic teachings on tolerance and mutual respect between religious communities provide opportunities for students to share views, learn from each other, and strengthen their understanding of the importance of harmony in diversity. This method not only teaches the theory of tolerance, but also allows students to apply it in everyday life, both in the classroom and through social interactions outside the classroom. The application of

participatory methods at MI Raudlatussalam shows that Islamic religious teachings do not only focus on theological knowledge, but also on character formation that includes the values of tolerance, mutual respect, and peaceful coexistence.

In addition, the multidimensional approach implemented at MI Raudlatussalam also has a significant positive impact on the formation of students' tolerance attitudes. This approach involves various dimensions of education, including religious learning, extracurricular activities, and daily social interactions. Students learn to work together in diverse teams, both in the classroom and in activities such as community service and celebrations of religious holidays. Parents also expressed that they fully support this approach, because the values of tolerance taught in schools can be practiced in everyday life, both at home and in other social environments. Parental involvement in supporting tolerance education also plays an important role in strengthening students' understanding and attitudes of tolerance.

This multidimensional approach also received appreciation from students who felt that they were better prepared to interact with friends from different religious and cultural backgrounds. Through extracurricular activities and group projects, students learned to appreciate differences and strengthen their sense of togetherness. This shows that tolerance education at MI Raudlatussalam is not only carried out in the classroom, but also outside the classroom through direct experiences that enrich students' understanding of diversity and tolerance. Thus, this approach enriches students' experiences, shaping their characters as individuals who are more open, empathetic, and ready to face diversity in society.

Overall, the combination of participatory methods and multidimensional approaches at MI Raudlatussalam has succeeded in creating an inclusive, safe, and respectful educational environment. Both approaches support each other in building the character of students who are not only intelligent in academics, but also have a strong attitude of tolerance, which is very important in life in a multicultural society. This shows that Islamic religious education based on active participation and integration of various dimensions of life can be the key to creating a young generation who not only understand their religion, but are also able to live side by side with full understanding and respect for differences.

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