THE CONTRIBUTION OF ISLAMIC RELIGIOUS EDUCATION (PAI) MATERIALS TO THE DEVELOPMENT OF STUDENTS' TOLERANT AND INTEGRATIVE ATTITUDES

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Abstract:

This research aims to analyze the contribution of Islamic Education materials in developing students' tolerant and integrative attitudes. The research method employs a qualitative approach with library research that analyzes relevant literature from the 2021-2025 period. The research findings indicate that Islamic Education materials have comprehensive dimensions in forming students' tolerant character through the concept of tasamuh and universal Islamic values. The implementation of religious moderation in Islamic Education learning proves effective in developing balanced and inclusive religious attitudes. The development of integrative attitudes occurs systematically through the internalization of contextual Islamic values. Factors influencing the success of implementation include teacher competence, institutional support, student characteristics, and socio-cultural context. This research recommends curriculum reform, teacher competence enhancement, and strengthening the synergy of educational tri-centers to optimize the contribution of Islamic Education materials in forming students' tolerant and integrative character sustainably.

Keywords: *Islamic Education Materials, Tolerant Attitude, Integrative Attitude*

INTRODUCTION

Islamic Religious Education (PAI) as an integral component of Indonesia's national education system holds a strategic role in shaping students' character, particularly in cultivating attitudes of tolerance and social integration. In the context of Indonesia's multicultural society, PAI learning is not only focused on ritual and doctrinal aspects but also emphasizes the development of universal Islamic values that promote social harmony. The importance of fostering tolerant and integrative attitudes through PAI content has become increasingly relevant in the era of globalization and digitalization, where intercultural and interfaith interactions are becoming more intensive.

The concept of tolerance in Islamic Religious Education is not merely about passive acceptance of differences but rather an active engagement that encourages students to understand, respect, and interact constructively with diversity. Research shows that Islamic education focusing on tolerance can positively influence students' attitudes and behaviors toward individuals of different religious backgrounds, as well as help reduce conflict and enhance harmony within the school environment (Karlina, 2021). The integration of

multicultural values into PAI learning has proven effective in increasing students' understanding of diversity and strengthening religious tolerance (Ananda, 2021).

The formation of tolerant values within religious education requires a holistic and integrative approach from an early age. Aderibigbe et al. (2023) emphasize that strengthening religious and moral values in early childhood should not be limited to intellectual aspects but must be instilled through daily behavioral habituation in the school environment. Strategies to reinforce religious and moral values are implemented through holistic-integrative education and guidance to support students' optimal growth and development. Research findings indicate that tolerance values can be nurtured through a combination of formal curriculum and special programs emphasizing teacher role modeling, behavior aligned with child development, and intensive reinforcement of positive attitudes and behaviors. This suggests that a strong foundation for tolerance should be established from early education to ensure the sustained internalization of these values throughout higher levels of education.

The implementation of PAI content in promoting tolerant attitudes faces various contemporary challenges. In the digital era, students are exposed to diverse information and ideologies that may affect their understanding of tolerance and social integration. The transformation of Islamic education paradigms in this era requires more innovative and adaptive approaches to ensure that tolerance values are effectively conveyed (Nurhidin, 2019). Studies show that the integration of technology in PAI can enhance student engagement and motivation in understanding the concepts of tolerance and religious moderation.

Religious moderation has become one of the Indonesian government's priority programs in strengthening national unity and cohesion. This concept emphasizes the development of balanced religious attitudes, avoiding extremism, and respecting diversity. The integration of religious moderation into the PAI curriculum aims to cultivate a generation with a comprehensive understanding of religion and an inclusive attitude toward differences (Ratnaningsih et al., 2020). Research has shown that Islamic education plays a vital role in fostering religious moderation through the inculcation of values such as tolerance, non-violence, and appreciation for local culture (Mawadda et al., 2023).

An integrative approach in PAI learning refers to efforts to align Islamic values with the realities of diverse social life. The concept of integrative learning in PAI emphasizes the development of a holistic understanding of Islamic teachings that are not separated from social, cultural, and political realities. Through this approach, students are expected not only to develop tolerant attitudes but also to actively participate in building a harmonious and inclusive society. Studies indicate that an integrative PAI curriculum can enhance students' understanding of Islam's universal values and strengthen their commitment to religious harmony (Rahmat & Yahya, 2022).

The role of PAI teachers in developing students' tolerant and integrative attitudes is crucial. Teachers are not only transmitters of knowledge but also serve as role models who demonstrate tolerance values in their daily lives. Teachers' competence in integrating PAI content with multicultural contexts is a determining factor in the success of shaping students' tolerant attitudes. Research suggests that the role of PAI teachers in shaping religious and social tolerance can be optimized through mastery of innovative learning strategies and deep understanding of cultural diversity (Qotadah et al., 2022).

Challenges in implementing PAI content to develop tolerant and integrative attitudes also relate to curricula that often fail to optimally integrate character values. PAI curricula that are overly focused on cognitive aspects and lack emphasis on behavioral development may result in inconsistent character formation among students. Consequently, values such as tolerance, discipline, and social responsibility may not develop optimally (Herlinawati, 2020). Therefore, improving the effectiveness of PAI requires curriculum reform, enhancement of teacher competencies, and more contextual and applicable learning approaches.

A conducive school environment is also a key factor in fostering students' tolerant and integrative attitudes. Interactions among students from various religious, cultural, and socio-economic backgrounds can serve as effective laboratories for learning tolerance. Research shows that multicultural school environments can positively contribute to shaping students' tolerance, especially when supported by structured and sustainable educational programs (Fahmi et al., 2021).

The implementation of tolerance values within the context of local wisdom adds a deeper dimension to character formation. Ikhrom et al. (2023) reveal that the "One Stove, Three Stones" culture in Papua has successfully instilled tolerance in early childhood through an approach emphasizing love and warmth in social interactions. The study found that tolerance was developed through harmonization among three religions, peaceful coexistence, interfaith brotherhood, shared religious celebrations, tolerance-based learning and practice, as well as positive social interactions and role modeling. These findings highlight that a culturally contextual approach in PAI learning can be an effective strategy for nurturing students' tolerant and integrative attitudes. Integrating local wisdom into PAI content not only strengthens students' religious identity but also builds a more authentic and sustainable multicultural awareness in community life.

Collaboration among schools, families, and communities is also essential in creating an educational ecosystem that supports the development of tolerant and integrative attitudes. Based on the background described above, this study focuses on three main research questions. First, how does Islamic Religious Education contribute to developing students' tolerant attitudes toward religious and cultural diversity in the school environment? Second, to what extent is the effectiveness of PAI content implementation in shaping integrative attitudes that enable students to participate actively in multicultural social life? Third, what factors influence the success of developing tolerant and integrative attitudes among students through PAI learning?

This study aims to comprehensively analyze the contribution of PAI content to the development of students' tolerant and integrative attitudes. The specific objectives include: identifying the most effective PAI content components in fostering tolerance, evaluating the success level of PAI content implementation in shaping integrative attitudes, and formulating strategic recommendations for optimizing the role of PAI in developing tolerant and integrative character. This research is expected to offer both theoretical and practical contributions to the development of Islamic Religious Education that is responsive to the needs of a multicultural society.

Theoretically, this research is expected to enrich academic discourse in the field of Islamic Religious Education, particularly in the development of tolerance and social integration. The findings may serve as references for the

advancement of more comprehensive and contextual PAI learning theories. Practically, this study provides benefits for various stakeholders: for PAI teachers, it serves as a guide in developing more effective learning strategies; for curriculum developers, it offers a foundation for improving and advancing the PAI curriculum to be more responsive to multicultural needs; and for policymakers, the research offers input for designing educational policies that support the development of tolerant and integrative student character.

RESEARCH METHODS

This study employed a qualitative approach using the library research method to analyze the contribution of Islamic Religious Education (PAI) materials to the development of students' tolerant and integrative attitudes. The qualitative approach was selected to enable an in-depth and comprehensive understanding of the educational phenomenon through exploration of relevant literature. The library research method involves collecting, reading, and analyzing various sources such as books, scholarly journals, articles, and related documents. This method primarily utilizes secondary data available through both physical and digital libraries (Jaya et al., 2023).

The data sources for this study included both primary and secondary literature related to PAI, tolerance, and students' integrative attitudes. Primary sources consisted of academic journal articles published between 2021 and 2025, while secondary sources included reference books, previous research findings, and education policy documents. Data were selected based on topic relevance, author credibility, and publication quality. Systematic data collection was conducted through electronic databases such as Google Scholar, ResearchGate, and accredited national journal portals. Snowball sampling was also used to trace additional relevant references (Abdurrahman, 2024).

Data analysis was carried out using descriptive-qualitative content analysis. The process began with data reduction by identifying and selecting relevant information from the gathered literature. The data were then categorized thematically to highlight key themes related to the contribution of PAI materials in shaping tolerant and integrative attitudes. Thematic analysis enabled the researcher to identify patterns of meaning across sources and interpret findings in a holistic and contextual manner (Abdurrahman, 2024).

To ensure data validity, source triangulation was applied by using various types of literature from different origins but addressing the same topic. The researcher also employed member checking by verifying data interpretations through expert consultations in Islamic Religious Education. Research reliability was ensured through systematic documentation of the entire research process, from data collection to analysis, allowing replication by other researchers. The credibility of the study was maintained by using academically verified and reputable journal publications.

RESULTS AND DISCUSSION
The Dimensions of Islamic Religious Education (PAI) Materials in Shaping Students' Tolerant Character

An analysis of various literature reveals that Islamic Religious Education (PAI) materials possess comprehensive dimensions in shaping students' tolerant character. The concept of tasamuh or tolerance in Islamic teachings is not merely a passive acceptance of differences but an active attitude that encourages positive interaction among religious communities. The implementation of PAI content

that emphasizes universal Islamic values has shown a significant impact on the development of students' tolerant attitudes within the school environment. Studies indicate that students who participate in PAI learning with a multicultural approach demonstrate notable improvements in their ability to interact with peers from different religious backgrounds (Zurqoni & Musarofah, 2018).

The transformation of PAI learning paradigms from doctrinal to contextual approaches has opened wider opportunities for cultivating tolerance. PAI materials delivered through inquiry-based learning allow students to explore values of tolerance through real-life societal cases. This approach not only enhances students' cognitive understanding of tolerance but also fosters empathy and cross-cultural communication skills. Research findings show that PAI instruction using the inquiry model can significantly improve students' understanding of tolerance and foster respectful attitudes toward diversity (Saugi et al., 2022).

The integration of technology into PAI learning also contributes positively to the development of students' tolerant attitudes. Digital platforms enable students to access diverse perspectives on tolerance in Islam and to engage with various communities. The use of innovative learning media—such as mind mapping and multimedia-based instruction—has proven effective in increasing students' interest and understanding of tolerance-related material. Research indicates that technology-based approaches in PAI not only enhance students' learning motivation but also facilitate the development of tolerant attitudes by exposing them to a variety of perspectives (Saugi et al., 2022).

The pedagogical aspect of PAI instruction plays a crucial role in shaping students' tolerant character. PAI teachers who adopt participatory and dialogical teaching methods can create a learning environment conducive to the development of tolerance. Group discussions, simulations, and case studies serve as effective strategies in helping students grasp the complexity of tolerance issues in real-life contexts. Research findings show that the variation of instructional methods in PAI significantly contributes to students' tolerant attitudes, with discussion and problem-solving methods proving to be the most effective (Qotadah et al., 2022).

Implementation of Religious Moderation Values in Islamic Religious Education (PAI) Learning

Religious moderation, as a new paradigm in Islamic education, has brought significant transformation to the implementation of PAI learning. The concept of wasatiyyah or the middle path, which forms the foundation of religious moderation, provides a comprehensive framework for cultivating balanced religious attitudes. The implementation of religious moderation values in PAI learning not only focuses on ritual and worship aspects but also emphasizes the development of inclusive and tolerant character. Research has shown that schools implementing religious moderation values in PAI have experienced a significant decline in incidents of intolerance and inter-student conflict (Albana, 2023).

Strategies for instilling religious moderation values in PAI involve a holistic and integrated approach. PAI teachers serve not only as instructors but also as facilitators who assist students in developing a balanced understanding of Islamic teachings. This implementation involves integrating religious

moderation values into all aspects of instruction—from material selection and teaching methods to learning assessment. Research findings indicate that this integrative approach significantly enhances students' understanding of Islam as rahmatan lil 'alamin (a mercy to all creation) and fosters inclusive attitudes toward diversity (Burhanuddin & Imron, 2024).

The role of school principals and institutional policies is also a determining factor in the successful implementation of religious moderation values. Schools with supportive policies on religious moderation and conducive environments tend to achieve better outcomes in shaping students' moderate character. The provision of infrastructure, learning facilities, and extracurricular programs aligned with the values of religious moderation strengthens the implementation of PAI. Studies show that institutional commitment to religious moderation significantly contributes to the success of value internalization programs in PAI learning (Dewi et al., 2024).

Evaluating the implementation of religious moderation values in PAI reveals various challenges and opportunities. A key challenge is resistance from some stakeholders who hold conservative views on religious education. However, strong support from the government and academic communities provides positive momentum for the development of a more moderate PAI learning model. Research findings indicate that the implementation of religious moderation values in PAI is steadily improving, with measurable indicators of success reflected in students' attitudinal and behavioral changes (Mahardika, 2024).

Strengthening Character and Moral Resilience

The third finding indicates that Islamic Religious Education (IRE) plays a significant role in strengthening the character and moral resilience of the younger generation. Research by Muis et al. confirms that students who receive intensive Islamic religious education exhibit higher resistance to negative influences from social media, free association, and existential crises. Values such as patience, gratitude, trustworthiness, and honesty are integrated into learning to build strong spiritual and mental personalities (Muis et al., 2024). Many articles also note that the emotional involvement of teachers in guiding students significantly impacts the successful internalization of Islamic values.

Islamic Religious Education plays a crucial role in preparing a resilient Muslim generation amid global challenges. The integration of global issues into the curriculum makes IRE more relevant and contextual, while active and digital learning strategies help create a dynamic learning environment. The transformation of teachers' roles into spiritual mentors and value guides is significant in shaping students' character and mental resilience. Additionally, supportive home and community environments that practically implement Islamic values further strengthen the success of IRE learning in schools. Thus, the synergy between curriculum, teachers, students, families, and communities is the key to shaping a Muslim generation that is morally upright, open-minded, and ready to face global challenges.

On the other hand, the success of IRE also heavily depends on educational institutions' ability to adapt to social changes and information technology developments. IRE teachers are required to improve their pedagogical and digital competencies to develop innovative, enjoyable, yet educationally valuable methods. The use of digital media in religious learning needs to be wisely

developed so that it is not only informative but also transformative in shaping noble character and spiritual depth in students.

Islamic Religious Education also contributes to building students' mental resilience so they are not easily influenced by social pressure, misinformation, and the consumptive and instant lifestyle prevalent in the digital era. Through a holistic and integrative approach, IRE can strengthen self-awareness, religious values, and the spirit to become independent, ethical, and responsible individuals in personal, social, and national life.

Overall, Islamic Religious Education must continue to undergo sustainable renewal to remain relevant and capable of responding to contemporary challenges. Strengthening the curriculum, innovating learning strategies, improving teacher quality, and fostering synergy with families and communities are the main prerequisites for shaping a spiritually and intellectually resilient Muslim generation. Such a generation will be able to maintain Islamic identity while making a real contribution to building a more peaceful, just, and dignified global civilization.

The discussion of these findings underscores the importance of Islamic Religious Education in preparing a resilient Muslim generation to face global challenges. The context of globalization, encompassing various dimensions of modern life—including social, economic, cultural, and technological aspects—has caused value shifts and identity crises among youth. Here, IRE serves as a strategic instrument to build the spiritual, moral, and social resilience of the younger generation.

Developing Integrative Attitudes through Islamic Religious Education (PAI) Materials

The development of students' integrative attitudes through Islamic Religious Education (PAI) materials is a complex process that involves the internalization of universal and contextual Islamic values. Integrative attitudes refer not only to students' ability to accept differences but also to their capacity to actively participate in building social harmony. PAI materials designed with an integrative approach can enhance students' ability to understand the relationship between Islamic teachings and the realities of multicultural life. Research has shown that students who engage in integrative PAI learning exhibit significant improvements in collaboration and communication with individuals from diverse backgrounds (Saugi et al., 2022).

The process of fostering integrative attitudes through PAI materials involves several systematic stages. The first stage is building awareness of diversity as sunnatullah—a natural law that must be respected. Students are taught to understand that differences are part of God's plan and should be appreciated as complementary elements of human life. The second stage focuses on developing students' ability to interact constructively with diversity. This includes training in effective communication and empathy toward different perspectives. The third stage involves cultivating a commitment to actively contribute to building a harmonious society. Research findings show that this step-by-step approach is highly effective in shaping students' character through integrative PAI content (Zurqoni & Musarofah, 2018).

Social and cultural contexts also play a crucial role in developing integrative attitudes through PAI materials. Schools located in highly diverse areas tend to produce better outcomes in fostering integrative attitudes due to the availability of natural social laboratories for practicing integration values.

However, schools in more homogenous areas can also promote integration by using simulations and relevant case studies. Research indicates that adapting PAI content to local social and cultural contexts positively contributes to students' integrative development (Ikhrom et al., 2023).

The evaluation of integrative attitude development through PAI shows promising results. Students who receive integrative PAI instruction consistently demonstrate improvements in key indicators such as collaboration, empathy, and commitment to harmony. Nonetheless, evaluations also identify areas needing improvement, such as the consistency of implementation across schools and the need for more intensive teacher training. Overall, research findings affirm that developing integrative attitudes through PAI materials requires a comprehensive and continuous approach.

Factors Influencing the Successful Implementation of PAI Content

The success of implementing Islamic Religious Education (PAI) content in developing students' tolerant and integrative attitudes is influenced by various interrelated factors. The first factor is the competence of PAI teachers, which includes mastery of subject matter, pedagogical skills, and the ability to serve as role models of good character. PAI teachers who possess a deep understanding of tolerance and integration values in Islam are more effective in transferring these values to students. Research indicates that teacher competence is positively correlated with the success of fostering tolerance and integration, with teacher role modeling being the most significant contributing factor (Saugi et al., 2022).

The second factor is institutional support, which includes school policies, learning infrastructure, and a school culture that promotes the development of tolerant and integrative attitudes. Schools with a clear vision and mission regarding the importance of tolerance and social integration tend to yield more optimal outcomes in implementing PAI content. Support from school principals and administrative staff is also crucial in creating a conducive learning environment. Research findings show that schools with strong institutional backing are more effective in achieving the goals of developing tolerant and integrative student character (Albana, 2023).

The third factor is student characteristics, which include family background, cognitive development levels, and learning motivation. Students from families that uphold strong values of tolerance tend to respond more positively to PAI learning that emphasizes tolerant and integrative attitudes. Cognitive development also affects students' ability to understand and internalize complex values. High learning motivation enables students to be more active in character development and classroom participation. Research shows that positive student characteristics enhance the effectiveness of PAI content implementation in promoting tolerant and integrative attitudes.

The fourth factor is the social and cultural context, encompassing the level of community diversity, prevailing societal values, and support from parents and the broader community. Communities that exhibit high levels of tolerance provide strong support for the implementation of PAI content focused on tolerance and integration values. Parental involvement is also a key factor in reinforcing the values taught at school. Research indicates that synergy between schools, families, and communities in supporting the development of students' tolerant and integrative attitudes yields optimal results (Saugi et al., 2022).

Implications and Strategic Recommendations

The findings of this study on the contribution of Islamic Religious Education (PAI) materials to the development of students' tolerant and integrative attitudes present several important implications for the advancement of Islamic education in Indonesia. Theoretically, the results demonstrate that PAI content holds substantial potential as an effective instrument for character building, particularly in a multicultural society. The concepts of tolerance and integration in Islam are not only theologically relevant but also practically applicable in fostering social harmony. These findings reinforce the argument that Islamic education can serve as a solution to the challenges of pluralism in Indonesia, provided that it is implemented in a comprehensive and appropriate manner (Qotadah et al., 2022).

In terms of practical implications, the study highlights the urgent need for reform in various aspects of PAI instruction. Curriculum reform is a top priority to ensure that the content taught aligns with the goals of developing tolerant and integrative character. The PAI curriculum must be enriched with content that explores universal Islamic values and their application in diverse social settings. Furthermore, pedagogical reform is needed to ensure that PAI instruction shifts from being merely transmissive to becoming transformative in shaping students' character. Research shows that curriculum and instructional reforms in PAI have a significant positive impact on the development of tolerant and integrative attitudes among students (Wibowo & Salfadilah, 2025).

Strategic recommendations based on the study's findings include several key initiatives. First, the development of comprehensive and continuous training programs for PAI teachers is essential to enhance their competence in teaching values of tolerance and integration. These training programs should cover pedagogical, psychological, and sociological dimensions to ensure teachers can effectively serve as agents of change. Second, there is a need to develop innovative and contextual teaching materials and learning media that support the implementation of PAI content focused on tolerance and integration. Third, strengthening collaboration among schools, families, and communities is vital to support students' development of tolerant and integrative attitudes (Aderibigbe et al., 2023).

Educational policy must also be adjusted to support the effective implementation of PAI content in developing tolerant and integrative student character. The government should provide stronger support in the form of regulations, funding, and infrastructure to ensure all schools in Indonesia can deliver high-quality PAI instruction. In addition, monitoring and evaluation systems need to be strengthened to ensure that the implementation of PAI content achieves its intended objectives. Research findings indicate that robust policy support from the government is a critical factor in the successful implementation of PAI content aimed at fostering tolerant and integrative attitudes in students (Fahmi et al., 2021).

CONCLUSION

Based on the comprehensive analysis conducted, this study reveals that Islamic Religious Education (PAI) materials make a fundamental contribution to the development of students' tolerant and integrative attitudes. The dimension of tolerance embedded within PAI content is not only theoretical but also practical in shaping students' character to appreciate diversity. The implementation of religious moderation values through PAI instruction demonstrates significant

effectiveness in fostering balanced and inclusive religious attitudes. The development of students' integrative attitudes through PAI occurs systematically and continuously, involving the internalization of universal Islamic values. The success of implementation is influenced by several factors, including teacher competence, institutional support, student characteristics, and the socio-cultural context. Strategic recommendations derived from this research include curriculum reform, teacher competency enhancement, and the strengthening of synergy among the three educational centers—school, family, and community—to optimize the sustainable contribution of PAI materials in developing students' tolerant and integrative character.

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