

Tolerance Among Students: A Case Study at a High School in Palangka Raya City

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Abstract: The increasingly widespread intolerance on social media has raised concerns about its impact on social interactions among students, especially in educational environments. It is feared that this intolerance could form students' negative attitudes towards diversity. Therefore, it is important to implement tolerance education from an early age in schools to instill an attitude of mutual respect for differences. This research aims to analyze the strategies used by teachers in developing attitudes of tolerance among students at SMA Negeri 2 Palangka Raya. This research is descriptive qualitative in nature with research subjects consisting of Islamic religious teachers, Christian religious teachers, and 10 students. Data collection techniques were carried out through observation, in-depth interviews and documentation, while data analysis techniques used the Miles and Huberman model. The results of this study describe teacher strategies in developing attitudes of tolerance covering several aspects, such as acceptance, respect, educational environment, social prejudice, freedom, and personality, through habituation and coaching strategies applied in intracurricular, co-curricular, and extracurricular activities.

Keywords: Tolerance, Religious Teacher Strategy, Studen.

Introduction

Discussions about religion became a hot topic after the 11/9 incident in America. After that, the emergence of various forms of violence was motivated by a textual understanding of religious teachings and the denial of other perspectives in understanding religious teachings. This condition then gave birth to exclusivism in religion and gave birth to truth claims (Isnaini, 2021; Surawan et al., 2022). This is according to Soroush's, (2000) due to misunderstanding when talking about sharia or *fiqh* is only interpreted narrowly. In the context, Indonesia as a pluralistic nation starting from the cultural, ethnic, linguistic, and religious aspects, certainly has the potential for conflict, especially religious conflict (Santoso et al., 2023). Considering that from a religious point of view, this country has developed various major religions in the world

such as Islam, Christianity, Catholicism, Hinduism, Confucianism and Buddhism. Apart from religion, local streams and beliefs also grow and develop in no fewer large numbers (Fitriyana, 2020).

On e of the efforts to maintain its religious diversity with the unity of the Indonesian nation is religious tolerance with the willingness of religious communities to coexist peacefully with adherents of other religions (Sayyi & Afandi, 2023). Conflicts between religious communities can be avoided if tolerance is continuously maintained and developed (Arlina et al., 2023). Many conflicts between religious communities are caused by an attitude of feeling the most righteous without seeing the truth of others (Melasari et al., 2021; Setia, 2021). The attitude of Muslims towards adherents of other religions has been emphasized in the Qur'an, namely, to be kind to them and not to use religious differences as an excuse not to

carry out cooperative relations with them, especially being intolerant towards them (Pramana & Noor, 2024). There is no prohibition for Muslims to help anyone if they are not hostile to Muslims, do not insult their religious symbols or expel Muslims from their country (Fadholi, 2022). As happened in one of the vocational schools in Padang, requiring non-Muslim students to wear the hijab at school. The rule that came from the school was opposed by the parents of the students concerned. Suddenly the news that non-Muslim students were required to wear the hijab went viral. Finally, the public considered that the school was still unable to teach tolerance to its students (Meilani & Fatmawati, 2022).

In contrast to the condition of the people of Palangka Raya City, which is plural with a variety of cultures and religions, is able to maintain a sense of security for differences. Researchers observed in several schools showed that some students had understood tolerance, but this attitude needs to be developed so that differences are maintained. Data from the Ministry of Religion of the City of Palangka Raya in 2009 recorded its population consisting of 59.62% Muslims, 5% Catholic, 31.52% Protestant, 3.87% Hindu, 0.65% Buddha, and 0.53% Kaharingan, this is indicating that the city of Palangka Raya is an area that has a diversity of religions (Abubakar et al., 2018). This study aims to observe social and religious relations among students in SMA Negeri 2 Palangka Raya, where the school responds to pluralism through symbolic and functional activities in encouraging religious harmony. Student social tolerance values can be seen from good relations and comfort despite having different beliefs, by emphasizing friendship. Religious teachings about tolerance have limits so as not to touch other beliefs. The teacher develops tolerance through learning (intra-curricular), external activities (co-curricular) visits, as well as extracurricular activities to prevent intolerance in heterogeneous Indonesian society.

Materials and Methods

This type of research uses a descriptive qualitative research design (Bogdan & Biklen, 2006; Strauss & Corbin, 1998; Zakiah, 2020) to find out the strategy of religious teachers in developing an attitude of tolerance in students with research locations at SMA Negeri 2 Palangka Raya. The subjects in this study were Islamic and Christian religion teachers while the OSIS coaches, students, and students (Muslim and Christian) served as informants. Data collection techniques using observation (Mardawani, 2020), in-depth interviews, and documentation (Ismail, 2021). The data validation technique uses source triangulation, while the data analysis technique uses the Miles and Huberman model which includes data collection, data presentation, data reduction, and conclusions (Sugiyono, 2019).

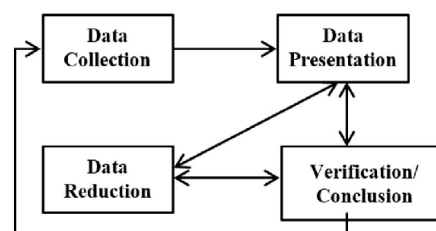


Diagram 1. Data Analysis

Results and Discussion

Result

The strategy of Islamic and Christian Religious Teachers in Developing Tolerance

Teachers strategies at SMA Negeri 2 Palangka Raya in developing tolerance pay attention to various aspects, including: aspects of accepting and appreciating, aspects educational environment, aspects social prejudice, aspects freedom, and aspects personility. The explanation is as follows:

Aspects of Accepting and Appreciating

The Islamic Religion teacher of SMA Negeri 2 Palangka Raya said that "the attitude of acceptance is intended to make students easily accept various kinds of differences by communicating and asking

for opinions to friends of different religions in order to have an opinion about Islam and become an ingrained attitude to continue to accept other people's opinions." From BH's opinion, EL as a Christian Religion teacher at SMA Negeri 2 Palangka Raya also confirmed it by saying that "every student has a different mindset. So do not let these various differences make students not respect each other. Of course, we must support each other's strengths and weaknesses." Another opinion from Muslim and Christian students said "that accepting friends who think differently is also a common thing in everyday life, but still at the level of reminding each other not to fall into negative things." Thus, the aspect of accepting and respecting between religious communities in SMA Negeri 2 Palangka Raya based on statements from BH, EL, DY, and ER corresponds to a moderate level of tolerance.

Aspects Educational Environment

The Islamic teacher at SMA Negeri 2 Palangka Raya said that "the educational environment intended to support the tolerance movement is the existence of activities that involve all parties and not just one group." Another statement delivered by the Christian Religion teacher, that "with the construction of a place of worship, it will foster mutual respect. Especially in normal conditions on Friday, not only Muslims perform Friday prayers, but Christians and other religions also worship in the places of worship that have been provided." In line with this, DY as a Muslim student and ER as a Christian student also said that "with regard to the educational environment, they always maintain harmony at school, both in activities and in the learning process, in other words, the environment can inhibit the growth of positive and bad traits and develop good traits." Thus, the educational environment at SMA Negeri 2 Palangka Raya has supported the formation of tolerance through activities that build good relations with the aim of forming students' attitudes that are tolerant of ethnicity, organization and religion.

Aspects Social Prejudice

In the research at SMA Negeri 2 Palangka Raya on social prejudice, BH said that "religious teachers still play an important role towards their students

outside of school. Good coordination and communication between religious teachers is needed to reduce and prevent students from doing things that can cause negative prejudice." EL also said that "the guidance of religious teachers is very necessary considering that students still have unstable thinking, so the guidance provided by religious teachers can provide sustainable good prejudice thinking. Social prejudice can also be formed due to certain group patterns in viewing a problem." On the other hand, in DY's view as a student of Islamic religion said that "social prejudice can have a bad impact if it is continuously carried out, namely the more disputes that arise due to bad social prejudice." However, ER, a Christian student, said that "there are several factors that cause the emergence of prejudice, namely the learning environment and student learning outcomes." Overall, the findings emphasize the importance of the active role of religion teachers and a positive learning environment in preventing social prejudice in schools.

Aspects Freedom

In the interview at SMA Negeri 2 Palangka Raya, BH as an Islamic Religion teacher emphasized the importance of expressing opinions in class. Learning about tolerance in class, students are given 1 lesson hour to discuss phenomena that occur related to tolerance. At that time students have the freedom of opinion. Then EL as a Christian religion teacher also mentioned that "in the freedom of thought and opinion there are also certain limits, which should not be used as material to act excessively towards others." One of the students of SMA Negeri 2 Palangka Raya stated that "freedom certainly has various kinds of freedom such as freedom of thought, freedom of opinion, freedom to act on one's own accord. So that students have the freedom to choose their way of thinking carefully." Thus, at SMA Negeri 2 Palangka Raya, the learning about tolerance provides students with the opportunity to express their opinions freely, yet within the boundaries that have been set.

Aspects Personility

BH as an Islamic Religion teacher at SMA Negeri 2

Palangka Raya said that "Personality can be assessed from the personality of the teacher himself. Because it is an example, the approach to students must also be carefully adjusted." In contrast to BH, EL said that "everything done reflects a student. If the student is good in the community, then the school will also be judged as good. Vice versa, the community's judgment will be unfavorable if the attitude shown by a student does not reflect a good personality." This shows that the personalities of students and teachers influence each other and have a significant impact on the formation of tolerant attitudes and other positive values at school.

By paying attention to the various aspects above, the strategies applied by religion teachers at SMA Negeri 2 Palangka Raya is:

Habituation Strategy

Habituation strategy is a strategy for Islamic Religion teachers at SMA Negeri 2 Palangka Raya in fostering tolerance attitudes in students and can be done through simple activities that have benefits for many people. One of them is community service carried out in the school environment. BH stated that "in the community service activities, the teacher directs students to clean the place of worship together, as a form of applying the value of rahmatan lil alamin. Students are given directions to work together to clean the yard area." The next habit conveyed by EL is mutual cooperation in religious activities. The activity in question does not mean interfering in embracing other religions but will help the implementation of the event considering that at school there are often celebrations of religious holidays. On the other hand, one of the students, DY, said that "there is indeed an ustadz who always tells us to mingle when carrying out activities together with certain restrictions." Thus, the habituation strategy at SMA Negeri 2 Palangka Raya is the existence of community service activities in the school environment, as well as helping each other to succeed religious activities with the intention of increasing students' ability to adapt and act in accordance with applicable demands.

Coaching Strategy

The coaching strategy is an effort made by the teacher in fostering students regularly and is a program that has been planned in the long term. In this case, the Islamic Religion Teacher of SMA Negeri 2 Palangka Raya said that "the implementation of the coaching strategy at SMA Negeri 2 Palangka Raya is by organizing Strengthening Character Education (PPK). Character education can be interpreted as a conscious and planned effort to foster individual good behavior values that are manifested in thoughts, attitudes, feelings, words, and actions based on the rules that have been applied in society and the state." Thus, the implementation of coaching strategies through Strengthening Character Education (PPK) at SMA Negeri 2 Palangka Raya aims to shape the character of students who not only have academic knowledge, but also behave in accordance with the noble values adopted by society and the state.

Implementation of Tolerance in Senior High Schools

The implementation of tolerance can be divided into 3 types, namely intra-curricular, co-curricular and extra-curricular. The types of implementations of tolerance at SMA Negeri 2 Palangka Raya are as follows:

Intra-curricular

The Islamic Religion teacher at SMA Negeri 2 Palangka Raya said that classroom learning must be utilized as well as possible so that the material set out in the curriculum can be explained optimally. He explained, "In learning, there is a special chapter that discusses the issue of tolerance. In this section, teachers must be able to explain tolerance as well as possible to students. Since there are five religions practiced by students in the school, it is important to provide a good understanding of the differences in ethnicity, race and religion, and provide a stimulus for them to work together. So, these values of tolerance must be continuously reinforced in learning." Thus, through specially designed lessons, Islamic Religious Teachers at SMA Negeri 2 Palangka Raya attempt to instill the values of tolerance in students

by providing a deep understanding of ethnic, racial and religious diversity. This approach not only helps students appreciate differences but also encourages them to work together in diversity, thus creating a harmonious and mutually supportive school environment.

Co-currikular

Cocurricular activities at SMA Negeri 2 Palangka Raya aim to increase students' learning experience, one of which is through visits to museums that have historical value. However, according to BH, cocurricular activities have not been implemented optimally. Previously, co-curricular activities focused more on actions such as community service, with further explanation of certain issues in learning. Meanwhile, EL stated that "cocurricular activities have been implemented at least once a year, such as field studies, field trips, art studios, and visits to communities." Thus, cocurricular activities at SMA Negeri 2 Palangka Raya, although limited, still have a role in providing additional learning experiences to students. Although the main focus is still on simpler activities such as community service, activities such as field studies, field trips, and visits to communities have been carried out as an effort to enrich students' understanding of various things, including the values of tolerance and diversity.

Extracurricular

Extracurricular activities at SMA Negeri 2 Palangka Raya have a position as a means to assist students in developing their talents and needs. Both in the form of development in terms of character, attitude, talent, and student creation. BH as the Islamic Religion teacher said that "extracurricular activities must be a forum for students to develop a mindset and actions that have an impact on the surrounding environment." In line with BH, EL also said that "extracurricular activities are a place to develop the potential of students by adjusting their abilities and potential." Thus, extracurricular activities at SMA Negeri 2 Palangka Raya function as a means to develop students' potential holistically, both in aspects of character, attitude, talent, and creation. Both teachers, BH and EL, agree that extracurricular

activities are not only a place to hone students' skills, but also to shape mindsets and actions that can have a positive impact on the surrounding environment. This activity provides space for students to adjust their potential with various activities at school.

Discussion

The strategy of Islamic and Christian Religious Teachers in Developing Tolerance

Aspects of Accepting and Appreciating

From the results of interviews, the acceptance and appreciation applied by teachers and students at SMA Negeri 2 Palangka Raya illustrates a moderate level of tolerance. This attitude is in accordance with Mujibburrahman's view in Normuslim's, (2018) which defines moderate tolerance as an attitude of mutual acceptance which is an attitude of one's efforts that arise to understand each other in socializing with the environment, but still maintain individual identity, including their religious identity. This is also in line with Asis et al., (2023) which states that in addition to the willingness to accept, religious tolerance is formed due to mutual understanding and mutual respect amidst the diversity of races, ethnicities, religions, cultures. There are two interpretations of this concept of religious tolerance. First, the negative interpretation which states that religious tolerance is merely an attitude of allowing and not hurting other people or groups, both different and the same. Second, a positive interpretation that states that there must be help and support for the existence of other people or groups (Abdillah, 2001).

Aspects Educational Environment

The inclusive educational environment at SMA Negeri 2 Palangka Raya, which supports inclusive activities, shows a positive correlation with the development of a tolerant attitude among students. This finding aligns with Sakti, (2023) research, which reveals that the school environment plays a significant role in shaping positive attitudes toward diversity. An educational setting that accommodates interfaith activities and provides places of worship for all religions demonstrates that tolerance is not only taught but also practiced. In the study by Mangalik et al., (2024), it is also

found that direct involvement in cross-cultural and interfaith activities can reduce stereotypes and negative prejudice, which are often at the root of intolerance. By fostering an educational environment that encourages openness and interfaith dialogue, SMAN 2 Palangka Raya has succeeded in creating conditions where students can internalize values of tolerance and make mutual respect a part of their daily lives.

Aspects Social Prejudice

The results indicate that the role of teachers in reducing social prejudice is very important, especially in maintaining communication and relationships between religious teachers. This finding corroborates the research of Khoiril et al., (2022) which shows that guidance from religious teachers can reduce negative prejudice and encourage students to develop harmonious relationships. Thus, the role of teachers outside the classroom also influences the way students perceive differences. In addition, Putri & Mufidah, (2021) found that a healthy school environment, where teachers play an active role in assisting students, can reduce social prejudice and increase acceptance between individuals. They emphasized the importance of emotional support from teachers to help students overcome prejudice, which has a direct impact on the development of tolerance attitudes. Furthermore, a study by Supriyanto & Wahyudi, (2017) revealed that teachers as behavioral models can shape positive attitudes in students towards diversity. When teachers show an open and fair attitude in treating all students, they set a good example, which in turn shapes students' more inclusive mindset.

Aspects Freedom

The freedom of speech given to students at SMA Negeri 2 Palangka Raya shows that tolerance must be accompanied by limits so as not to offend other parties. This is supported by Supriyanto & Wahyudi, (2017) research, which emphasizes that freedom of speech should be practiced within a corridor that respects the views of others. This limitation helps students to express themselves without harming others, while training them to appreciate the diversity of opinions. Research by

Ernanto, (2023) also shows that freedom of speech practiced in an atmosphere of mutual respect and without coercion to impose opinions will strengthen relationships between students and increase tolerance in schools. This is in line with the concept of democratic education, which provides space for different opinions but still prioritizes the principle of mutual respect. This finding is also in line with a study by Rika Widianita, (2023) which states that freedom of opinion that is valued in schools can reduce students' tendency to think narrowly or exclusively. Through open dialog and mutual respect, students can develop a tolerant attitude that will be useful in their lives in a pluralistic society.

Aspects Personality

The teacher's personality that is modeled by students has a positive impact on students' tolerance attitudes. This is in accordance with Batubara, (2020) research, which confirms that the teacher's personality affects the formation of students' tolerant attitudes, especially in the face of social pressure. Thus, a good teacher personality can shape the character of students who respect differences, both in the school environment and outside school. In line with the above opinion, Nengah & Armini, (2024) revealed that teachers who have a positive personality and good social skills can guide students to develop empathy and tolerance for others. This research states that teachers who show mutual respect will influence students to do the same. This is also reinforced by Sultani et al., (2023) research that open, patient, and empathetic teacher personalities can encourage students to develop positive attitudes, including tolerance for differences. Teachers who pay more attention to students' emotional needs tend to produce a classroom atmosphere that is more inclusive and supportive of diversity.

Strategy adopted by religion teachers at SMA Negeri 2 Palangka Raya:

Habituation Strategy

From the interview results, the habituation and coaching strategies carried out by Islamic Religion

teachers at SMA Negeri 2 Palangka Raya show systematic efforts in integrating character values in the student education process. Habituation strategies through routine activities such as community service and mutual cooperation in religious activities allow students to build independence and tolerance attitudes naturally. This is in line with Puspita & Harfiani, (2024) research, which states that habituation plays an important role in shaping one's behavior, so that positive values will be embedded and reflected in students' daily attitudes. According to research by Surawan & Sobari, (2022), habituation through joint activities, such as community service and gotong royong, not only strengthens a sense of responsibility and discipline, but also helps students understand the value of togetherness and mutual respect. In addition, research by Sa'diyah, (2020) found that habit-based activities, such as routine religious activities, can increase students' sense of empathy and tolerance, thus encouraging the formation of positive social attitudes.

Coaching Strategy

The coaching strategy through PPK is in line with the concept expressed by (Kemdikbud, 2019) namely that coaching is a long-term effort planned to foster positive character in students. Referring to the Ministry of Education and Culture, the five main values in PPK-religious, nationalist, independent, mutual cooperation, and integrity-are important guidelines in character education, so that students can understand and practice moral values in their lives. The study by Surawan, et al., (2022) also confirms that character education should help students to understand and apply these positive values, so as to create individuals with high integrity. According to Lestari, (2021) coaching through PPK in schools allows students to develop positive personalities in a directed and sustainable manner. Lestari emphasized that character education must be integrated in students' daily activities, so that values such as religiosity, nationalism, and integrity can be understood and practiced. Furthermore, research from Hakim, (2023) states that character education through coaching such as PPK can shape students into individuals who are not only broad-minded but also have high discipline and social empathy.

Coaching through PPK allows these character values to be embedded in the long term and helps students to become individuals who contribute positively to society. These studies reinforce the importance of coaching strategies implemented by teachers at SMA Negeri 2 Palangka Raya in developing students' character consistently.

Implementation of Tolerance in Senior High Schools

The implementation of tolerance at SMA Negeri 2 Palangka Raya through intra-curricular, co-curricular, and extracurricular activities demonstrates a comprehensive and integrated approach to character education. This approach not only supports students in developing important values related to tolerance, but also shapes them into individuals who have a deep understanding of peace, respect for differences, and the ability to collaborate with others in a harmonious life. Intra-curricular activities, carried out in the classroom, play a crucial role in instilling the foundations of peace. Learning in an atmosphere of care and respect enables students to interact positively and build relationships that foster an environment conducive to character development. In line with the views of Solehudin et al., (2022) and Kunandar's, (2007) who emphasize that classroom learning is the core process that shapes students' character in formal education, the intra-curricular activities at SMA Negeri 2 Palangka Raya have successfully laid the foundation for students to develop attitudes of tolerance and peace.

The co-curricular approach implemented, particularly through interfaith discussion activities, has proven effective in encouraging students to appreciate diversity and respect differences among individuals. This activity not only teaches the values of tolerance but also deepens students' understanding of the importance of diversity in society. Handayani, (2024) also underscores the role of co-curricular activities in helping students to better understand the curriculum material and instill important moral values, such as respect and tolerance. This also supports the goals of the Character Education Strengthening (PPK) program initiated by the Ministry of Education and Culture, which aims to develop ethical and inclusive attitudes among students.

Furthermore, extracurricular activities provide students with opportunities to develop self-awareness and social skills that are vital in everyday life. Extracurricular activities at SMA Negeri 2 Palangka Raya allow students to collaborate, communicate, and show mutual respect in various social contexts. Magdalena et al., (2020) also highlight the importance of extracurricular activities in building students' self-confidence and sense of responsibility—two skills that are crucial for living harmoniously in a diverse society. Overall, through intra-curricular, co-curricular, and extracurricular activities, SMA Negeri 2 Palangka Raya has succeeded in creating a learning environment that promotes harmony, mutual respect, and cooperation among students. In this way, students are prepared to become tolerant individuals who appreciate differences and can contribute positively to society at large.

Conclusions

The teacher's strategy in developing an attitude of tolerance in students at SMA Negeri 2 Palangka Raya has several aspects, namely aspects of acceptance and respect, educational environment, social prejudice, freedom, and personality. From the various aspects mentioned above, of course the attitude that exists in SMA Negeri 2 Palangka Raya has been manifested by both teachers and students. The strategies that exist in SMA Negeri 2 Palangka Raya to develop an attitude of tolerance in students, namely habituation strategies and coaching strategies. The habituation strategy includes community service activities and religious holiday activities, while the coaching strategy for students at SMA Negeri 2 Palangka Raya includes developing an attitude of tolerance which can be identified through Strengthening Character Education (PPK) activities. While the implementation of tolerance is implemented through intra-curricular, co-curricular, and extracurricular activities. The application of tolerance among students needs to be continuously encouraged with various activities. So that students are accustomed to tolerance and respect

for all differences, not only religion, but race, culture, and ethnicity.

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