

Research Article

The Role of Islamic Religious Education Teachers in Fostering Student' Tolerance Character in Binawiyata Sragen High School

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ABSTRACT

This study aims to examine the role of Islamic Religious Education (PAI) teachers in shaping students' tolerance character at SMK Binawiyata Sragen. Using a qualitative approach, this study examines the role of PAI teachers as facilitators, educators, coaches, and evaluators in instilling tolerance. PAI teachers not only deliver religious materials, but also guide students in understanding and applying tolerance values, both within the scope of the same religion and interfaith. The results showed that at SMK Binawiyata Sragen, religious tolerance is realized through mutual respect despite differences in sects, especially in Islam. Meanwhile, tolerance is implemented by respecting religious freedom, not imposing beliefs, and maintaining social harmony in the school environment. Islamic Education teachers play a strategic role in shaping student character through inclusive learning, a wise approach, and exemplary attitudes and behaviors. With Islamic value-based character education, students are expected to appreciate differences, maintain unity, and live harmoniously in a diverse society. This study confirms the importance of the role of PAI teachers in creating a learning environment that supports the formation of students' tolerance character.

Keywords: PAI teacher; Islamic Teachers; Character Education; Tolerance

1. INTRODUCTION

Indonesia is a country rich in cultural diversity, religion, customs, race, language and ethnicity. This diversity is reflected in various aspects of community life throughout Indonesia, which consists of thousands of islands and has a very large area. According to Nur Achmad, diversity or plurality is something that is inherent in human life and cannot be separated from the nature of humanity. This diversity is likened to a rainbow consisting of various beautiful colors (Ummah, 2019). Therefore, the Indonesian nation formulated the concept of pluralism and multiculturalism with the motto *Bhinneka Tunggal Ika*, which means that although different, they are still one unit. This motto reflects an effort to unite people who have diverse cultural backgrounds, regional languages, races, ethnicities, religions and beliefs. In addition, humans as social beings cannot live alone. The understanding of humans is at the core of various social science and humanities disciplines, where humans are used as objects of study, both formally and materially (Rusdi, n.d.). The differences that exist can be overcome through good education and religious learning from an early age. Children who are equipped with good education and religious knowledge can grow up in a supportive environment, both in the family and society. Therefore, parents have an important role in educating children with both knowledge, because the first education obtained by children comes from the family. The education given since childhood plays a big role in shaping children's tolerance character. If parents do not instill the value of tolerance from an early age, children are at risk of having a selfish nature, tending to get involved in conflicts, and even commit acts of violence. In the teachings of Islam itself, tolerance is the main principle. Islam is a religion of *fitrah* that is in accordance with human instincts, so the core teachings are light and easy to accept. (Ummah, 2019)

Tolerance is the key to avoiding conflict in religious life. Individual awareness to always apply tolerance in daily social interactions is very important. Given the diversity of heavenly and earthly religions that exist in society, tolerance in religion is a must. Obedience to God's good will and practicing His beneficial laws is the best way to achieve peace and harmony. By doing so, humans can live in peace, both with each other and with God. Moreover, this compliance also creates balance and harmony among all His creatures in the universe. Therefore, in Islam, all aspects of life in the world as well as the phenomena that occur among humans are governed by God's law. There is no other option for the world but to follow His

rules. However, humans are the only creatures endowed with reason and freedom to make choices.

In maintaining its existence in the world throughout the ages, education in schools has a very important role. Education plays a major role in shaping a civilized and quality society. Therefore, the responsibility of education is to create a superior generation by equipping students to become individuals who are resilient, active, independent, and able to compete at the global level. In a broad sense, education is a lifelong process in which a person acquires knowledge, understanding, skills and values that shape their mindset and behavior. Education is not only limited to formal learning in schools, but also includes life experiences, social interactions, and various forms of non-formal and informal learning. Through education, a person can develop critical thinking, creativity and social skills that help them adjust to the changing times and challenges of life. Education is also a means for individuals to understand and internalize the social, ethical and cultural norms that apply in society. (Laathifatul, n.d.)

In the process of character building in the school environment, all elements involved (stakeholders) must play an active role. This includes various aspects of education, such as curriculum development, learning methods, and the evaluation system applied. In addition, harmonious interactions between all school residents, effective subject management, and good school management also contribute to shaping student character. In this case, Islamic Religious Education has a crucial role in shaping students' character, especially in instilling an attitude of tolerance towards differences (Alina Nareswari, 2022).

SMK Binawiyata Sragen is a public private school with religious diversity, including Islam, Christianity, Catholicism and Hinduism. Because the school is pluralistic, it is not a religious-based school but a national-based school. So that anyone with any religion can enter or can study at SMK Binawiyata Sragen. However, the majority religion is Islam. Because of these differences, many students lack tolerance in terms of religion. Such as the lack of facilities for worshipping other religions and many students when straightened out to diligently worship there are those who answer "the important thing is to have a religion". In such a context, fostering the character of tolerance becomes increasingly important to ensure harmony and harmony among students and the surrounding community. Islamic Religious Education teachers at SMK Binawiyata Sragen have the opportunity to strengthen tolerance values through inclusive religious learning and intercultural dialog. Through this approach, students are not only taught about Islamic teachings that emphasize mutual respect, but also invited to understand and appreciate the diversity of religions and cultures around them.

In today's increasingly globalized world where there is much fitnah, the ability to appreciate and accept differences is a key skill. Therefore, through Islamic religious education teachers have the opportunity to teach students about the importance of tolerance in the Islamic context and how to apply it in everyday life. Thus, the role of Islamic Religious Education teachers at SMK Binawiyata Sragen is not only limited to religious learning, but also to building tolerant and inclusive characters for students.

2. RESEARCH METHOD

In this study, researchers used a qualitative approach. The qualitative paradigm believes that social phenomena, human behavior, and culture occur because of the background context. In this study, SMK Binawiyata Sragen was chosen as the research location because it was considered appropriate to the focus of the problem to be studied. This decision is based on the consideration that the school has relevance to the subject matter to be investigated in this study. After determining the research subject, the researcher directly conducted research at the location and conducted interviews and direct observations at SMK Binawiyata Sragen. In research, there are two types of data used, namely primary data and secondary data. Primary data in this study include data from direct observation, data from interviews with teachers, data from interviews with students and data from internal school documentation. While secondary data is in the form of previous research results, statistical reports, scientific publications or other publicly available data sources. Researchers in the data collection process used several techniques including; observation interviews, and documentation. Meanwhile, to analyze the data, the author used three stages, among others; the data reduction stage, the data presentation stage and the stage of drawing conclusions. Triangulation is used as an approach to combine information obtained from interviews and observations, so that the data reaches an optimal level of saturation.

3. RESULTS AND DISCUSSION

3.1 The Role of Islamic Religious Education Teachers in Fostering Student Tolerance Character at Binawiyata Sragen Vocational School

A role is a set of behaviors from a person that is expected in accordance with the social position given either formally or informally. The role can be juxtaposed with a teacher, which means that a teacher plays a role in educating or providing knowledge to students. The education provided by a teacher is very important (Sinta, 2024). PAI teachers have a central role in integrating formal education with spiritual and ethical values, so that learning not only focuses on cognitive aspects, but also shapes the character and morals of students. Through teaching based on Islamic teachings, PAI teachers help students understand, internalize, and practice religious values in everyday life, thus creating a balance between science and noble morals. One of them is the role of Islamic religious education teachers in educating students in terms of character. The importance of character education is the same as moral education and moral education, including in terms of its essence and meaning. Character education aims to make children become good individuals, good citizens and good citizens. Islamic Religious Education (PAI) teachers have a strategic role in shaping student character, including in instilling an attitude of tolerance. Religious tolerance is an attitude of respect and appreciation for differences in beliefs, as well as the main task of PAI teachers in fostering students' tolerance character:

1. Vacilitator

The role of Islamic religion teachers is very influential in the learning process of students, especially in terms of values, behavior and knowledge. As a facilitator, a teacher must be able to provide facilities to students during learning so that they are actively involved. One of the authentic experiences of students is obtained from a teacher who is adept at facilitating students during the learning process. This is in accordance with the philosophy of education in the 4.0 era which prioritizes student centered. With good facilities, students will find it easier to carry out the learning process and can explore all their potential (Solikah & Jannah, 2020). SMK Binawiyata Sragen is a school that prioritizes the role of a teacher as a facilitator. Because it is very important in helping the learning process in the classroom to be active, effective and comprehensive. As a facilitator, PAI teachers function not only as teachers who provide material, but also as mentors who facilitate students in developing students' religious understanding and skills actively and creatively. The duties of PAI teachers in the classroom or learning process include answering students' questions about religion that students do not know, guiding students in learning religious values, providing character guidance and others. With the optimal role of PAI teachers as facilitators, students not only receive material passively, but are also actively involved in learning that shapes their character and religious values. Teachers who are able to create an interactive and supportive learning environment will help students understand religious teachings more deeply and apply them in their daily lives. Therefore, the better the role of teachers in guiding and facilitating, the greater the positive impact on the intellectual, moral, and spiritual development of students at SMK Binawiyata Sragen.

2. Educator

Teachers are educators who act as role models, role models, and figures identified by students and the surrounding environment. Therefore, a teacher needs to have a strong personal character, such as responsibility, authority, independence, and discipline. Especially for PAI teachers, their role is very important in improving the quality of education and designing more innovative, dynamic and constructive learning materials. PAI teachers at SMK Binawiyata Sragen have an important role in shaping the character and Islamic values of students. As educators, they are not only in charge of conveying religious knowledge, but also modeling good moral behavior and attitudes. PAI teachers guide students to understand and practice Islamic teachings in daily life, instill an attitude of tolerance towards differences, and form a religious school environment through various religious activities. In addition, they also provide motivation and spiritual guidance so that students have mental resilience and are able to face various challenges with Islamic values (Brian n.d.). With dedication and the right approach, PAI teachers are able to create a conducive learning environment and inspire students to always do good, uphold Islamic values, and respect differences. Therefore, the existence of PAI teachers is not only as educators, but also as motivators, mentors, and role models who play a major role in creating a generation with integrity and insight.

3. Constructor

As a coach, PAI teachers have the responsibility to not only provide religious knowledge, but also shape the personality and morals of students to have a tolerant attitude towards others. Not only that, PAI teachers as coaches are also carried out in the classroom when carrying out the teaching and learning process. Teachers must guide and counsel the learning process of their students and become managers or manage the class during the teaching and learning process (Della Purnamasari, 2023). At SMK Binawiyata Sragen, a teacher when seeing students doing things that are not in accordance with the rules, especially on diversity values such as religious tolerance, then the PAI teacher must immediately provide guidance. As is the case with a PAI teacher at SMK Binawiyata Sragen that as an Islamic teacher, usually provides an approach to his students, of course in religious differences we must respect and tolerate each other. Do not let the differences cause fights and even lead to conflicts between races, ethnicities and cultures (Brian n.d.). Islamic Religious Education teachers have a strategic role in fostering students to have a tolerant character. Through modeling, inclusive learning methods, and creating a harmonious environment, teachers can help students understand the importance of respecting differences and living together. Thus, religious education not only serves to instill an understanding of Islamic teachings, but also as a means of shaping character that is able to adapt in a plural society.

4. Evaluator

Islamic Religious Education teachers have a strategic role in guiding students to have a tolerant character. There are two functions of the teacher as an evaluator, the first is to determine students to fit the predetermined goals and the second is to determine students in successfully absorbing the curriculum. Thus, religious education not only functions to instill an understanding of Islamic teachings, but also as a means of shaping character that is able to adapt in a plural society. As an evaluator, PAI teachers must have wise steps in evaluating their students. As said by the PAI teacher at SMK Binawiyata Sragen that to measure success, what has been applied is to conduct supervision that leads to the attitudes and behavior of students related to mutual cooperation, teamwork, sports spirit and the relationship of those who have differences with their friends, especially differences in terms of religion. As an evaluator, the Islamic Religious Education teacher has an important role in assessing and fostering students' tolerance character. Evaluation is not only done through written tests, but also through observation, feedback, and experiential activities. By conducting a comprehensive evaluation, teachers can ensure that the values of tolerance are truly embedded in students and applied in everyday life.

3.2 Character Development of Student Tolerance at SMK Binawiyata Sragen

1. Tolerance character of students of the same religion

Tolerance is not only between people of different religions. But tolerance is also within the same religion or one religion. The form of tolerance in the same religion is harmony and mutual respect in the internal environment of religious people. For example, in the environment of fellow Muslims, we as people of the same religion are required to respect and appreciate the existence of others so that the harmony and integrity of Muslims are maintained even though there are several differences in flow in it. If not, then these differences become a source of problems and divisions (Ikhwan Syahdi, n.d.). In SMK Binawiyata Sragen, tolerance between religions is not only applied, but also tolerance within religions. The teachers, especially religious teachers, always provide guidance related to religious tolerance. Among other things taught by the teachers are respect for differences in sects (in Islam), avoiding excessive fanaticism, helping fellow believers, maintaining brotherhood. The students also apply this, such as when other friends of the same religion need help, they will also be given help. It can be concluded that religious tolerance is an important aspect in maintaining unity and harmony amidst the differences that exist within one religion. With mutual respect, avoiding excessive fanaticism, and helping others, religious tolerance can build a harmonious environment. The application of the values of religious tolerance, as practiced at SMK Binawiyata Sragen, is proof that unity can be maintained if each individual understands the importance of respecting differences. Therefore, religious tolerance is not just a concept, but must be realized in real actions for the sake of the integrity and peace of the people.

2. Tolerance character of students of different religions

Tolerance between religious communities means mutual respect and tolerance for adherents of other religions, not forcing them to follow their religion, and not interfering in their respective religious affairs. Religious diversity in all aspects of life is an unavoidable reality. This diversity contains potential that can enrich the color of life and build social harmony (Hamid & Humaidi, 2024). In SMK Binawiyata Sragen, the spirit of religious tolerance is applied in various aspects of school life. At SMK Binawiyata, the religion with the largest number of adherents is Islam, followed by Christianity, Catholicism and Hinduism. All of these religions are recognized by the government. The school seeks to protect and develop an attitude of tolerance among teachers and students. Tolerance plays an important role in maintaining unity among religious communities. For example, during the month of Ramadan, Muslims who are fasting need to be respected by those who are not fasting, so that there are no things that can disrupt the worship.

Most students stated that they respect friends of different religions and do not impose their beliefs on others. This attitude shows that the understanding of the importance of respecting diversity is quite well embedded in students. PAI teachers play a role in providing an understanding that Islam teaches tolerance and mutual respect as a form of good morals. Students stated that they do not disturb, even respect their friends who are practicing their religion. This shows a good understanding of the importance of respecting religious freedom. PAI teachers play a role in guiding students to not only know the concept of tolerance, but also to practice it in everyday life. Therefore, every teacher, whether teaching Islamic religious education or other religions, is required to instill the values of tolerance in their respective religious teachings. In this environment, teachers come from various religious backgrounds, including Islam, Christianity and Catholicism, so that the values of tolerance can be applied more widely and tangibly in everyday life. The data can be seen in the following table

No.	Role of PAI Teacher	Implementation	Building
1.	Facilitator	SMK Binawiyata Sragen emphasizes teachers as facilitators in learning. PAI teachers not only teach, but also guide students in understanding religious values and their application. His duties include answering students' questions about religion, guiding religious learning and shaping good character.	1. Religious tolerance At SMK Binawiyata Sragen, tolerance does not only apply between religions, but also within one religion. The teachers, especially religious teachers, foster students to respect the differences in sects (in Islam), avoid fanaticism, help others and maintain brotherhood. Students also apply it by helping each other, proving that unity is maintained when each individual respects differences.
	Educator	As educators, PAI teachers at SMK Binawiyata Sragen not only convey religious knowledge but also serve as role models in behavior, moral attitudes, guide students in practicing Islamic teachings, and instill tolerance and build a religious environment.	2. Tolerance of different religions At SMK Binawiyata Sragen, the spirit of religious tolerance is applied in school life.
2.	Constructor	PAI teachers also provide motivation and spiritual guidance so that students have mental resilience and are able to face challenges with values. At SMK Binawiyata Sragen, PAI teachers are responsible for guiding students who violate religious values, especially religious tolerance. With the right approach, teachers teach the importance of mutual respect so that differences do not trigger conflicts between religions, races, ethnicities or cultures.	Islam is the majority religion, followed by Christianity, Catholicism and Hinduism. The school tries to instill tolerance so that unity is maintained. For example, during the month of Ramadan, students who are not fasting respect those who are fasting. Most students respect religious differences without imposing their beliefs, reflecting a good application of tolerance. Every teacher, both PAI and other religions play a role in instilling the value of tolerance. With teachers given various religious backgrounds, these values are widely applied in school life.
3.	Evaluator	PAI teachers at SMK Binawiyata Sragen assess students' success by monitoring their attitudes and behavior, especially in mutual cooperation, teamwork, corsa spirit and especially in terms of relationships with friends of different religions.	

4. CONCLUSION

Based on research conducted at SMK Binawiyata Sragen, it can be concluded that the role of Islamic Religious Education (PAI) teachers, among others, is as a facilitator, that is, PAI teachers not only deliver religious material, but also create an interactive learning environment and encourage students to understand and practice religious values in everyday life. As educators, teachers become role models for students in behaving and behaving in accordance with Islamic values that reflect tolerance and respect for differences. As a coach, PAI teachers play a role in guiding students to not only understand the concept of tolerance, but also apply it in their social interactions. Meanwhile, as evaluators, teachers assess the development of students' tolerance character through various methods, including observation of students' attitudes and behavior in everyday life. The application of tolerance character at SMK Binawiyata Sragen includes religious tolerance and interfaith tolerance. Religious tolerance includes mutual respect for one religion despite differences in flow and understanding. Meanwhile, tolerance is realized in the form of respect for religious freedom, not imposing beliefs, and maintaining social harmony in a school environment consisting of various religions. Islamic value- based character education implemented by PAI teachers at SMK Binawiyata Sragen plays a strategic role in shaping students' tolerance. Through inclusive learning, wise approach, and exemplary teachers, students are expected to appreciate differences, maintain unity, and live harmoniously in a diverse society.

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