



## The Role of the PAI Teacher in Implementing the Values of Inter-Religious Tolerance in Students

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**ABSTRACT:** Indonesia is a pluralistic country that has a variety of ethnic groups, cultures, and religions that differ from one another. These differences, especially religious differences, are of course very risky to trigger disputes if the harmony cannot be maintained by each group. Therefore, a figure is needed who is expected to be able to maintain the stability of tolerance that is built between these groups. One of them is a teacher. A teacher, especially an Islamic education teacher, has a big enough contribution to be able to build tolerance that exists in every individual in this country. In this paper, the author tries to express the important roles that PAI teachers have in instilling an attitude of tolerance for religious diversity. This study uses the Library Research method in which researchers obtain data by studying and recording books, archives or documents, and matters related to research. After conducting the research, the authors conclude that PAI teachers have three important roles in instilling tolerance between religious communities in their students, namely; 1) The teacher organizes students in respecting fellow students and is accustomed to respecting when someone speaks in class, 2) The teacher instills the value of tolerance with an attitude of mutual cooperation in helping between school members and religious activities regardless of inter-religious background, and 3) To instill religious tolerance, PAI teachers must be supported by the principal and a conducive environment and there must also be adequate facilities.

**Keywords:** *islamic education teacher, values of tolerance*

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## INTRODUCTION

The Indonesian nation is a pluralistic nation that has diversity consisting of culture, customs, race, ethnicity, and religion. In every culture, customs, races, and tribes have a variety of different languages and religions. Those adopted by the Indonesian people include Islam, Christianity, Catholicism, Hinduism, Buddhism and Confucianism. With this diversity, Indonesia has the concept of tolerance and multiculturalism with the origination of the motto *Bhineka Tunggal Ika* which has a different but one meaning.

In the context of a pluralistic life, it is very important to prioritize tolerance, respect and accept every difference that exists in the environment. Religious tolerance in a pluralistic Indonesian society is recognized by the international community, especially Germany, delivered in the seminar "Tolerance of Islamic Inpluricultural Societies that the Indonesian Islamic community has a progressive understanding of Islam and moderate Islam has a very important role in the life of tolerance in Indonesia as the majority religion (M. Quraish Shihab, 2009).

However, in this increasingly advanced era, tolerance in our country is always being tested, because there is a lot of news on social media about intolerance. These attitudes of intolerance can be due to political problems that result in blaspheming each other, attacking each other between groups and in the name of religion. Freedom of expression and expression of opinion is often misused by irresponsible people, especially in this day and age, a lot of news on social media is spread and is not believed to be true.

Responding to today's news, we as Muslims must be mature in sorting and choosing news sources, which then requires in-depth Islamic religious guidance and education to fortify faith from the negative impacts of progress, knowledge and technology. Because it is believed by us as Muslims that the teachings of Islam will not contradict the progress of the times and are flexible. It is hoped that this guidance will be obtained in a school environment, family and community who play an active role in educating a child.

## THEORETICAL REVIEW

Tolerance education needs to be taught in schools because it is very important for religious harmony in Indonesia our diverse country. PAI teachers play a very important role in teaching and understanding students about tolerant Islam and *rahmatan lil alamin*, so that they are not exposed to radical Islamic understandings (Tabroni, 2019), (Tabroni & Juliani, 2022). The same thing was conveyed by Buya Jilan (Dute, 2017):

*"A person's religious understanding is influenced by formal and non-formal education. In other words, a person's religious understanding is influenced by books, PAI teachers, Islamic boarding schools, preachers, books, Koran teachers/ustadz, and the internet. The problem is that not all of these things bring peace, coolness, love, and unity. On the other hand, there can be divisions, fights, bloodshed, and hatred between religious communities, among Indonesian citizens."*

By knowing the problems above, it is hoped that PAI teachers will master the material of tolerant and moderate Islamic teachings, so that students can accept the true teachings of Islamic religious education and are open to accepting the reality of differences. PAI teachers must direct and guide students in providing reading resources that introduce the importance of tolerance between religious communities, introduce them to a multicultural environment so that they understand the importance of tolerance and harmony between religions (Tabroni & Dodi, 2022).

The results of previous research, namely about the role of Islamic religious education teachers in instilling the values of tolerance among religious people to realize a harmonious attitude among students at SMP Negeri 15 Malang City, was written by Siti Malikhatur Rohmah, Islamic University of Malang Postgraduate Masters Program in Islamic religious education. This thesis explains that Islamic religious education teachers in carrying out their roles not only as educators in schools but must be able to build social interaction relationships with the community. This is an integration between the ongoing educational process in schools and education that takes place in the community in instilling the values of religious tolerance in students (Siti Malikhatur Rohmah, 2021).

## **METHODOLOGY**

This study uses the library research method, namely: research carried out using literature (library), both in the form of books, notes, and reports on educational results from previous research (Hasan, 2002).

### **1. Data Sources**

Documentation is a way of getting data by studying and recording books, archives or documents, and things related to research. Documents used can be in the form of diaries, personal letters, reports, meeting minutes, special notes in social work and other documents (Ahmad, 2003).

### **2. Data Collection Technique**

In this study, the authors identify thoughts or findings contained in books, papers, journals, articles related to the topic to be studied.

### **3. Data Analysis**

The descriptive method is the steps taken in order to objectively reference the reality contained in the problem under study. Or it can be interpreted as a method used to describe everything related to the subject matter, track and systematize in such a way.

## **RESULTS AND DISCUSSION**

### **1. The Nature of Islamic Religious Education Teachers**

The teacher is not only tasked with teaching in the classroom, but more than that the teacher must be responsible for his students. Very different from other jobs when the teacher finishes teaching, he must remain a role model both inside and outside the classroom.

Professional teachers are teachers who can educate their students to have noble character, be able to behave well, and also have skills in the field that students are interested in so that students are able to know broad knowledge. Here are some definitions of teachers according to expert. The definition of a teacher is a professional educator whose main task is to educate, guide, direct, teach, train, assess and evaluate students. In English the teacher is Educator, Teacher, Lecturer. Teachers or can be called people who have knowledge in the Qur'an are called scholars/*ulam*, *murabi*, and *almudarris* (Jamali, 2012).

The teacher's job is not only to be a teacher, the teacher must also be a facilitator and motivator in the teaching and learning process. The teacher is the first person who introduces his teaching and knowledge both in school or school which will be imitated by students and is considered a person who knows everything or knows everything. There are other terms for teachers in Islamic education that is:

- a. *Mu'alim* are people who master knowledge and can develop it and are able to explain its benefits so that it is useful for everyday life.
- b. *Mudarris* is a person who has intellectual and informational sensitivities and updates his knowledge and skills on an ongoing basis, and tries to educate his students, eradicate ignorance, and train skills according to their talents, abilities and interests.
- c. *Mu'addib* is a person who seeks to prepare students to always be responsible for creating a meaningful civilization in the future.
- d. *Murabbi* is a person who educates and prepares students to be able to work and can organize and maintain his work so as not to cause disaster for himself, nature and the surrounding community.

From some of the definitions above, it can be concluded that a teacher does not only equip his students with theory and knowledge, but must also educate them so that they have a good attitude and are balanced with skills as well.

In this regard, the importance of PAI teachers in order to direct their students to become good Muslims to their fellow religions. Tolerance to different beliefs is in accordance with the understanding of Islamic Religious Education (PAI) below, namely: "a conscious and planned effort in preparing students to recognize, understand, live, so that believing in the teachings of Islam is accompanied by guidance to respect adherents of other religions in relationship with inter-religious harmony to the realization of national unity and integrity." Islamic religious education in schools aims to increase and grow faith through the accumulation and provision of knowledge, practice, and appreciation of students about the religion of Islam so that they become a Muslim who has a state and can continue at a higher level of education.

## 2. The Role of PAI Teachers in Instilling a Tolerant Religious Attitude

A belief that arises from the heart that is digested in the mind so that it will lead to a behavior from someone, either positive behavior or negative behavior. If someone has faith in something, that person will do everything he can with what he believes in. Even that happens to someone

who has faith in the religion he adheres to, it will lead to a different understanding according to what he sees and can. A practice of living based on the religion he adheres to is the meaning of a religious attitude. The form of treatment and future responses becomes a view of life for someone's life in the future .

With the widespread understanding of radical Islam at this time, it is very dangerous for the unity of the nation and state in Indonesia which is flural, especially for students. Thus, the role of PAI teachers in countering radicalism in Indonesia, especially for students in schools, is with the teacher's efforts in constructing learning. Teaching tolerance to students requires the cooperation of individuals with individuals, individuals with groups, groups with groups. The pillars of religious communities can grow if they are given space for dialogue so that inter-religious maturity can arise so that they understand the understanding of different beliefs, can respect other people's opinions, and other people's cultures. The right strategy in learning tolerance is using active, cooperative, independent learning, cognitive learning, generetife earding and cooperative learning strategies (Saputera, 2021).

Schools are miniature communities where students are taught to interact, accept one another, and also learn to face differences. Islamic Education teachers must try to instill tolerance to make students understand the importance of multiculturalism to provide awareness, respect diversity, respect every difference as respect for noble values of humanity, tradition, and even religion (Wahyudi, Dedi, Kurniasih, 2021).

Multicultural education is very important when it is associated with Islamic education as an educational strategy that can be applied in schools in order to manage differences in culture, religion, gender, ethnicity, language, age, social class, and so on. In this way, students are expected to have a positive character and are trained to be humanist, democratic, and pluralist in their environment (Susanti, 2021).

For classroom learning, the teacher instills an attitude of tolerance by using the discussion learning method. In this learning method, participants will learn to respect the opinions of others regardless of differences in social status, religion, skin color, economy, ethnicity, or other physical differences (Suryan, 2015).

Important and strategic steps in fostering the spirit of religious tolerance and empowering it in inter-religious life are below (Kahmad, 2011):

- a. Highlighting the concurrent aspects of Religion, not arguing for differences in Religion.
- b. Carry out social activities involving followers of different religions.
- c. Strengthening individual development that directs the formation of individuals who have noble character and good character.

The role of Islamic Religious Education teachers in implementing religious tolerance is as follows (Fitriani et al., 2019):

- a. The teacher organizes students in respect among fellow students and is accustomed to respecting when someone speaks in class.
- b. Teachers instill the value of tolerance with mutual cooperation in helping school members and religious activities regardless of inter-religious background.
- c. To instill religious tolerance, PAI teachers must be supported by the principal and a conducive environment and there must also be adequate facilities.

The role of Islamic Religious Education teachers in implementing tolerance towards their students is:

- a. Any violence in solving problems is strictly prohibited by any religion. Cooperation, dialogue and deliberation is a solution recommended and appropriate by religion. Therefore, PAI teachers must often and increase dialogue and deliberation if they are going to hold religious activities or if there are small frictions in the school.
- b. Teachers must have a non-discriminatory democratic attitude towards students who have a religion or belief, language, ethnicity and so on, both different from words, behavior, or attitudes.

Islamic Religious Education teachers to form an attitude of tolerance to students requires the role and support of others, such as the role of parents in the family is the main and first education for students. Education in the family is very influential on the attitudes of students at school. A student who is used to being given love in his family and accustomed to being respectful of people who are older or younger as well as between others or those who are different and being harmonious, wise and wise will certainly be very influential for socializing at school. Social economics is also very influential on the social soul of students such as being honest, helping, fair and other student personality processes (Siti Malikhatun Rohmah, 2021).

The obstacle to the explanation above is that not all students receive the same love, socio-economics and upbringing. Therefore, there is a need for cooperation between parents and school teachers .

And society is a broad education where students interact with one person or unlimited as well as a place to hang out between all humans. The relationship between the school and the community must have a curriculum relevance to the needs of the community, teaching and methods in schools are expected to stimulate them to be able to work and learn in the life of the surrounding community.

An attitude of tolerance in society is a long process and is related to the roles described above, namely family, school and community. The teacher's role must be able to continue positive educative values in the family and society, where each other needs each other (Nurainun Mangunsong, 2019).

## CONCLUSIONS AND RECOMMENDATIONS

After conducting the research, the authors conclude that PAI teachers have three important roles in instilling tolerance between religious communities in their students, namely: Teachers Organize students in respecting fellow students and get used to respecting when someone speaks in class The teacher instills the value of tolerance with an attitude of mutual cooperation in helping between school members and religious activities regardless of inter-religious background To instill religious tolerance, PAI teachers must be supported by the principal and a conducive environment and there must also be adequate facilities.

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