



A Study on the Role of Islamic Religious Education Teachers in Shaping Students' Attitudes of Togetherness and Tolerance in Islamic Religious Education Learning at Private Vocational School Tunas Harapan Batang Serang

Nurul Muhassanah Lubis^{1*}; Mahariah²

¹⁻²Universitas Islam Negeri Sumatera Utara

*Corresponding Author. E-mail: ¹ nurulmuhassanah@uinsu.ac.id

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Abstrak

Tujuan dari penelitian ini adalah untuk menganalisis peran guru Pendidikan Agama Islam (PAI) dalam menumbuhkan sikap kebersamaan dan toleransi siswa saat belajar PAI di SMK Swasta Tunas Harapan Batang Serang. Toleransi dan rasa kebersamaan adalah nilai penting yang harus dikembangkan sejak kecil dalam masyarakat majemuk. Guru PAI bertanggung jawab untuk menanamkan nilai-nilai ini kepada siswa melalui metode pengajaran, pendekatan pribadi, dan contoh kehidupan sehari-hari. Penelitian ini bersifat kualitatif dan mengumpulkan data melalui observasi, wawancara, dan studi dokumentasi. Hasil penelitian menunjukkan bahwa guru PAI SMK Swasta Tunas Harapan Batang Serang berhasil mengintegrasikan nilai-nilai kebersamaan dan toleransi dalam proses pembelajaran melalui berbagai strategi, seperti diskusi kelompok, tugas proyek kolaboratif, dan memberikan contoh nyata penerapannya. toleransi dalam kehidupan sehari-hari. Namun, keterbatasan waktu dan kekurangan sumber daya pendukung adalah masalah yang dihadapi. Penelitian ini menemukan bahwa guru PAI harus dilatih lebih banyak tentang metode pengajaran yang baik dan menyediakan sumber daya yang memadai untuk mendukung proses pembelajaran yang kondusif. Pada akhirnya, penelitian ini menemukan bahwa peran guru PAI sangat penting dalam membentuk sikap kebersamaan dan toleransi siswa.

Kata Kunci: Guru Pendidikan Agama Islam, Kebersamaan, Toleransi, Pembelajaran, SMK Swasta Tunas Harapan

Abstract

The aim of this research is to analyze the role of Islamic Religious Education (PAI) teachers in fostering an attitude of togetherness and tolerance among students when studying PAI at the Tunas Harapan Batang Serang Private Vocational School. Tolerance and a sense of togetherness are important values that must be developed from childhood in a pluralistic society. PAI teachers are responsible for instilling these values in students through teaching methods, personal approaches, and daily life examples. This research is qualitative in nature and collects data through observation, interviews and documentation studies. The results of the research show that PAI teachers at Tunas Harapan Batang Attack Private Vocational School succeeded in integrating the values of togetherness and tolerance in the learning process through various strategies, such as discussion groups, collaborative project assignments, and providing real examples of their application. tolerance in everyday life. However, limited time and lack of supporting resources are problems faced. This research found that PAI teachers must explore more about good teaching methods and provide adequate resources to support a conducive learning process. In the end, this research found that the role of PAI teachers is very important in forming students' attitudes of togetherness and tolerance..

Keywords: Islamic Religious Education Teachers, Togetherness, Tolerance, Learning, Tunas Harapan Private Vocational School

Introduction

In the diversity of cultures and beliefs, Indonesia firmly adheres to the principle of *Bhinneka Tunggal Ika*, which means "different but still one." This principle is a solid foundation for building unity and unity amid rich cultural and religious diversity. As a country with a majority Muslim population, Islamic Religious Education (PAI) has an important role in shaping the character of students, as well as encouraging an attitude of togetherness and tolerance among students. In the classroom, PAI learning, not only is the memorization of verses of the Quran or hadith emphasized, but also the cultivation of life values that benefit individuals and society. In this context, the attitude of togetherness and tolerance is an inseparable foundation of the essence of Islamic teachings. However, in reality, creating an attitude of togetherness and tolerance among students in PAI learning is often a challenge in itself. Differences in background, religious understanding, and outlook on life can hinder the learning process. Therefore, it is very important to examine the role of PAI teachers in shaping students' attitudes of togetherness and tolerance in PAI learning (Hamdan, 2014).

In the context of education, especially in PAI subjects, the challenges faced are not few. Students at SMK Swasta Tunas Harapan Batang Serangan may have different cultural, religious, and belief backgrounds. This poses its own complexity in forming an attitude of togetherness and tolerance because each individual brings a unique life experience and point of view. Islamic Religious Education at the private vocational school Tunas Harapan Batang Serangan is not just about learning religious teachings but also the formation of character and morals by Islamic values. However, in reality, the learning of these values is often faced with challenges in implementing them in daily life, especially in the context of togetherness and tolerance (Muhaimin, 2020).

Along with that, the role of PAI teachers has become very crucial. They are educational leaders who are responsible for guiding students to understand and appreciate differences and fostering inclusive and tolerant attitudes among others. However, effective strategies and approaches to achieve these goals must be supported by a deep understanding of student dynamics and the school environment. By understanding the complexity of this challenge, research on the role of PAI teachers in shaping students' attitudes toward togetherness and

tolerance at Tunas Harapan Batang Serangan Private Vocational Schools is important. It is hoped that the findings of this study will not only provide new insights, but also make a significant contribution in increasing the effectiveness of Islamic religious education, strengthening harmony between religious communities, and maintaining the integrity of the Indonesia nation in the diversity that is its characteristic (Abror, 2020).

The attitude of student togetherness refers to behaviors and actions that reflect cooperation, mutual respect, and support for each other in an educational environment. This togetherness is important to create a conducive learning atmosphere and build healthy social relationships among students. This is in line with several theories put forward by experts, such as the Social Solidarity Theory: "People have different roles but depend on each other." (Durkheim, 1993). Symbolic Interactionism Theory "the importance of social interaction in shaping social identity and meaning. Through symbolic communication, individuals develop a sense of togetherness and mutual understanding (Mead, 1984). Mead's symbolic interactionism theory continues to be developed by various academics in areas such as identity, social roles, and group dynamics. Attachment Theory: "Secure attachment promotes healthy social and emotional development and a sense of community and trust among individuals" (Bowlby, 1970). Social Construction Theory of Reality "that social reality is constructed through interaction and agreement between individuals. Togetherness arises from a shared understanding of the world and our role in it, which is constantly shaped and renewed through social interaction. Knowledge of the world and social reality is not objectively determined, but social consensus is formed and renewed through interactions between individuals and groups (Widyasti, 2021).

Togetherness is very important for students because it helps to create a supportive and inclusive learning environment. According to Lev Vygotsky, an effective learning process is greatly influenced by social interaction, where students learn better when they collaborate and discuss with their peers (Nur et al., 2022). This togetherness creates opportunities for students to learn from each other, broaden their understanding, and develop critical social skills. Moreover, by working together, students improve their academic abilities and build a sense

of mutual trust and solidarity. Togetherness also helps students value differences and develop tolerance, essential in shaping their character as open-minded individuals. Through togetherness, students learn to communicate effectively, resolve conflicts wisely, and contribute positively in their communities, both inside and outside of school.

This is reinforced by several research results, such as those conducted by (Jhonson, 1989). The results showed that cooperative learning improved academic achievement, more positive social relationships, and togetherness among students. (Wentzel, 1989) as a result, strong social support from teachers and peers can increase students' togetherness and motivation to learn.

Regarding student tolerance in the scope of this study, it is narrated that the attitude of tolerance refers to the ability to respect and accept differences in terms of religion, culture, outlook on life, and other backgrounds. Gordon Allport in his theory of "Contact Hypothesis," that direct interaction between individuals from different groups can reduce prejudice and increase tolerance if certain conditions are met, such as equal status, common goals, and social support (Asna, 2022). According to Social Identity Theory, A person's group identity affects perception and behavior towards other groups.

Starting from the contact theory, social identity theory, and social perspective theory proposed by the experts above, tolerance will be well realized if individuals or students have a sense of equal status, a common goal, the ability to see situations from the perspective of others, a feeling of having the same identity and social support, both from educators and education staff as well as fellow students in schools and communities including parents when outside of school.

Based on the above presentation, the author should conduct research titled "Study on the Role of Islamic Religious Education Teachers in Forming Students' Attitudes of Togetherness and Tolerance in Islamic Religious Education Learning at Private Vocational Schools Tunas Harapan Batang Serangan."

Theoretical Studies

A. The Role of Islamic Religious Education Teachers

Teachers are figures who have an important role in the educational process, responsible for conveying knowledge, guiding, and educating students. According to Jean Piaget's theory, students learn most effectively when actively involved in the learning process, with teachers providing challenges and support appropriate to their level of cognitive development. According to Lev Vygotsky, teachers shape students' character and moral values, helping them become responsible, empathetic individuals and contribute positively to society. Thus, the role of teachers covers a wide range of aspects that are much broader than just the delivery of subject matter (Hawa et al., 2021).

In the context of Islamic religious learning, teachers also have a responsibility to help students understand and internalize the teachings of Islam and encourage them to apply these values in their daily lives. Therefore, teachers are key figures in the educational process who play an essential role in shaping the future of the next generation (Widayanti, 2014).

The scope of the role of teachers in Islamic religious education is very important in shaping the character and morality of students. First, Islamic religious teachers are responsible for conveying the teachings and values of Islam as a whole to students. They not only teach about worship rituals, such as prayer and fasting but also explore the deep meanings of Islamic teachings and relate them to daily life. Second, Islamic religious teachers also serve as role models for students carrying out Islamic teachings daily. Through their behavior and attitude, teachers can inspire students to emulate the noble morals taught in Islam, such as honesty, patience, and compassion. The role of Islamic religious teachers also includes spiritual guidance and counseling for students. They assist students in understanding and facing the moral and spiritual challenges in their lives. Third, Islamic religious teachers as a place for students to seek advice and guidance in solving problems or conflicts related to religious values (Ramlah, 2018).

Several theories from experts can provide diverse perspectives on the role of teachers in Islamic religious education. First, Lawrence Kohlberg's theory of moral development states that teachers of the Islamic religion have an essential role in guiding students

to higher moral stages through Islamic teachings. They help students understand concepts such as kindness, justice, and moral responsibility in the context of Islam.

Second, Albert Bandura's social learning theory (1960) emphasizes the role of teachers as a model for students in internalizing Islamic religious values. Teachers convey Islamic teachings and provide concrete examples of how to apply these values in daily life, which will affect students' learning process. Third, Piaget's theory of constructivist learning. This theory underlines the role of teachers in facilitating the construction of knowledge and understanding. Islamic teachers need to use an approach that enables students to think critically, reflect, and relate Islamic religious concepts to their own life experiences (Nurdyansyah & Fahyuni, 2016). Fourth, the theory of Islamic educational leadership by Ibn Miskawayh emphasizes that Islamic religious teachers not only play the role of teachers but also as spiritual leaders who guide students in understanding and internalizing Islamic values. They are responsible for providing inspiration, encouragement, and guidance to students in upholding the teachings of Islam in their daily lives.

PAI teachers often act as counselors for students facing personal problems or crises. With a deep understanding of religious values and moral principles, PAI teachers can provide students with much-needed guidance and support in difficult times. This can include family issues, academic pressure, or conflicts with peers. A philosopher and theologian who emphasized the importance of human relationships and understanding moral values in the context of religion (Buber, 1965).

In the era of globalization and modernization that brings various challenges and changes, the role of PAI teachers has become increasingly important and urgent. They are not only responsible for teaching curriculum materials but also for shaping students' character, morals, and spirituality. Through these diverse roles, PAI teachers help prepare the younger generation who are not only intellectually intelligent but also morally and spiritually mature and able to live in harmony with others.

Related to the attitude of togetherness for students is the result of social interaction and the foundation for their moral and social development. Lawrence Kohlberg's theory of moral development highlights the importance of internalizing social norms, including attitudes

toward togetherness, in the conventional stages of morality (Kohlberg, 1981). Moreover, Social Learning Theory Albert Bandura on social learning asserts that individuals learn through social influence and identification with others. Thus, through social interaction and learning experiences, students can strengthen their attitude toward togetherness, which enriches interpersonal relationships and improves the quality of learning and the overall learning experience (Bandura, 1977).

The importance of a community attitude for students lies in their contribution to forming positive characters and personalities, which is an essential foundation in their self-development. Through the attitude of togetherness, students learn to appreciate differences between individuals and understand the importance of cooperation and solidarity in achieving common goals. By supporting and respecting each other, students gradually expand their circle of empathy, being able to feel and understand the feelings and perspectives of others. This helps to create an inclusive environment where every student feels valued and accepted, thus increasing a sense of confidence and happiness in learning. In addition, the attitude of togetherness also has a positive impact on reducing individualism and egoism behaviors that can hinder the learning process and social interaction in the classroom. With a focus on cooperation and active involvement in group activities, students learn to see value in working together and sharing ideas with others. This helps them overcome any selfish attitudes they may have and build awareness of the importance of contributing and working together to achieve mutual success. Thus, the attitude of togetherness not only strengthens the relationship between students but also forms the positive attitude and independence needed for success in personal and professional life in the future.

Regarding the above words of Allah in Surah Al Hujrat 13 as follows:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَىٰكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

Meaning: O man, indeed, We created you from a man and a woman and made you into nations and tribes so that you may know one another. Indeed, the noblest among you in the sight of Allah is the most righteous. Indeed, Allah

knows and knows (Ministry of Religion of the Republic of Indonesia, 2015:855).

Ibn Kathir interprets this verse that the origin of man is the same, namely from Adam and Eve. All human beings, regardless of their race, ethnicity, or nationality, are brothers because they come from a common ancestor. Meaning "Lita'arafu" This shows the purpose of the creation of man in various nations and tribes, which is to know and understand each other. These differences are not to be the basis for division or superiority of one group over another but as a way to enrich human interaction and expand knowledge and social relations (Ismail, 1990).

The attitude of togetherness plays an important role in creating an inclusive and supportive learning environment, which is a key factor in improving learning effectiveness. When students feel accepted and valued by their classmates, they tend to feel more comfortable and confident in expressing themselves and participating in class activities. They are more motivated to contribute to discussions, share ideas, and support each other in understanding the subject matter. In an inclusive environment, every student has an equal opportunity to participate and grow without fear of judgment or stigmatization from their peers. The positive atmosphere resulting from this attitude of togetherness also facilitates students' overall academic and social growth. When students feel supported and valued by their surroundings, they are more likely to feel motivated and excited about learning.

The purpose of student togetherness, according to (Walansendow et al., 2017) These include Building the ability to work effectively in a team, Increasing empathy and respect for differences, and forming an inclusive learning environment. Meanwhile, another goal of the attitude of togetherness is to create an inclusive learning environment where every student feels welcome and supported. Through mutual respect for differences of opinion and support between others to help each other, students feel more comfortable actively participating and have a high sense of solidarity in the learning and religious process, thereby increasing the overall effectiveness of learning.

Student tolerance includes an appreciation for the diversity of cultural,

religious, racial, gender, and sexual orientation backgrounds. Student tolerance also involves a willingness to listen to and understand different views with an open and respectful attitude, as well as the practice of respecting human rights and individual freedoms, of course, by upholding the values of tolerance

Student tolerance can be defined as the ability to appreciate, accept, and understand differences between individuals or groups without showing discriminatory attitudes or intolerance. It involves an open attitude and respect for diversity in all aspects of life, including culture, religion, race, sexual orientation, and beliefs. In the school context, student tolerance also includes the ability to interact with classmates peacefully and respect human rights and individual freedoms without judging or downplaying their values.

Muhammad Farhan Fadillah (2021) carried out research related to the above. The researcher focuses on the role of PAI teachers as agents of tolerance in a multicultural school environment (Muhammad, 2022). In developing students' religious attitudes in elementary schools, it influences students' understanding, appreciation and religious practices in the school environment by taking into account the social, cultural and religious context (Jannah, 2023) .

B. Student Tolerance Attitude

Tolerance is an attitude or behavior that includes accepting, appreciating, and respecting differences between individuals or groups without showing discrimination, prejudice, or intolerance. It involves appreciating diversity in all aspects of life, such as culture, religion, race, sexual orientation, and beliefs. In the Qur'an as Allah said in Surah Al-Baqarah, verse 256:

وَمِنَ النَّاسِ مَن يَتَّخِذُ مِنْ دُونِ اللَّهِ أَنْدَادًا يُحِبُّونَهُمْ كَحُبِّ اللَّهِ وَالَّذِينَ ءَامَنُوا أَشَدُّ حُبًّا لِلَّهِ وَلَوْ يَرَى الَّذِينَ ظَلَمُوا إِذْ يَرَوْنَ الْعَذَابَ أَنَّ الْقُوَّةَ لِلَّهِ جَمِيعًا وَأَنَّ اللَّهَ شَدِيدُ الْعَذَابِ

Meaning: There is no coercion in religion (Islam). Indeed, it is clear that the right path is from the wrong path. Therefore, whoever disobeys Thaghut and believes in Allah, then he has indeed held on to a very strong rope that will

not be broken. And Allah is All-Hearing and All-Knowing (RI, 2015).

Ibn Kathir explained that this verse emphasizes that there is no compulsion to embrace Islam because the truth is clearly different from heresy. This verse comes down in several historical contexts, one of which is related to a friend who had children who converted to Christianity before Islam came. After Islam came, the companion wanted to force his children to convert to Islam, so this verse came down.

Ibn Kathir stated that this verse shows the freedom to choose religion without coercion. However, it also means that after the truth of Islam has been conveyed and understood, the choice to believe or not is the responsibility of each individual. This verse shows that faith must come from a sincere heart, not from coercion or pressure (Ismail, 1990).

Tolerance also includes the ability to peacefully interact with people who share views or beliefs that differ from ours and a willingness to listen to their opinions without being judgmental or condescending. With an attitude of tolerance, individuals or societies can live together in harmony and mutual respect despite differences.

According to (Asna, 2022) The definition of Student Tolerance is the ability to accept and respect differences between individuals or groups without showing discriminatory or prejudiced attitudes. It includes respect for the diversity of cultural, religious, racial, gender, and sexual orientation backgrounds. Student tolerance also involves a willingness to listen to and understand different views with an open and respectful attitude, as well as the practice of respecting human rights and individual freedoms. In addition, student tolerance includes an empathetic attitude and a broad perspective on the realities of life, where they can understand that each individual has a unique background, experience, and outlook.

Herbert Blumer proposed the Social Perspective Theory, which explains that individuals tend to apply a broader social perspective when they try to understand and respond to differences. According to this theory, when a person can see the situation from the perspective of others, they tend to be more tolerant of differences (Nurdin, 2020).

Tolerance for students is important in creating an inclusive learning environment and encouraging positive personal development. First, tolerance helps students understand that

diversity is natural and necessary in society. Through acceptance of differences, students can learn to appreciate and respect each individual regardless of religious, cultural, or racial background. This forms the basis for creating a safe and inclusive learning environment where every student feels welcome and valued (Abror, 2020).

The urgency of tolerance in students is undeniable in forming an inclusive and harmonious learning environment in schools. By internalizing the values of tolerance, students can feel comfortable accepting differences and appreciating diversity among others. This creates an atmosphere in which each individual feels valued and supported, allowing them to actively participate in academic and social activities without fear of discrimination or tension between individuals (Abror, 2020).

Method

Types and Approaches of Research

The type of research used is qualitative descriptive research. This research intends to present data systematically and accurately about facts and phenomena in the field (Ahmad, 2018; Albi & Johan, 2018; Hasibuan et al., 2022). This study intends to examine the role of PAI teachers in shaping students' attitudes of togetherness and tolerance in Islamic religious learning at private vocational schools Tunas Harapan Batang Serangan. The researcher uses a qualitative method because the researcher intends to understand the situation deeply to find a more precise meaning.

The subjects in this study include parties who are considered to be able to provide information about the background and actual circumstances of the research object so that the data produced is accurate. This study's informants are teachers, students, and school principals. Data collection in this study uses several techniques to obtain complete data, including observation, interview, and documentation (Amin et al., 2023; Anggito Albi & Johan Setiawan, 2018). According to the theory of Miles and Huberman (1992:16), the stages of data analysis techniques include data reduction, data presentation, data condensation, and conclusion (Putri, 2017). To determine the validity of the data, examination techniques are needed, namely Triangulation, Extension of Observation, and Review of Informants (Moleong, 2013).

Result and Discussion

The role of PAI teachers influences the formation of a togetherness attitude in students in Islamic religious learning

The results of interviews with PAI teachers related to the role of PAI teachers influenced the formation of togetherness attitudes in students in Islamic religious learning at Tunas Harapan Batang Serangan Private Vocational Schools through Interactive Teaching Strategies. In this case, PAI teachers use interactive teaching methods such as group discussions, group work, and educational games that encourage students to work together. According to PAI teachers, this strategy not only makes learning more interesting but also fosters a sense of mutual trust and solidarity among students. Another strategy is through instilling values through example. According to PAI teachers, in implementing this strategy, PAI teachers actively show an attitude of togetherness in their daily actions. For example, helping struggling students, showing empathy in certain situations, and inviting students to do social activities together such as social services or religious activities.

Rasulullah SAW said:

كَرَجُلٍ الْمُؤْمِنُونَ: وَسَلَّم عَلَيْهِ اللَّهُ صَلَّى اللَّهُ رَسُولٌ
قَالَ: قَالَ عَنْهُ اللَّهُ رَضِيَ مَالِكُ بْنُ أَنَسٍ عَنْ
حَتَّى بَضَعَهُ كُلُّهُ، الْجَسَدُ اسْتَنَكَ سَأَرَ اسْتَنَكَ
وَإِنْ كُلُّهُ، الْجَسَدُ اسْتَنَكَ أَعْيُنًا شَنَكَى إِنْ وَاجِدٍ
(ومسلم البخاري رواه) لُقَلْبِ

Meaning: Rasulullah SAW said: The parable of believers in loving, loving, and cherishing each other is like one body, if one limb is sick, then the whole body will feel pain and fever. (HR. Bukhari and Muslim) (al-Asqalani, n.d., p. No. 256).

According to al-Asqalani, a believer should feel the suffering of his fellow believers and help ease his burden. This is one of the forms of solidarity and unity that is expected in Islam (al-Asqalani, n.d.). Muslims are one body; if one part of the body is sick, then the whole body will feel pain. This illustrates how important brotherhood, love, and affection are among fellow Muslims. This hadith teaches that Muslims must care for each other and help and support each other in both joy and sorrow.

Furthermore, through observation, it was found that PAI teachers organized learning through the Use of Relevant Learning Materials. The learning materials are arranged to be relevant to students' daily lives. PAI teachers associate the values of togetherness with Islamic stories and real events that are familiar to students so that they can more easily understand and apply these values in their lives. This is in line with the study of Lawrence Kohlberg's theory of moral development, which states that Islamic religious teachers have an important role in guiding students to higher moral stages through Islamic teachings. They help students understand concepts such as kindness, justice, and moral responsibility in the context of Islam. PAI teachers also conduct a Personal Approach to students, listen to their problems, and provide moral guidance. This creates a strong emotional bond between teachers and students and between the students themselves.

From the results of observations and interviews with students, it was found that the role of PAI teachers influenced the formation of togetherness attitudes in students in Islamic religious learning, showing an increase in cooperation both inside and outside the classroom. Students work together more often to complete group tasks and show a sense of mutual help. Then, there is an increase in tolerance and empathy among students. They can better understand and appreciate differences of opinion and are faster to support friends in need. Solidarity among students is getting stronger, especially in social and religious activities. Students are more actively involved in activities that require teamwork and show a high spirit of togetherness. The role of PAI teachers is the expression of (Walansendow et al., 2017) that the attitude of togetherness is to create an inclusive learning environment where every student feels welcome and supported. Through mutual respect for differences of opinion and support between others, students feel more comfortable to participate actively and have a high sense of solidarity and help each other in the learning and religious process.

The influence of the role of PAI teachers in Islamic religious learning on the level of student tolerance

The results of interviews with PAI teachers in relation to the influence of the role of

PAI teachers in Islamic religious learning on the level of student tolerance show that PAI teachers have an important role in teaching tolerance in various ways. PAI teachers deliberately compile learning materials that emphasize the values of tolerance. They use verses from the Quran and hadith highlighting the importance of respecting differences and living peacefully. It was also found that PAI teachers use participatory teaching methods such as group discussions, debates, and case studies that allow students to interact, exchange views, and learn to tolerate and appreciate different perspectives. As stated by (Abror, 2020) by internalizing the values of tolerance, students can feel comfortable accepting differences and appreciating diversity among others. This creates an atmosphere where every individual feels valued.

PAI teachers act as role models by showing a tolerant attitude in daily interactions. They treat all students fairly and respect the differences between them. Then, extracurricular activities and social projects should be organized to involve students from different backgrounds in working together. This activity aims to build a sense of mutual respect and cooperation among students.

The observation results showed that students who were involved in PAI learning showed increased awareness of the importance of diversity and appreciation of differences. They are more open and respectful of differences in religion, culture, and views in the school environment. Students show a more positive attitude towards differences. They are more likely to accept and appreciate different opinions and seek to understand their friends' different perspectives. This is in line with the theory of Social Perspective put forward by Herbert Blumer (1969) when a person can see the situation from the perspective of others, they tend to be more tolerant of differences (Tarigan, 2011)

The influence of school environment factors and the implementation of the PAI curriculum on the formation of students' attitudes of togetherness and tolerance

Based on the statement of PAI teachers at private vocational schools in Tunas Harapan Batang Serangan in relation to the influence of school environment factors and the implementation of the PAI curriculum on the formation of students' attitudes of togetherness and tolerance, it is known that school environmental factors and the implementation of

the Islamic Religious Education (PAI) curriculum significantly affect the formation of students' attitudes of togetherness and tolerance. An inclusive, interactive school environment and diverse cultural and religious activities help students understand and appreciate differences. As the hadith of Rasulullah Saw:

اللَّهِ عَبْدُ بِنِ اللَّهِ عُبَيْدٌ عَنْ زَاعِيٍّ الْأَوْ عَنْ الْمُبَارَكِ
بِنِ اللَّهِ عُبَيْدٌ عَنْ سُفْيَانَ حَدَّثَنَا
وَسَلَّمَ عَلَيْهِ اللَّهُ صَلَّى اللَّهُ رَسُولٌ قَالَ: قَالَ
الْبَاهِلِيُّ أَمَامَةَ أَبِي عَنْ مَسْعُودِ بْنِ عُنْبَةَ بْنِ
(داودبو أ روا) يُخَالِلُ مَنْ أَحَدَكُمْ فَلْيَنْظُرْ خَلِيلَهُ دِينَ
عَلَى الْمَرْءِ

Meaning: Narrated to us Sufyan, from Abdullah bin Al-Mubarak, from Al-Auzai'i, from Ubaidullah bin Abdullah bin Utbah bin Mas'ud, from Abu Umamah Al-Bahili, he said: The Prophet PBUH said, A person will be influenced by the religion of his friend, so let each one of you pay attention to who is his friend (narrated by Abu Dawud). (Sulaiman, 1984, p. No. 4833) (Sulaiman, 1984).

According to Imam An-Nawawi in his book Riyadhus Shalihin, this hadith is included in the chapter on the importance of associating with pious people. He explained that a Muslim must be careful in choosing friends because the influence of friends is very strong in shaping one's behavior and faith (An-Nawawi, 2015).

Based on the results of interviews with PAI teachers, the influence of school environmental factors and the implementation of the Islamic Religious Education (PAI) curriculum shows that both play an important role in shaping students' attitudes toward togetherness and tolerance. A school environment that supports positive social interaction and a PAI curriculum that teaches the values of tolerance help students develop empathy and appreciation for diversity. Implementing a good PAI curriculum and the active role of teachers as role models also strengthen the formation of inclusive and tolerant student character. This has been stated by Albert Bandura (1960) in his theory of social learning, which emphasizes the role of teachers as a model for students in internalizing Islamic religious values. Teachers not only convey Islamic teachings but also provide concrete examples of how to apply these values in daily life, which will affect students' learning process (Maarif, 2019).

According to PAI teachers, students in a conducive school environment are encouraged to interact with diverse groups, and a curriculum that consistently incorporates the values of tolerance in various subjects has proven to be effective in instilling mutual respect and togetherness among students.

Conclusion

1. Through interactive teaching strategies, instilling values through example, the use of relevant materials, and a personal approach, teachers can instill the values of cooperation, tolerance, empathy, and solidarity in students. This positive impact can be seen from the increase in students' attitude of togetherness in various aspects of their lives.

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2. The role of PAI teachers in Islamic religious learning has a significant influence on increasing student tolerance. Through the preparation of learning materials that emphasize tolerance, the use of participatory teaching methods, modeling and example, as well as extracurricular activities and social projects, PAI teachers can instill the values of tolerance in students.
3. The influence of school environment factors and the implementation of the Islamic Religious Education (PAI) curriculum on the formation of students' attitudes of togetherness and tolerance that these two factors play an important role in shaping the character of tolerant and inclusive students. A supportive school environment and a PAI curriculum that emphasizes the values of tolerance and appreciation for social diversity can increase mutual respect and togetherness among students.
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