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## RELIGIOUS TOLERANCE IN INDONESIAN LANGUAGE LEARNING IN MI: EXPLORATION OF DIVERSITY VALUES AND PRACTICAL IMPLEMENTATION

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DOI: <https://doi.org/10.32332/moderatio.v4i2.9365>

Received 28 May 2024	Revised 07 October 2024	Accepted 27 October 2024	Published 02 December 2024
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**Abstract:** Indonesia, as a country rich in cultural, religious, and ethnic diversity, faces challenges in maintaining harmony and tolerance in its society. The importance of tolerance education from an early age, especially at Madrasah Ibtidaiyah (MI), is a primary focus. Indonesian language learning at MI plays a strategic role in teaching students the values of diversity and religious tolerance. Recent data shows significant challenges in fostering tolerant attitudes, particularly among the younger generation. Learning Indonesian at MI aims not only to improve students' language skills but also to introduce them to the concepts of tolerance and respect for differences. Integrating values of diversity into the curriculum allows students to appreciate differences and understand diverse perspectives in society. Consequently, the young generation emerging from MI is more open, accepting, and capable of maintaining harmony amidst Indonesia's diversity. Thus, learning Indonesian at MI is not only a means of communication but also a stage for character formation rooted in the values of diversity, which are essential to the Indonesian national identity.

**Keywords:** Religious tolerance, Madrasah Ibtidaiyah (MI), Indonesian Language Learning, Diversity, Curriculum.

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## INTRODUCTION

Indonesia, as a country with diverse cultures, religions and ethnicities, faces challenges in maintaining harmony and tolerance among its people. This diversity is not only a national asset but also requires active efforts to maintain harmony among various community groups. In education, especially at the Madrasah Ibtidaiyah (MI) level, it is very important to instill the values of tolerance from an early age<sup>1</sup>.

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<sup>1</sup> Hesti Ariestina, "IMPLEMENTATION OF TOLERANCE VALUE AS A STRENGTHENING OF CHARACTER EDUCATION IN MADRASAH IBTIDAIYYAH," n.d.; Luma'ul 'Adilah Hayya and Fauzi Fauzi, "Internalization of Tolerance Value in Thematic Learning at Madrasah Ibtidaiyah,"

Indonesian language learning has a very strategic role in teaching the values of diversity and religious tolerance to students. Indonesian as the language of unity is not only a means of communication but also a means to internalize noble values that can strengthen harmony and togetherness in the midst of diversity.<sup>2</sup>

The latest data on religious tolerance in Indonesia shows that there are significant challenges in implementing tolerant attitudes, especially among the younger generation. Based on research from the Setara Institute<sup>3</sup> The Tolerant City Index (IKT) in Indonesia shows a stagnant state of tolerance since 2015, with the national score reaching 5.03 in 2022, slightly down from 5.24 in 2021 (VOA Indonesia)<sup>4</sup>. In addition, research by the Center for the Study of Islam and Society (PPIM) UIN Jakarta<sup>5</sup> found that around 30.16 percent of Indonesian students have an attitude of religious intolerance (KOMPAS.com).

This background emphasizes the importance of tolerance education from an early age, including in Madrasah Ibtidaiyah (MI), to encourage understanding and application of diversity values. Tolerance is a universal attitude that does not recognize the limits of time, place, or the people involved<sup>6</sup>. It involves respect for differences in race, religion, culture, ethnicity, as well as respect for the opinions and thoughts of others. In Indonesia, with its rich cultural diversity, tolerance is key to creating a harmonious and peaceful environment. Education that emphasizes religious tolerance can help shape a younger generation that is more appreciative of differences and able to coexist peacefully<sup>7</sup>. Therefore, the integration of diversity values in the curriculum, especially in Indonesian language subjects, is an important step. Indonesian language learning in MI not only aims to improve students' language skills but also to introduce them to the concept of tolerance and respect for differences. Thus, students can learn to respect each other, understand different perspectives, and build an inclusive attitude from an early age.

Tolerance is a universal attitude that knows no boundaries of time, place, or people involved. The consistent application of tolerance in all our interactions with all people is key to creating a harmonious and peaceful environment. This includes not only respect for differences in race, religion, culture, ethnicity and class, but also respect for the opinions and thoughts of others. With this broad scope of tolerance, we can strengthen social bonds and create a society of mutual respect. In Indonesia, which

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*INSANIA : Journal of Alternative Educational Thought* 28, no. 1 (June 30, 2023): 98-114, <https://doi.org/10.24090/insania.v28i1.7125>;

<sup>2</sup> Ismadi, Hurip Danu, "INTERNATIONALIZATION OF INDONESIA'S LANGUAGE," May 2020, <http://badanbahasa.kemdikbud.go.id/lamanbahasa/artikel/2988/internasionalisasi-bahasa-indonesia>.

<sup>3</sup> "Tolerant Cities Index 2022: Tolerance Stagnation in Indonesian Cities," *Setara Institute*, 2023, [setara-institute.org](http://setara-institute.org).

<sup>4</sup> "PPIM UIN Jakarta Survey: Religious Tolerance Low for 1 in 3 Students," *VoA Indonesia*, 2021.

<sup>5</sup> "PPIM UIN Jakarta Research: 30.16 Percent of Indonesian Students are Intolerant," *Kompas.Com*, March 2, 2021.

<sup>6</sup> Dhohiah, Dedeh, "Tolerance Among the Millennial Generation," *BDK Jakarta*, January 29, 2021, <https://bdkjakarta.kemenag.go.id/toleransi-di-kalangan-generasi-milenial/>; Ershov Bogdan Anatolievich et al., "TOLERANCE IN THE STRUCTURE OF SPIRITUAL AND MORAL VALUES OF MODERN SOCIETIES," *Future Academy*, 2018, <http://dx.doi.org/10.15405/epsbs.2018.02.36>.

<sup>7</sup> Hendri Dunan, "Religious Tolerance in Schools" 3, no. 5 (2023).

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is rich in cultural diversity, tolerance is very important. Only by appreciating and respecting differences can we live together in peace and harmony.

Indonesian language learning in Madrasah Ibtidaiyah (MI) has a very important role in shaping student character from an early age, especially in strengthening the values of diversity and religious tolerance. The integration of these values into the curriculum allows students to learn to appreciate differences and understand diverse perspectives in society. Thus, it is not only a linguistic learning, but also a means to form an inclusive and tolerant attitude. The direct practice of these tolerance values in Indonesian language learning provides opportunities for students to interact with diverse cultures and religions, broadening their understanding of social plurality. As a result, the young generation that emerges from MI becomes more open, accepting, and able to maintain harmony amidst the diversity of Indonesian society. That way, Indonesian language learning is not only a means of communication, but also a stage for character building that is rooted in the values of diversity, the essence of the Indonesian national identity.

Referring to several previous articles with similar themes, the first is an article (Novitasari, et al, 2021)<sup>8</sup> which focuses on the importance of education and teachers in fostering religious tolerance, and highlights it as a key factor in fostering unity and harmony among Indonesia's diverse communities, but this article does not provide concrete examples or initial data as background in this study. In the second article written by Nudin, et al (2020)<sup>9</sup> about the application of moderation values in the Islamic Religious Education curriculum at SDN Tunon 2 Tegal City. This article also concludes that religious education at the primary level can be an effective forum for instilling moderation values in Islam, which is very important to form a tolerant and inclusive generation. Researchers found shortcomings in the article, namely the lack of intensity, lack of control and interaction between PAI teachers and students, and limited worship facilities such as mosques or prayer rooms in schools that do not yet exist. The third article written by Salsabila and Frinaldi (2023)<sup>10</sup> discusses the implementation of religious moderation programs in madrasas within the Regional Office of the Ministry of Religious Affairs of West Sumatra Province. However, the shortcoming of this article is the lack of discussion regarding evaluation and monitoring that has not been structured and comprehensive in the implementation of religious moderation programs in madrasas.

The conclusion of the previous articles shows that Indonesian language learning in Madrasah Ibtidaiyah (MI) with a focus on the values of diversity and religious tolerance has a vital role in responding to the complexity of diversity challenges in Indonesia. While these measures are a strong foundation, they require

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<sup>8</sup> Nisha Novitasari, Dinie Anggraeni Dewi, and Yayang Furi Purnamasari, "The Role of Education to Foster Tolerance between Religions" 5 (2021).

<sup>9</sup> Burhan Nudin, Muh Mishbahurriqzi, and Ahmad Fauzan, "EKISTENCY AND IMPLEMENTATION OF ISLAMIC MODERATION VALUES IN THE PAI LEARNING CURRICULUM AT SDN TUNON 2 TEGAL CITY," *Fikri: Journal of Religious, Social and Cultural Studies*, 2020, <https://doi.org/10.25217/jf.v8i1.3181>.

<sup>10</sup> Salwa Salsabila and Aldri Frinaldi, "Implementation of the Religious Moderation Program in Madrasahs within the Regional Office of the Ministry of Religious Affairs of West Sumatra Province" 7 (2023).

further attention to the aspects of evaluation, monitoring, intensity, control, and interaction in the implementation of these programs. The purpose of the article "Religious Tolerance in Indonesian Language Learning in MI: An Exploration of Diversity Values and Practical Implementation" is to provide a deeper understanding of the importance of the integration of tolerance values in the religious education curriculum and Indonesian language learning in MI. Through this exploration, it is hoped that the article can serve as a foundation for more effective and holistic learning efforts, as well as strengthen students' character building in facing the increasingly complex dynamics of society, creating a generation capable of living harmoniously and inclusively in the future.

## RESEARCH METHODS

This research was chosen due to concerns about the declining trend of religious tolerance in society, especially in the context of Indonesian language learning in MI. MI was chosen as the unit of analysis because of the important role of Islamic educational institutions in instilling the values of religious tolerance and harmony. The uniqueness of this topic lies in its specific focus on Islamic religious education at the primary level and its relationship with Indonesian language learning.

This research uses a descriptive qualitative approach<sup>11</sup>. This approach aims to provide an in-depth description of the research subject. This allows the author to provide a complete picture of the research subject and support the research results. The type of research used is a field study<sup>12</sup>. This research was conducted by taking 2 kinds of data. Primary data in this study were obtained from interviews, observations and documentation involving 5 respondents who were asked to fill out a survey on Religious Tolerance in Indonesian Language Learning in MI that has been implemented. Secondary data comes from books and journals that discuss religious tolerance in Indonesian language learning in MI, namely by collecting literature such as books and related journal articles. The purpose of collecting these sources is to find, summarize, and analyze content relevant to the research topic.

The research process included steps such as primary data collection through interviews, observation, and documentation, as well as surveys to respondents. Secondary data collection was conducted through literature search and analysis. The method used is descriptive data analysis, which involves data reduction, data presentation, and conclusion drawing or verification of the survey results<sup>13</sup>. Data analysis is carried out by describing and focusing on the aspects that have been studied, and by selecting data. This process includes data reduction, data presentation, and verification of survey results. The analysis method used is descriptive, emphasizing important aspects relevant to the research topic. The results of the analysis are presented in the form of a narrative that provides a clear picture of the condition of religious tolerance in Indonesian language learning in MI.

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<sup>11</sup> Sugiyono, *Quantitative, Qualitative and R&D Research Methods* (Bandung: Alfabeta, 2017).

<sup>12</sup> Wahyudin Darmalaksana, *Qualitative Research Methods for Literature and Field Studies* (Bandung: Digital

<sup>13</sup> Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis A Methods Sourcebook*, 4th edn (Sage Publications, 2018).

## RESULTS AND DISCUSSION

The concept of religious tolerance is an important aspect of education, especially in Madrasah Ibtidaiyah (MI) in Indonesia. To understand how this concept of tolerance is applied in Indonesian language learning, we surveyed several teachers in MI. The following are the results and discussion of the survey data:

### 1. The Concept of Religious Tolerance in Indonesian Language Learning

The concept of religious tolerance in Indonesian language learning has a very important role in shaping students' attitudes and understanding of religious and cultural diversity in Indonesia. One way to integrate this concept is to introduce texts that contain tolerance messages to students. In Indonesian language learning, texts such as short stories, poems, or articles that illustrate cultural and religious diversity are often used. Through these stories, students are given the opportunity to understand the different life experiences and worldviews of various religious and cultural groups. They can learn to appreciate these differences and understand that diversity is something rich and enriching, not something to be feared or contested. Examples of stories about religious tolerance could include stories about interfaith friendships, cooperation in interfaith social activities, or joint struggles against discrimination and intolerance. These stories are not only entertaining, but also provide a strong moral message about the importance of respecting religious differences and working together as one diverse nation. In addition, using texts about religious tolerance in Indonesian language learning also provides an opportunity for teachers to discuss the moral values contained in them. Teachers can guide students to reflect on the messages conveyed by the characters in the story and apply them to everyday life.

Thus, the integration of the concept of religious tolerance in Indonesian language learning not only helps students improve their ability to read and understand texts, but also forms a positive attitude towards religious and cultural diversity in society. This is an important step in forming a generation that is tolerant, inclusive and able to coexist in a multicultural society.

### 2. Explanation of Diversity Values to Students

Explaining the values of diversity to students is an important aspect of education that aims to form an attitude of tolerance, appreciation, and understanding of diversity in society. In the learning process, students are taught to respect the cultural, religious and ethnic differences of their fellow humans.

First, students are given an understanding that diversity is something natural and natural in social life. They are taught to see differences as wealth and gifts, not as things that threaten or trigger conflict. By understanding that every individual has the right to believe in and practice their own religion, students can develop an attitude of mutual respect and honor. In addition, the explanation of the values of diversity also includes a discussion of human rights and democratic principles. Students are given an understanding that every individual has the same right to religion and belief, as well as the right to be respected and not discriminated against on the basis of a particular religion or belief.

During the learning process, teachers can use various methods and learning materials that support students' understanding of diversity. For example, through stories, pictures, videos, or group discussions about cultural and religious diversity in Indonesia and in the world. Students can also be given the opportunity to share personal or family experiences related to religious and cultural diversity in everyday life. The importance of teaching the values of diversity is also reflected in the school curriculum, where learning materials on cultural and religious diversity are usually included in various subjects, including Indonesian Language, Social Studies and Religious Education. This aims to provide students with a comprehensive understanding of the importance of respecting and understanding differences in social life.

Thus, explaining the values of diversity to students is not only part of classroom learning, but also an effort to shape students' characters who are tolerant, respectful and inclusive. This is an important foundation for the creation of a peaceful, harmonious and coexisting society in diversity.

### **3. Specific Activities or Approaches to Teaching Tolerance**

Specific activities or approaches in teaching religious tolerance are an important part of character education efforts in schools. Some activities that have been proven effective in shaping students' tolerance attitudes include:

- a. Commemoration of National Holidays with Art Performance: The commemoration of national holidays is often an important momentum to convey messages of tolerance and unity to students. This activity can be organized by inserting poetry, drama, poetry musicalization, or other performances that raise the theme of tolerance and diversity. Through art, students can more easily absorb these messages and open themselves to an understanding of diversity in society.
- b. Collaborative Projects in Learning: Engaging students in collaborative projects that demand understanding and appreciation of differences can be an effective way to reinforce diversity values in education. For example, a joint art project that showcases the work of students from different cultural backgrounds or a regional cultural study that introduces the uniqueness and diversity of cultures in Indonesia. In these projects, students learn to work together, appreciate each other's contributions and celebrate differences as enriching richness.
- c. Open Discussions and Debates: Organizing open discussions or debates on issues of diversity and tolerance can also be an effective approach. Through discussions, students have the opportunity to express their views on cultural and religious differences and share their experiences and understanding. These discussions can help students to understand others' points of view, feel empathy, and broaden their horizons on diversity.
- d. Visits to Places of Worship: Organizing visits to places of worship such as churches, mosques, temples or monasteries is also a valuable activity in teaching religious tolerance. Through these visits, students can directly experience and understand different religious practices, as well as gain a deeper understanding of the values espoused by each religion.

- e. Organizing Seminars or Workshops: Schools can also invite resource persons or experts in the field of diversity and tolerance to organize seminars or workshops for students. These seminars can discuss actual issues related to religious tolerance, provide a deeper understanding of cultural diversity, and provide concrete strategies on how students can become agents of change in building a tolerant and inclusive society.

With special activities and approaches, schools can create a learning environment that promotes tolerance, respect and cooperation in the face of cultural and religious differences. This is an important step in shaping a generation that has an awareness of the importance of peaceful coexistence in diversity.

#### **4. Teacher's Role in Implementing the Concept of Pancasila Learner Profile**

Concrete experiences in implementing Indonesian language learning that promotes religious tolerance play an important role in shaping inclusive attitudes and mutual respect among students. Here are some examples of concrete experiences conducted by teachers in the learning process:

- a. Studying Traditions and Ceremonies of Various Religions: Teachers integrate Indonesian language materials by learning about the traditions, ceremonies and rituals of various religions and cultures in Indonesia. For example, students are invited to understand the meaning and procession of religious ceremonies such as the celebrations of Eid al-Fitr, Christmas, Vesak, and Nyepi. By learning this, students can better understand the diversity of religions and cultures around them and appreciate different religious practices.
- b. Organizing Discussions and Presentations: The teacher provides opportunities for students to organize discussions or presentations on their religious values and how these values are reflected in their daily lives. Through this activity, students can share their experiences and understanding of religious diversity and strengthen their attitude of tolerance and mutual respect.
- c. Reading and Analyzing Texts that Promote Tolerance: The teacher selects reading texts that promote messages of tolerance and unity among religious communities as Indonesian language learning materials. Students are then asked to read, analyze and discuss the messages of tolerance contained in the text. This helps students to understand the importance of tolerance in social life.
- d. Using Real Examples in Learning: Teachers use real-life examples or inspiring stories about individuals or groups practicing religious tolerance in Indonesian language learning. By presenting these concrete examples, students can see how important an attitude of tolerance is in maintaining harmony and peace between religious communities.
- e. Organizing Creative Activities: The teacher invites students to organize creative activities such as creating poems, short stories, or short films with the theme of religious tolerance. Through this activity, students can express their thoughts and feelings about the importance of tolerance in the form of creative works of art.

#### **5. Concrete Experiences in Implementing Indonesian Language Learning that Promotes Religious Tolerance**

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## **6. Main Challenges in Teaching Religious Tolerance in Indonesian Language Learning Environment in MI**

The main challenge in teaching religious tolerance in the Indonesian language learning environment in MI is the sensitivity of some students whose parents are believers. This requires teachers to be more careful in discussing religious topics so as not to offend students or their parents.

- a. **Sensitivity to Parental Beliefs:** The presence of students who come from families that adhere to certain beliefs can create sensitive situations in learning. Some students may have very strong religious beliefs and are sensitive to talks or activities related to other religions. This requires teachers



to take a careful and sensitive approach in integrating religious tolerance values in Indonesian language learning.

- b. **Risk of Bullying or Discrimination:** The presence of students who come from families with different religious backgrounds may also increase the risk of marginalization or discrimination among students. For example, students who may be the religious minority in a class may feel uncomfortable or ignored by their classmates. This requires teachers to create an inclusive and supportive learning environment for all students, without discriminating based on religious background.
- c. **Caution in Discussing Religion:** Teachers need to be careful in discussing religious topics so as not to offend students or their parents. This requires a judicious choice of words and approach in the delivery of Indonesian learning materials related to religion. Teachers also need to consider the sensitivity of individual students and their families in responding to religious topics covered in learning.
- d. **Limitations of Diverse Learning Resources:** Another challenge faced by teachers is the limitation of diverse learning resources that support Indonesian language learning with a religious tolerance approach. Teachers need to find and use learning materials that are appropriate and relevant to the theme of religious tolerance, but sometimes these sources are difficult to find or limited.

## **7. Challenge Resolution**

To overcome the challenge of sensitivity to the beliefs of parents of students who are adherents of certain beliefs, an individual and persuasive approach is the strategy applied.

- a. **Communicate openly with students and parents:** Open communication is key to building understanding and support from all relevant parties. Teachers need to clearly explain learning objectives that include religious tolerance values to students and their parents. By doing this, they can build the trust and engagement needed to create an inclusive learning environment.
- b. **Provide a safe and inclusive learning environment:** Teachers need to create a safe and inclusive learning environment for all students, where each individual is respected and valued. This can be done by creating classroom norms that promote respect for differences, and by avoiding demeaning or discriminatory behavior or language.
- c. **Using a sensitive and inclusive approach:** When discussing religious materials, it is important to use a sensitive and inclusive approach. Teachers need to be mindful of students' individual sensitivities and needs, and avoid emphases or views that might offend or make students feel uncomfortable. Paying attention to students' different backgrounds and respecting their religious beliefs is an important part of this approach.
- d. **Develop or find learning materials that support the theme of religious tolerance:** Teachers need to find or develop varied learning materials that support the theme of religious tolerance for use in Indonesian language learning. This could include literary texts, articles or videos that address the

theme of religious tolerance and diversity in a way that is interesting and relevant to students.

- e. Encourage collaboration between students from different religious backgrounds: Collaboration between students from different religious backgrounds can help strengthen understanding and appreciation of religious diversity. Teachers can design collaborative activities or projects that allow students to work together to understand and celebrate their religious differences. This not only enriches students' learning experience, but also helps build strong relationships between them.

## **8. Impact and Expectations**

- a. Increased Awareness and Respect for Differences: Indonesian language teaching that emphasizes religious tolerance is expected to increase students' awareness of the importance of respecting differences in everyday life. By understanding and appreciating the cultural and religious heritage of others, students are expected to develop an inclusive attitude and respect for the diversity around them.
- b. Formation of Strong Inter-relationships: Another expectation is that students will become more accustomed to getting along and making friends regardless of religion and beliefs. Through positive experiences in learning that emphasize tolerance, students can form strong relationships among themselves without being limited by differences in religion or belief. This will create a more harmonious social environment in the school and community.
- c. Influence on Attitudes and Behavior Outside the Classroom: Indonesian language teaching that promotes religious tolerance has the potential to influence students' attitudes and behaviors outside the classroom. By bringing the learned values of tolerance into their daily lives, students will hopefully become agents of change who promote peace, understanding and interfaith cooperation in their communities.
- d. Contribution to the Development of a Tolerant Society: More broadly, the impact of teaching Bahasa Indonesia that emphasizes religious tolerance is expected to contribute to the development of a more tolerant and inclusive society. By strengthening the values of tolerance among the younger generation, we can form a society that values religious diversity and respects the right of every individual to practice their religious beliefs without fear of discrimination or intolerance.

## **9. Visible Impact**

- a. Improved Quality of Interaction between Students: One of the visible impacts of teaching religious tolerance is the decrease in profanity among students. As students internalize the values of tolerance, they become more aware of the importance of respecting differences, including religious differences. This leads to an improvement in the quality of interaction between students in the school environment, where they learn to respect each other and not hurt each other with inappropriate words or actions.
- b. Formation of an Inclusive Environment: Through learning religious tolerance, students become more accustomed to getting along and making friends

without distinguishing religions and beliefs. They understand that religious differences are not a barrier to forming good relationships and supporting each other. As a result, the school environment becomes more inclusive and harmonious, where every individual feels accepted and valued without exception.

- c. **Reduction of Conflict and Friction:** One of the most obvious impacts of teaching religious tolerance is the reduction of conflict and friction in the school environment. When students accept and respect religious differences, they are more likely to be able to resolve disagreements peacefully and not resort to aggressive actions. This creates a safe and conducive environment for learning, where students can concentrate on learning without the distraction of inter-individual conflicts.
- d. **Improved Student Wellbeing:** An inclusive and harmonious school environment resulting from the teaching of religious tolerance also contributes to the improvement of students' overall well-being. When students feel accepted and valued by their classmates, they tend to feel happier and more comfortable in the school environment. This can have a positive impact on their emotional and psychological well-being, as well as academic performance and participation in school activities.

#### **10. Availability of Religious Tolerance Values in Package Books/Printed Books**

- a. **Integration of Tolerance Values in Learning Content:** Indonesian textbooks in MI are designed to integrate the values of religious tolerance through texts, stories, and activities that highlight themes of tolerance and diversity, such as stories of figures who respect religious differences and texts that describe Indonesia's cultural diversity.
- b. **Learning Activities that Promote Tolerance:** The textbook may also provide a range of learning activities designed to promote the values of religious tolerance. These activities could include group discussions on how to respect religious differences, project work that requires an understanding and appreciation of religious diversity, or discussions of the moral values that underpin tolerance.
- c. **Use of Visual Materials:** In addition to text, the textbook may also use visual materials such as pictures or illustrations that support learning about religious tolerance. These visual materials can help students understand complex concepts more easily, as well as reinforce the message of tolerance through visual representations of religious diversity.

With the integration of religious tolerance values in Indonesian language textbooks, students have continuous access to messages of tolerance and diversity, thus helping them to form an inclusive attitude and respect for differences in their daily lives. The results of the interviews show that although the understanding of the Pancasila Student Profile still needs to be improved, the implementation of this concept in social studies learning in primary schools has had a positive impact on students' character building and provided a deeper understanding of Pancasila values as well as aspects of social, political, economic and cultural life. Challenges

in implementation need to be addressed through collaborative efforts between teachers, schools and other relevant parties to create an inclusive and effective learning environment.

## 11. Recommendation

Based on the results of the research and discussion above, several recommendations can be proposed to improve religious tolerance in Indonesian language learning:

- a. Integration of Tolerance Values in Learning Content: Indonesian language teachers in MI can be more active in choosing and developing learning materials that raise themes of tolerance and religious diversity. They can use existing textbooks or printed books, but it is also advisable to complement them with additional relevant sources.
- b. Use of Visual Materials: In addition to text, the use of visual materials such as pictures or illustrations can help strengthen students' understanding of complex concepts about religious tolerance. Teachers can utilize these visual materials in teaching to clarify the concepts and values to be conveyed.
- c. Learning Activities that Promote Tolerance: Teachers can design various learning activities that emphasize the values of religious tolerance, such as group discussions, project assignments, or discussions on the moral values underlying tolerance. These activities can help students understand and internalize the concepts of tolerance better.
- d. Providing Concrete Examples in Everyday Contexts: Indonesian language textbooks can provide concrete examples in everyday contexts that show how students can apply the values of tolerance in their lives. This will help students to better understand the relevance and importance of tolerance in their daily lives.
- e. Improving Communication with Parents: Teachers need to strengthen communication with parents, especially those of particular faiths, to ensure that religious tolerance learning in the classroom is widely supported and understood. Open and clear communication about the learning objectives and approaches taken will help build support from all parties concerned.
- f. Developing Collaborative Skills: Teachers can develop students' collaborative skills in dealing with cultural and religious differences by designing projects or activities that demand understanding and appreciation of differences. Through working together on these projects, students can learn to appreciate each other and celebrate differences as enriching richness.
- g. Engaging Students in Active Learning: Teachers need to provide opportunities for students to be actively involved in learning, either through discussions, presentations, or other creative activities so that students can better understand and internalize the values of religious tolerance.
- h. Evaluation and Adjustment: Teachers periodically evaluate the effectiveness of the methods and approaches used in teaching religious tolerance, and make adjustments if necessary.

## CONCLUSIONS

The most important finding of this study is that the concept of religious tolerance has a very important role in Indonesian language learning in Madrasah Ibtidaiyah (MI) in Indonesia, especially in Banyumas Regency. This is surprising because it changes the view that may have previously believed that the relationship between religion and radicalism is something certain. The study concludes that the integration of diversity values in Indonesian language learning not only improves students' skills in reading and understanding texts, but also shapes positive attitudes towards religious and cultural diversity.

This research makes an important contribution to scholarly academic understanding of the importance of religious tolerance values in education. The findings suggest that learning approaches that promote religious tolerance can have a positive impact in shaping inclusive attitudes and reducing the potential for conflict. The concept of agency used in this study highlights the active role of teachers in creating a learning environment that supports the development of religious tolerance among students. Methodologically, this study provides examples of concrete learning strategies that can be applied to facilitate the development of religious tolerance attitudes in MI.

Nevertheless, this research has limitations that need to be considered. Further research is needed to dig deeper into the influence of the integration of religious tolerance values in Indonesian language learning on student behavior outside the school context. In addition, future research can explore further how factors such as sensitivity to students' parents' beliefs can be overcome in the implementation of educational programs that support religious tolerance. Research can also develop strategies to overcome the limitations of diverse learning resources, so as to expand the positive impact of Indonesian language learning on the formation of religious tolerance attitudes in MI.

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