

## THE ROLE OF RELIGIOUS EDUCATION TEACHER DEVELOPMENT ON THE VALUES OF RELIGIOUS TOLERANCE AT SMAN 8 PONTIANAK

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### ABSTRACT

This study aims to determine the role of religious teachers in instilling religious tolerance values, the forms of tolerance that are being taught, and the factors that support and prevent the instillation of religious tolerance values. This research uses a qualitative approach with the type of phenomenological research. Data was collected through observations, in-depth interviews, documentation, and internet searches. The data analysis used is phenomenological data analysis, which is a method that prioritizes data analysis through phenomena experienced by key informants. The results indicated that religion teachers at SMA Negeri 8 Pontianak served primarily as educators, mentors, models, and role models, in addition to counselors. SMA Negeri 8 Pontianak embraces forms of tolerance, such as mutual aid amongst students of different beliefs, mutual respect for diversity in school, and perpetual peace in the sense that students never argue over the teachings or beliefs of other students. In addition, the delivery of religious tolerance in children is facilitated by good cooperation between school inhabitants and suitable infrastructure and facilities. The cognitive maturity of various students inhibits the process of instilling the ideals of religious tolerance in students, as a result of which the process is inhibited.

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### INTRODUCTION

Indonesia has various type culture , ethnicity , belief / religion, race and language which is also called 'cultural diversity'. Of course just guard diversity no easy thing for Indonesian society . one issue major in Indonesia is tolerance people religious . Indonesia has various religions already inaugurated government namely : Islam, Buddhism , Hinduism, Confucianism , Christianity, and Catholicism . (Ricky Santoso Muharam , 2020: 269-270).

Lately This Lots very conversation about benefit tolerance religious . Islam provides very clear guidelines that everyone can choose the religion he believes in , without exists coercion .

Education is the most appropriate instrument For awaken awareness for successor child nation that has thinking that diversity can become part from unity nation . Children are guided by teachers and taught value difference with based on different However still unite ( Bineka Tunggal Ika). Next , participants education is given knowledge religious as well as example attitude respect , respect , then Ready accept something different around him ( Nurkholis , 2013: 24-25).

Religious education can also push participant educate For live in the middle difference . Expected Can give application education about tolerance religious in life daily so participant educate more develop , understand meaning tolerance the . ( Mokh Imam Firmansyah, 2019: 82-83).

Under observation researchers at SMA Negeri 8 show that school the has five adherents beliefs , including : Islam, Catholicism , Christianity, Hinduism, Buddhism . Atmosphere life school everyday , looks at the attitude mingle , go to school , and so on describe behavior tolerance , though they stay institutionalized different education \_ religious beliefs , however still carry it out in a manner fair and peaceful .

What happened at school the showing that the teacher teaches attitude tolerance for participants teach to behave and be prejudiced Good to Friend peers and to more \_ old . Teach participant educate For respect , value , work same and mutual help . Including pray in class in accordance with their respective beliefs , meanwhile moment ceremony prayer be spoken with Indonesian .

Based on background behind such , research aim For know How the role of religious teachers; forms tolerance ; factor supports and inhibitors in embed values tolerance religious . Research results This expected be one \_ source For describe How the role of religion teachers in schools in Indonesia as well results study This can become reference or source supporters on relevant research . \_

## LITERATURE REVIEW

### The Reality of Religious Teachers

#### 1) Islamic Religious Teacher m

Someone who is given trust For teach eye Islamic religious studies . Must have pious and pious personality ..This is must consequences \_ lived by a religious teacher because he made participant pious student shalehah . According to Al Ghazali, religious teachers are connector knowledge to heart participant learn who can deliver his souls until bring closer self to God.

So the Islamic religion teacher is a professional educator in the field of Islamic religion , giving training , education , guidance as well as become role model for participant educate For achievement objective expected Islamic religious education become good human being , as well understand forbidden religious things nor what is permitted.

#### 2) Christian Religious Teacher

Two things always important \_ need noticed when speak about Christian teachers. First , the position as a status Christian as servant jesus christ . Second , acknowledge his job as always educator \_ Ready on duty as a teacher based faith his Christianity . \_ Required aspects \_ become a Christian teacher who can bring results positive , including : (a). Able to manifest values Christianity in action real ; (b). Christian education admits that they called For objective

important that is change life to direction likeness and fullness christ ; (c). The teaching profession comes first service; (d). Follow teachings jesus in a manner perfect . (Tri Hananto , 2021: 150- 152 )

#### Catholic Religion Teacher

Education teacher Catholic have task No only as religious teacher who delivers facet religious knowledge (Kerygma) only but he was also sent as witness live (Martyria) well in school , church or more society \_ broad . The role of the Catholic religious education teacher as catechist ( herald faith ) for church either ad intra ( to in ) or ad extra ( exit ) should be make peace with change and the needs of the times. Catechism contextual make an effort greet man in whole struggle his life . Catechism must comprehensive , encompassing cognitive , affective , and psychomotor .

Within the realm room scope catechesis , social media and use internet network to be challenging opportunities . \_ Catholic Religious Education teacher/ catechist must enter into this digital world \_ welcome a new era with something positive and creative . \_ So, Catholic Religious Education Teacher must still increase competence along in accordance need participant he taught . In education man Christian success \_ catechesis No only determined by content and method catechesis , but also herald That alone . Preacher ( Catholic Religious Education Teacher ) as facilitator expected For capable create atmosphere catechesis that leads to maturity his faith (Tristan Rokhmawan , et al . 2021: 157)

#### The Role of Religious Teachers

Essential role of the teacher as worker professional / skilled is educate ; guide ; teach ; direct ; train ; evaluate participant educate from every level education . (Andi Fitrianti & Anwar Akbar, 2019: 76).

In the view of Islam, teacher or educator responsible help participant educate in development psychology and level maturity so that can operate his obligations as a servant of God. So that capable run life as creature social , and individual . students No solely only grow in accordance with the expectations of his parents , but also to be member society, and teachers become tool For grow child learn to grow in the midst society. (Dedi Saputra Napitupulu, 2020:11)

So, essence education No only be a process or knowledge transfer system knowledge just will but be a conversion process ethics , norms , and morals participant educate . (Agnes, 2020: 21-22)

So from it , the teacher holds very important position in support development participant educate For realize his life optimally . As *Educator* ( educator ); As Advisor that's part from role a teacher; ( Sylphy A. Octavia, 2019: 29-30); As a model and role model ; As advisor ;

#### Essence Tolerance Religious

Arabic term , tolerance refers to the word ' *tasammuh* ' which means allow or each other make it easy . In language english , ' *tolerance* ' means acknowledge , release / relieve , and view / respect other people's beliefs . kindly *etymology* s has a meaning be patient , endure self , as well allow others to have an opinion . Whereas in a manner *terminology* ( term ) tolerance has an attitude meaning each other heed / respect and liberate other people ( groups ) and can with free disclose difference in discussion without impose will . (Abdul Syakur and Agus Hermanto, 2021:40)

kindly ijmal , term tolerance that is attitude spacious airy , gentleness , openness , kindness . UNESCO defines that is attitude each other receive , respect , respect in context disclose diversity culture human . ( Casram , 2016: 118)

from here can We conclude that tolerance religious is related attitude believed faith public or trust relatedwith god . Somebody must own freedom For believe based on faith and freedom For show respect to practice the teachings he professed / believed in .

When the word tolerance associated with religion, that is is willingness For accept religious diversity and diversity accepted by religious groups or other religious beliefs . ( Idrus Ruslan 2020: 33) .

Jazim Hamidi and Mustafa Lutfi (2010: 191) Tolerance is attitude or characteristic tolerance . Attitude tolerance means appreciate , allow , allow attitudes ( ideas , views , beliefs , routines , temperaments etc ) opposite or different with self alone .

From definition above , got We conclude that tolerance has a very broad meaning . Mutual respect and love fellow people , no force or interfere other religious affairs . Tolerance also matters behavior human beings who respect , appreciate , as well as give freedom For believes other religious beliefs with calm without nuisance , threat nor pressure .

### **Form Attitude Tolerance**

Tolerance in fact is attitude each other value and respect without discrimination based on ethnicity , culture , creed , race , or gender. Tolerance no appear instantaneous and he was affected by many factors , including education , experience , media and culture other . When alive in the middle religion , then need attitude tolerance For can life side by side . shape are :

1. Value as well as honor other people's rights
2. Doesn't discriminate against people above base difference .
3. Don't get in the way and break the freedom of others within choose choice (Muhammad Japar, et al , 2020:20).

Furthermore form tolerance between inhabitant different religious schools exist \_ in form agreement For obey rules , respect difference and create peace .

1. Agree For obey rules . There is shape tolerance form agreement inhabitant school different religions inside obey related regulations \_ with tolerance .
2. Confess difference , ie existing tolerance \_ between inhabitant school , which has view positive to the differences that arise at school Where difference That appear in a manner reasonable and citizen school accept and appreciate difference .
3. Give peace , that form existing tolerance \_ between inhabitant school that is try For reconcile disputing parties \_ between inhabitant school through deliberation , care good communication \_ between second warring parties , and improve awareness to warring parties . \_ (Lestari Dewi et al , 2021: 8063)

### **Principle Tolerance**

Every operate tolerance religious so attitudes and principles For reach happiness and peace must owned . Principles tolerance religious is freedom . Freedom matter most important in life that is right on freedom think free \_ choose belief and religion. This is what makes the difference man with creature other . ( Casram , 2016: 187-198).

Manurut Word of Muhammad, (2018:30) in the book explains that principles tolerance Actually covers draft can exists difference , pluralism , diversity , and diversity in association social community , state and nation . Principle tolerance No know with term denial , attitude fanatics and bigotry . Islamic teachings about " *lakum punished waliyadin* " ( for you your religion, and for me mine ) as normative basis is step strategic apply the principle of " agree with difference opinion " ( Unity in Diversity) in connection between people religious . There are various type tolerance religious among others is : tolerance against all religions and against different religions; (Dewi Anggraeni , 2018: 67)

## RESEARCH METHODS

Study This use approach qualitative with type study phenomenology . Study This conducted at SMA Negeri 8 Pontianak. In research This using primary data collected through observation , interview deep to informant key Because more can reliable and valid because in accordance with phenomena experienced \_ participant in a manner personal . As for secondary data form documentation , and internet searches . Data analysis used is phenomenology data analysis ie more method \_ prioritize data analysis through phenomena experienced \_ informant key Study This based on with objective For describe in a manner clear and more detailed based on phenomena experienced \_ informant about How the role of the religious teacher in embed values tolerance religion , forms tolerance What just what is invested and the factors that support it as well as inhibitor in embed values tolerance religious.

## RESULTS AND DISCUSSION

SMA Negeri 8 Pontianak is unit education with jenang School Upper Middle School is located on Jln Ampera, Kel. Sui Jawi district \_ Pontianak City. In running His education is SMA Negeri 8 Pontianak under protection Ministry of Education and Culture . activity in activity Study teach for five days . As for accreditation SMA Negeri 8 Pontianak is accredited A.

### **The Role of Religious Teachers in Instilling Tolerance Values Religion in SMA Negeri 8 Pontianak**

Found the role of the religious teacher in embed values tolerance religion in SMA Negeri 8 Pontianak obtained by researchers . That head school , always encourage and inspire as well as each other remind all teachers that \_ all those religions well , deep meaning Don't until moment teach cornered and discriminated against a particular religion , Islam aligned with Islam , as well as Christianity in harmony with christian and catholic aligned with the catholic religion , in other words, don't belittle other religions. That's what was taught to the teachers of SMA Negeri 8. And in facet facility as much as possible Possible The same like the holy book of Christianity there Catholic there and the Koran also exists .

The first done by religious teachers is give direction and also guidance in each class and taught each other respect except if problem aqidah and worship No Can mixed stir , like case What when they worship We must honor also otherwise . This is very important once so that the child Can understand and understand importance tolerance , for example non- Muslims respect the Muslim religion must understand to no limits \_ Can violated and that applied a teacher before teach to participant educate .

Likewise with religious teachers \_ Catholicism was first implanted \_ to student that is still to Where are the teachings of each religion ? We That each other honor and value and so on , but in the the teachings of the Catholic religion were first inculcated that is Love love Where Love love This Can give birth to attitude the highest tolerance , that is in life be social We always need others included friends of other religions in meaning socializing That No only in religion but also in life social socialize . broadly speaking \_ religious children \_ Catholic That Can guard tolerance in SMA 8 where each other appreciate at the moment fasting , which is islam foaming they Catholics are also rare bring supplies and examples other on the day religious Friday \_ Islam man carry out Salat Friday and the girls muhaarah , then we are catholic worship or \_ activity our own religion . So according to the Catholic religion teacher If student female student Catholic has apply matter thereby means they already apply values tolerance .

In relation with matter Protestant Christian teachers also hold the view that For planting tolerance in the Christian religion No can looked You That who , though with background behind different . \_ So first thing to do is teach to children How We can tolerate Because different ethnic group customs and culture We must still appreciate and such teachers apply to his students that We That same before \_ Lord only just method For deliver it different , for

example while at school There is activity special on the day friday . For all child muslimat do exercise muhadah . and the male Salat Friday , then for non- Muslims read book although part something is not read .

Really no easy thing \_ For grow values tolerance religion at SMA Negeri 8 Pontianak, all teachers , especially religion teachers, must operate role very well \_ remember condition in SMA Negeri 8 Pontianak is multi school with diverse ethnicity , and religion in the school . In case this teacher must give example to child he taught as a moderate teacher .

Based on the findings of the researchers get in the field that the teacher is already very good in play the role as a religious teacher besides give material tolerance they also exemplify in life socialize as for he hoped is for participants Islamic and non - Islamic students \_ can spread attitude each other Love love and harmony , no differentiate and matter religious differences .

The role of religious teachers in implement values tolerance No only limited in matter teach and deliver material in front of class , will but teachers should too role active in behavior and attitude that should also reflect attitude tolerance so that teachers can give example for participant he taught in behave tolerance between participant different pupils \_ belief . The role and function of the teacher has great influence \_ Because they is someone who is respected and imitated .

That's roles and functions a teacher as :

- a. Give education
- b. Give guidance
- c. Provide models or example
- d. Give advice

So got We Look how importance planting values tolerance for participants educate . because \_ That is , the role of the teacher and the environment home is also expected can give impact positive , concurrently with exists role as educator , who can give lesson as well as guidance to participant educate so you can follow the steps that have been taught and exemplified by the teacher .

Observation researcher 's observation Look in the field , the behavior of religious education teachers in embed values tolerance religious Already applied to him Alone especially formerly as well as give example attitude tolerance both the teacher and to participant other students without exists bull between them , besides it is also a religious teacher always behave each other Help help between inhabitant different school \_ belief . this \_ proven moment they currently carry out activity religious they each other value without exists attitude each other make fun of so that matter This own impact positive to participant educate Because attitude good tolerance \_ will bring habit each other honor to adherents of other religions.

### **Forms Instilled Tolerance**

Although the majority of students at SMA Negeri 8 Pontianak Muslim , all administrators and teachers in general Muslim , however system Study teach use method common learning , so \_ No There is difference between participant Islamic or non- Islamic students so that No happen conflict between participant educate . They can intertwine communication with kind and mutual polite between One with others.

As told by a Muslim teacher who said : Planting values my tolerance \_ instill to student I is value difference , mutual respect , look after cherish and love . Form tolerance is proof real No just in \_ explain just will but must be realized with Act behavior by the teacher regarding tolerance . Teach to they in connection friendship with different students \_ belief so that No There is obstructing distance \_ them .

because \_ That can be concluded that participant educate can give response positive although they own difference faith , mutual give food , work / tasks groups and each other discuss . participants \_ educate No object be friends with different participants \_ belief as has been one is shown female student Muslim .

based on results interview reluctantly student about How knowledge about tolerance religion taught by religious teachers, students say that religious teacher always teach that We must always appreciate and respect religion, because in the environment school This No only there is One only religious \_ So We must always value honor different students \_ belief with us .

If the attitude of religious teachers with good fellow teachers , us No too know with teachers only so far This for the religion teacher Good like normal just . get along with bro different belief really like Because can each other Study that difference That beautiful , inside class neither \_ only there is student Muslim just So No Possible If We No be friends or mingle reluctantly different students \_ belief because religious teachers are always there teach attitude each other value and respect .

The same goes for Christian and Catholic female students they said : The value of tolerance taught by religious teachers is mutual value and respect difference That beautiful , then from that's us not Once discriminate You That who and we are friends No There is fortress between One with others. If the teacher is Muslim with non muslim felt fine just . Attitude student Muslims and non- Muslims walk Good Because Can each other Study that difference That beautiful , besides it is also Christianity and Catholicism in schools This is a minority religion , so We must Can mingle with other students . \_

Seen in attitude get along between participant very tolerant \_ so do the teachers and also the whole staff school at SMA Negeri 8 Pontianak, after researcher down in a manner direct in the field of the participants educate can mingle without see background behind ethnicity , race and religion. participants \_ educate looks very familiar , this seen when they canteen together , eat together , and each other joking between them .

As a teacher, yes should Can grow attitude tolerance to child educate especially different \_ belief . What teachers do \_ grow attitude tolerance to participant educate that is with make group blended learning ( different religions) . here \_ they can Study each other value opinion One each other. They can too Study accept and respect adherents of other religions around him . This method is done by the teacher hope that they are Can Study How method behave tolerant so that grow attitude each other honor rights and obligations . Hope so they can behave tolerance in the environment is more big like in society .

Attitude tolerance that is embedded in SMA Negeri 8 Pontianak such as attitude each other Help help between participant different pupils \_ faith , mutual value the difference that was in school and always has been give peace in meaning participant educate No Once fight about teachings or beliefs held by the participants educate other . embed values tolerance will impact on life peaceful and peaceful society \_ as well as realize unity nation .

Value difference No means remove identity self . Out of respect difference actually means give others a chance and opportunity For do things just like that what are they believe . Like for example at the time Friday student Muslim do worship \_ non -Muslim students each other honor and appreciate vice versa . \_

Education is the most important effective instrument For prevent violence . because \_ it , One of the most important and fundamental pillars in the environment school is how develop values tolerance and unity . Teach participant educate about rights and freedoms together (Andi Fitriani and Anwar Akbar, 2019: 83).

### **Supporting Factors in Planting Tolerance Values Religious**

In the process of planting values tolerance at SMA Negeri 8 Pontianak, no regardless from factor supporters nor servant . Supporting factors something very important Because can support smooth planting process values tolerance between people religious students at SMA Negeri 8 Pontianak.

a) Internal Factors

Internal factors are factors that occur in the environment school that can start the planting process values tolerance between people religion at SMAN 8 Pontianak.

At SMAN 8 Pontianak there are five religions namely Islam, Christianity, Catholicism, Hinduism and Buddhism. In life school everyday attitude \_ like socialize, and learn show very tolerant attitude although own background different religious backgrounds in the neighborhood school. They can carry out education with peace and justice, for example on the day Friday the five religions have timetable activity in accordance with teachings his religion. Findings study are:

1. Participant educate can mingle between One with others though different background behind religion.
2. Participant educate Islam capable value participant different students \_ belief with him also on the contrary
3. Attitude each other Work The same in every activity religious walk with well, show togetherness \_ \_ No see background, ethnicity, race and religion.
4. Participant educate obey whole the rules in school. \_
5. Participant educate can give peace between adherents of other religions

b) External Factors

Parental support at the time celebration day most other religions can help smoothness in the planting process values tolerance at SMAN 8 Pontianak. Basically \_ all activities in the environment schools really need support from parents, citizens, children \_ learn to walk with smoothly.

**Inhibiting Factors in Planting Tolerance Values Religion at SMAN 8 Pontianak**

Based on the delivery of teachers and principals almost No There is obstacle in embed mark tolerance between people religion at SMAN 8 Pontianak.

So far This not yet found inhibitor in embed values tolerance religion, deep planting values tolerance at school the Because That Already walk with Good only Still not enough maximum. Absence \_ place of worship for non-Muslim students as well as Not yet There is lesson special tolerance. So that resulted in non-religious teachers assuming that planting values tolerance No not quite enough he replied.

Even in the learning process in class even the teacher does not find trouble, but If outside school Possible will more difficult because student This compound, no only religious Islam just but various religions and because environment is also very influential in invest values tolerance between people religious.

This factor also appears from student That myself, because Still There is a number of students showing \_ attitude intolerant with his friend was inside \_ nor outside class, still There is students who don't value her friend moment talk and sometimes There is quarrel between student about religious differences. So that must give direction and coaching to attitude tolerance.

Then got concluded There is a number of obstacles that occur between participant educate like personality participant educate, no exists material special about tolerance this is what causes planting values tolerance A little hampered. However \_ participant educate own method alone in finish problem for example request Sorry to participant students who are at odds and some are following include the teacher in deal with their problems.

Obstacle especially for participant religious students \_ non muslim Not yet available adequate prayer space so that placed in the room class at the time activity religious going on besides That other factors that can hinder is no exists rule written school about prohibition attitude intolerance participant different pupils \_ belief.

Facilities and infrastructure waged places of worship at SMAN 8 Pontianak only owned from the Islamic religion while other religions in space class as place of worship for non-Muslim students who can support their worship at school that's what it looks like from attitude each other value when other religions are do worship. In addition to facilities and infrastructure that can support also through culture school like the rules. With the rules \_



school can form character they because of the rules is guidelines behave and behave for participant students at school . Besides that , cooperation inhabitant Schools are also very influential in the planting process values tolerance .

Factor aside supporters , of course there is a number of possible obstacles \_ influence planting values tolerance between people religion at SMAN 8 Pontianak. As for who became inhibitor in embed mark tolerance religious that is very limited time in convey values tolerance to participant educate , because worried annoying another lesson . Besides that possible factor \_ hinder that is development diverse students.

## CONCLUSION

Based on the explanation above , can concluded that the role of religious teachers in planting values tolerance religion in SMA Negeri 8 Pontianak is a teacher as educator , as mentor , as a model or example as well as as adviser . Attitude Tolerance at SMA Negeri 8 Pontianak is reflected in activity Study teach nor activity outside activity religious . In carrying out religious learning , planting values teacher tolerance set participant educate in the class so no discriminate one religion \_ with the others . In activities religious religious teacher gives example attitude each other value and respect other people's beliefs , for example on the day Muslim Friday \_ carry out worship , then non-Muslims also carry out worship according to their respective beliefs to create harmony between participant students as well as teachers

Attitude tolerance that is embedded in SMA Negeri 8 Pontianak such as attitude each other Help help between participant different pupils \_ faith , mutual value the difference that was in school and always has been give peace in meaning participant educate No Once fight about teachings or beliefs held by the participants educate other .

About factor support : yes good cooperation \_ between inhabitant schools , parents , residents around school so that can strengthen behavior students so they can behave tolerance to participant different students \_ belief . Besides that , support exists means adequate infrastructure \_ so that make wealth participant educate in carry out activity each religion at SMAN 8 Pontianak . Then maturity ability think participant different students also become \_ inhibitor in develop values tolerance religious .

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