



Tolerance in Strengthening the Values of Religious Moderation

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Abstract. This study aims to describe how to instill tolerance in students at SDN 57 Bulu-Bulu and how to strengthen religious moderation values in students at SDN 57 Bulu-Bulu. This type of research is qualitative and analyzes the phenomenon and meaning of the value of honesty. Data were collected by observation and recorded interviews followed by qualitative analysis. The results showed that instilling tolerance in students if the integration was carried out properly then in students it would be formed. Instilling an attitude of tolerance in students can form an attitude of mutual love, mutual respect, and respect, besides that it will also form an attitude of tolerance, and empathy so that implanting an attitude of tolerance into students will strengthen the values of religious moderation in schools.

Keywords: Tolerance · Moderation · Religion

1 Introduction

The Indonesian nation is a nation that realizes and understands the importance of education for its nation's children. The constitution and all kinds of regulatory instruments have regulated and become a reference for the implementation of activities in terms of the nation's intellectual life. One of the efforts to strengthen social values is through the world of education, Law No. 20 of 2003 concerning the National Education System, Article 3 which states "National education strives to make students sound minded who believe in and fear Almighty God and who develop skills for national life and mold the character and civilization of a respectable people in an educated environment. Being a creative and popular and responsible citizen".

The meaning of this law, we can find that the outline of the function of national education is to create an educational atmosphere that is meaningful, fun, creative, dynamic, dialogical, and professionally committed to improving the quality of education because a well-functioning education does not only produce students who are intelligent but creates the character of students who are faithful, independent, and have noble character.

Indonesian society in the United Republic of Indonesia is diverse and includes various tribes' languages religions cultures and social classes. Diversity binds societies together but can also lead to conflicts between cultures races religions and life values [1].

Primary education which is one of the educational levels of the national education system is the main basis for moving to the next stage. Failures at this stage of education are believed to have systemic effects on later education particularly in the development of attitudes and values. The direction of the implementation of basic education is focused on the character and personality development of the child. Therefore, the integration of education which is full of values and character strengthening in the values of religious moderation is needed to equip students in anticipating the challenges ahead which will certainly be more difficult and complex in terms of creating a relationship of tolerance in the environment around students.

Diversity is a very beautiful thing if used as a complementary difference, open up and accept each other's differences, trying to instill an attitude of tolerance, so that conflicts and divisions between individuals and groups will not occur. Because tolerance is the main key to peace that should be maintained in society, this is important to note considering that the Indonesian people have diverse backgrounds, ranging from belief, ethnicity, race, to skin color.

The teacher's role in instilling an attitude of tolerance is not only presenting the material but also with concrete evidence, namely providing habituation and example to students towards students which aims to provide understanding and practice as well as the application of concepts, values, morals [2]. In the description above that in this learning students can do various things that are required by the decisions of general and standard moral values and can express better exemplary behavior, especially regarding the cultivation of tolerance among students in terms of mutual respect between the beliefs held by the students.

State Elementary School 57 Bulu-Bulu is a school that has heterogeneous students due to different family backgrounds, both in terms of ethnicity including Bugis, Makassar, Toraja, Mandar, Javanese in terms of religion, namely: Islam, Protestantism, Catholicism, and Hinduism. In addition, family educational background, social and economic status, so that the sense of ego is stronger than a sense of empathy and a sense of togetherness in the souls of students, because each student considers himself the best, besides that there are limited mentors in making religious guidance activities effective both during school hours and at school. Outside school hours due to limited space and time. The influence of negative associations from outside the school is caused by the lack of attention from parents due to busy activities outside the home, besides that many media are less educating.

2 Theoretical Review

Tolerance is a person's ability to treat others kindly. This attitude of tolerance allows others to have opinions different from ours. Tolerance basically means accepting and appreciating differences. Toleration is therefore a way of appreciating and allowing ideologies beliefs and customs opposed to their founders. Tolerance maintains peace and harmony in society [3].

Tolerance is a human attitude or behavior that follows norms in which one can respect and honor the behavior of others. In socio-cultural and religious contexts, the term tolerance refers to attitudes and actions that prohibit discrimination against different

groups or groups in society such as tolerance in the practice of each individual's faith [4].

Diversity in the 57 Bulu-Bulu State Elementary School environment, it is found that there are many differences. Including students from different ethnic groups, different religions, and social and economic strata. Etc. because school residents, especially teachers, must play an active role in instilling tolerance into students by various efforts to provide understanding to students by: (1) Giving understanding to students who make friends without distinguishing their religion even though they have different religious backgrounds, (2) Appreciate and respect the celebration of other religious holidays. But may not participate in worship at the place of worship, (3) Do not insult and vilify the religious teachings of friends. Different from us, (4) Provide opportunities for friends of different religions to pray according to their respective religions, (5) Give a sense of security to friends who are worshipping. And appreciate friends who are worshipping, (6) Don't impose your will on others, (7) Maintain intimacy with friends of different religions, (8) Helping friends of different religions who are in trouble.

Indicators of religious tolerance are: (1) The method of tolerance aims at peace, (2) Tolerance is being open and responsive to the beauty of difference, (2) Tolerance respects individuals and differences, (3) Tolerance is mutual respect, (4) Tolerance creates love, ends with compassion and care, (5) Tolerance is appreciating the good in others, (6) Tolerance is the ability to deal with difficult situations, (7) Let others go, and keep moving forward.

Students respect each other and respect differences, both between individuals and groups, the teacher sets an example of how to treat students without discriminating, still considers religious differences, not an obstacle to interacting, in this way teachers in the school environment can bring peace in diversity, by inculcating mutual respect, tolerance will be formed in students [5].

Moderation is the middle way, and this is by Islamic teachings, by human nature. So, Muslims are called *ummatan wasaṭan*, middle people. Moderation in religion means sharing the truth about religious interpretation and trusting the essence of religious teachings to preach fair and moderate principles [6].

The role of facilitator and personal catalyst enables students to mediate between religious and social issues. Provides direct or indirect insight into the value of mediation through various forms of coordinated creative activity. The teacher's role as controller and evaluator in maintaining asymmetric harmonious constructs of religious mediation can be seen in the ability to maintain extraordinary harmony by influencing the teacher-student relationship [7]. In SDN 57 Bulu-Bulu the values of religious mediation are felt not only by students but also by teachers as coordination in their activities.

Students at SDN 57 Bulu-Bulu are diverse school residents consisting of ethnicity, religion, economic level, social strata, and education of parents of different students, with different backgrounds of course each student has different characteristics, and of the course, students have cultural and habits and every student will consider their culture better than the culture of their friends [8].

Schools a strategic role in promoting tolerance in the name of religion. An educational approach for all students is a collaborative effort that can be implemented in peace education that includes school curriculum constructive conflict resolution exercises mediation and peer negotiation.

Broad and not partial religious knowledge must be taught in schools so that students have a non-narrow foundation of religious understanding. Therefore, it is necessary to play the role of religious teachers as well as classroom teachers and all educators in instilling religious moderation in the daily lives of students [9].

Religious mediation does not have a balanced meaning but the future generation of my country should have a broad understanding of how to understand religious tolerance as a basis for living together with other students while respecting differences. It requires the patience of the teacher to cultivate religious mediation. Teaching and learning methods can be applied by applying religious mediation to the teaching and learning process.

An attitude of tolerance that realizes the value of moderation is an attitude that should be inculcated in students since religious moderation is a creative effort to encourage religious attitudes in differences that exist among students. Paying attention to religious attitudes in the dynamics of religion in students, making religion a source of values that nurture tolerance, it cannot be denied that religion is the main spirit of these students so that tolerance plays an important role in maintaining pluralism as wealth and social capital in schools [10].

The diversity of differences means that there are also various opinions, views, beliefs, and interests of each student, including in religion, and therefore students can understand each other, learn from each other, and get to know each other. it is very beautiful.

3 Research Method

This study uses a qualitative approach and case study strategy. Therefore, qualitative research is related to the understanding of the concept of definition of metaphorical characteristics of symbols and descriptions of things. The reason for choosing a qualitative approach is a deeper explanation of the case. A qualitative case study is research that uses empirical evidence from one or more organizations and the researcher tries to understand the problem in context. There are three types of case studies: exploratory and descriptive. This study uses explanatory case studies as explanatory case studies are very useful when used in causal research especially in complex social or organizational studies that must consider using a variety of cases to test certain effects. Data were collected through in-depth observational interviews and recordings. Source and method triangulation was used for data validation. Data analysis includes presentation reduction collection and data summarization using interactive analysis techniques [11].

4 Results and Discussion

An attitude of tolerance in strengthening the values of religious moderation in students at SDN 57 Bulu-Bulu can be instilled if differences are not an obstacle, the teacher's role in schools is to instill a sense of love for students, give directions to accept mutual

help, support and respect differences, to make children's minds open and empathetic as capital to socialize in a very diverse school environment.

Cultivate tolerance in children at school by teaching, familiarizing, and exemplifying children to be tolerant, be kind and respect others well regardless of age, religion, race, and culture. Tolerance and being polite is not only to respect people of different religions, but also to people of different socioeconomic status, or different cultures.

Shaping the character of students who can tolerate takes time and a process, students need direction to behave well, answer wisely when students ask the difference between themselves and their friends at school, students are allowed to play and interact with their friends, encourage students to students in actively participating in social activities, involving students in religious events in the form of committees to foster interaction between students with diverse backgrounds.

The teacher in instilling an attitude of tolerance toward students is not enough to provide understanding but must also be a model in behavior so that students can imitate the teacher as an example in behavior, for example paying attention to students without discriminating against family backgrounds, enforcing rules in class without choosing love, give an objective assessment.

Instilling an attitude of tolerance to students in schools requires maximum processes and efforts to instill the habit of understanding and respecting each other in the school environment, teachers instill the foundation of tolerance by: The first is integrated tolerance in all subjects, namely the habituation of tolerance values into the daily behavior of students through a learning process that takes place both inside and outside the classroom in all subjects. The second is integrative tolerance in extracurricular activities. (1) Provide a number of activities from which students can choose according to their interest's abilities skills and interests; (2) We plan activities that allow students to freely express themselves through independent and group activities. The third is the integration of the cultivation of tolerance into the materials and textbooks. Fourth the value of tolerance can be internationalized in educational materials such as evaluating data presentation tasks. Fifth: Integration of cultural tolerance through school culture. School culture or culture is the environment of school life in which students interact with each other teachers counsellors administrative staff and members of the school community. The sixth is the integration of the value of tolerance through local content, this subject provides opportunities for students to develop their abilities which are deemed necessary by the region concerned. Instilling an attitude of tolerance in students can form an attitude of mutual love, respect, and respect, besides that it will also form an attitude of tolerance, and empathy so that implanting an attitude of tolerance into students will strengthen the value of religious moderation.

Attention to religious values in schools invites students to experience concrete differences in ideas and beliefs by embracing religion so that students can learn from each other and get to know each other in this difference. Prioritizing religious mediation in schools means organizing religious life as a strategy to unify the understanding of different religions castes and languages as sources of values that strengthen the wealth of diversity in schools. to honor And culture in schools These differences are not a hindrance in creating harmony in the school environment.

Strengthening the values of religious moderation embedded in students will provide an understanding that every religious belief is the right of students, respecting and giving freedom to worship by their religious beliefs, with the embedded attitude of mutual respect among students. Will create a religious life that is harmonious, harmonious, and peaceful at school.

5 Conclusion

Instilling an attitude of tolerance in students aims to form students as human beings who have a character that does not discriminate in interacting and making friends with fellow students and considers religious differences as the diversity that should be respected. Efforts to instill an attitude of tolerance in strengthening religious moderation an attitude of integrated tolerance in co-curricular activities an attitude of integrated tolerance in all subjects Integrating the culture of tolerance into the curriculum and textbooks initiated in education. Content in the presentation. Materials, assignments, and evaluations, integrating the cultivation of tolerance through school culture or school culture as well as integrating the values of tolerance through local content, these subjects provide opportunities for students to develop their abilities which are deemed necessary by the region concerned.

A patient mind is encouraged to strengthen the values of religious piety among students teaching students that any religious religion is the right of students and that students respect each other in various situations and the freedom to worship according to their opinion. It is religious to include everyone. An attitude of respect among other students creates a harmonious religious life in the school environment.

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