

PAI TEACHERS' EFFORTS IN STRENGTHENING THE VALUE OF TASAMUH GRADE 7 AT SMP IT SAINS AL-BIRUNI BANDUNG QUALITATIVE STUDY ON THE IMPLEMENTATION OF MENTORING

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Abstract

The efforts of PAI teachers in strengthening the values of tasamuh conducted by PAI teachers at SMP IT Sains Al Biruni are implemented through a mentoring program. This is necessary because there is still a lack of mutual respect and appreciation among students in the environment of SMP IT Sains Al Biruni Bandung, especially in the 7th grade. Although this school is based on Islamic values and all students are Muslim, there are still verbal conflicts and attitudes that indicate that the values of tasamuh (tolerance) have not been fully instilled. One of the ways teachers strengthen character in this school is through a mentoring program that is carried out routinely once a week on Mondays. The aim of this research is to understand students' comprehension of the value of tolerance, to identify the efforts of PAI teachers in strengthening the value of tolerance, to understand the implementation of the mentoring program in reinforcing the value of tolerance, and to know the supporting and inhibiting factors. This research uses a descriptive-analytical qualitative approach. The data collection methods utilized include observation, interviews, and documentation techniques. Furthermore, the analysis techniques performed are data reduction, data presentation, and conclusion drawing. Based on the research results, it shows that 1) The understanding of 7th-grade students regarding the values of tolerance is quite good, but its application still requires guidance; 2) The Islamic Education (PAI) teacher plays a very active role through exemplary behavior, personal approaches, and contextual learning in strengthening tolerance values; 3) The mentoring program serves as the main effective medium for the internalization of tolerance values through discussions, reflections, and emotional guidance; 4) Supporting factors include the commitment of teachers and school principals, supporting facilities, and a humanistic approach, while the inhibiting factors include the emotional instability of students, a lack of support from family environments, and limited time for mentoring implementation, the lack of support from the family environment, and the limited time for mentoring implementation.

Keywords: *Tasamuh Values, PAI Teachers, Mentoring Program*

1. INTRODUCTION

In the midst of an increasingly heterogeneous society, the issue of religious harmony is one of the most relevant topics. This diversity includes differences in beliefs, cultures, and

traditions that are often a source of strength, but can also fuel conflict. In many cases, this difference is faced with a tolerant attitude, but it is not uncommon for apathy or even hostility to other religions to occur (Abdullah, 2021). This phenomenon shows that awareness of the importance of harmony and tolerance in society needs to be strengthened. In many situations, intolerance stems from a lack of understanding and communication between different groups. Therefore, more systematic efforts are needed to build dialogue between religions and also strengthen universal human values (Abubakar, 2021).

According to the SETARA Institute or a non-governmental organization (NGO), in 2023 there will be 217 incidents of violations of freedom of religion or belief in Indonesia resulting in 329 acts of violation. In a pluralistic society, there are often conflicts that basically involve feuds, struggles, and competition, both in economic, political, and interreligious aspects. One example that we often encounter is a misunderstanding between adherents of one religion towards the attitudes or behaviors of other religions, which can even occur among fellow religions. Such as the case that occurred at SDN Jomin Barat II, Cikampek, Karawang Regency, West Java. A student with the initials B became a victim of bullying carried out by students, teachers and principals. The main reason is that the student comes from a family of believers in God Almighty. The school even forced student B to wear a hijab. Even though she was forced to wear a hijab, B still experienced bullying from students, teachers and school principals. Student B was even abused until blood came out of her nose (Alamsyah, 2020).

Some of the phenomena that occur today are proof that the harmony of religious people is increasingly not attached to individuals or groups, they tend to be apathetic and anarchic towards adherents of other religions so that there is an intolerant attitude and causes division. Therefore, to be able to deal with this, it is very necessary to have the attitude of tasamuh of each individual who is varied, strengthening the attitude of tasamuh in this case can make individuals cooperate with each other, especially in realizing a peaceful country, especially in the community environment, so that the attitude of each individual will be responsible for himself and can respect the individuals around him (Alamzyali, 2023). In an increasingly complex era of globalization, human values such as tolerance and mutual respect for others are becoming increasingly important. However, in the midst of the existing diversity, there are often conflicts and divisions based on differences in opinions, beliefs, ethnicities, or groups. Islamic religious education is very trusted and has a very important role and as a very powerful medium in building children's intelligence and personality to be better, including in strengthening religious values, especially in the value of tasamuh (Alwi Shihab, 2021).

The role of teachers also has a very important role in strengthening the values of tasamuh because it is an educational target and strategy, an Islamic Religious Education teacher is expected to be able to understand and implement and strengthen the value of tasamuh in his duties. Thus, it is able to give birth to a civilization that understands and

respects each other. Therefore, development in the world of education must be carried out continuously so that the implementation process can produce the desired generation, especially in the implementation of learning (Alwi, 2011). Character education is a very important aspect in shaping future generations. One of the most important aspects of character education is the value of *tasamuh*. *Tasamuh* is an attitude of respecting and respecting differences, similarities, especially in the context of religion and belief. An attitude of *tasamuh* will also lead to an atmosphere of mutual respect and mutual help (Bastian, 2022). In this study, *tasamuh* is meant to be an attitude of mutual respect and respect for fellow Muslims. Tolerance towards fellow Muslims is an obligation because it is a social demand, this is also an implementation of the expression brotherhood which is based on the same belief (Bukhori, 2022).

Although Al-Biruni Science IT Junior High School Bandung is a school filled with Muslim students, differences in perspective among students often cause them to accidentally say bad words to their upperclassmen, which leads to conflict. In addition, there are still bullying attitudes both verbally and physically among students, this shows that mutual respect and tolerance have not been fully internalized. Of the 18 7th grade students, there are 2 students with special needs, including one male student and one female student. They also sometimes experience poor treatment from their peers. Thus, some of the phenomena obtained when the author made observations and found phenomena that occurred at SMP IT Sains Al-Biruni Bandung show that the value of *tasamuh* or mutual respect for fellow Muslims has not been well embedded among students. Because, grade 7 students often accidentally say unkind and disrespectful words to their upperclassmen and also excessive physical contact that comes from jokes, thus causing conflict and the absence of a *tasamuh* attitude. This shows that students do not understand the importance of respecting and respecting fellow Muslims. The phenomenon that occurred is a reference for the urgency of PAI teachers' efforts in strengthening the grades of grade 7 *tasamuh* at SMP IT Sains Al-Biruni Bandung (Dahlan, 2021).

PAI teachers play a very important role in strengthening the value of *tasamuh* through religious education. However, the limited PAI schedule makes it difficult for PAI teachers to explain the value of *tasamuh* in depth in the teaching and learning process (KBM). Therefore, mentoring programs are an effective alternative to develop *tasamuh* values. Mentoring programs can help students understand and internalize the value of *tasamuh* through direct interaction with PAI teachers. Thus, students can develop critical thinking skills, empathy, and tolerance for similarities or differences. In accordance with the educational goals of Al Biruni Science IT Junior High School which is expected to be a *rahmatallil'alam* generation, who always remember Allah and His Messenger in the midst of this modern era social flow and become a generation that can invite their friends to do good with the provisions that have always been obtained in teaching at Al Biruni Science IT Junior High School Bandung. Therefore, it can be understood that there are supporting

factors and inhibiting factors (Citriadin, 2020). The supporting factors are the availability of adequate resources and facilities to implement mentoring programs, support from schools in improving understanding of religious values through mentoring programs, and the role of PAI teachers as agents of change and character building. Furthermore, the inhibiting factors are the lack of learning time in the PAI subject schedule to explain the values of tasamuh and the lack of awareness of students to develop the value of tasamuh (Fauzan, 2023).

This research was carried out by choosing a place at SMP IT Sains Al-Biruni Bandung, because the junior high school has a special program, namely the Mentoring Program and this program is one of the efforts made by the IT Sains Al-Biruni Junior High School Bandung to improve the quality of Islamic Religious Learning. This program also aims to equip PAI teachers with knowledge and skills in instilling religious values, including the value of tasamuh. Not only that, the school hopes that graduates of Al Biruni Science IT Junior High School are expected to become the Generation of Rahmatallil'alam, who always remember Allah and His Messenger in the midst of this modern social current. Therefore, I am interested in conducting this research because of the cases that occurred and also have a mentoring program where this program has not been applied in other schools and I want to study more deeply related to the efforts of PAI teachers in strengthening the values of tasamuh to students.

2. IMPLEMENTATION METHOD

Research methodology is a method used to collect and analyze data developed to obtain knowledge using reliable and reliable procedures. Research methodology is also an approach that is carried out systematically to collect, analyze, and interpret data to achieve goals and find answers to problems. Research methodology is an effort to investigate and trace a problem by using scientific methods carefully and carefully to collect, process, analyze data and draw conclusions systematically and objectively in order to solve a problem in obtaining useful knowledge for human life (Sugiyono, 2023).

According to some of the opinions above, research methodology is an approach that is carried out in a structured manner to obtain new knowledge objectively and reliably, which involves data collection, data analysis, and interpretation of results to answer the researcher's questions using the right method. In this study, the author uses scientific measures to find the facts of the object being studied. These facts include the efforts of PAI teachers in strengthening the value of tasamuh at SMP IT Sains Al Biruni Bandung, which includes students' understanding of the value of tasamuh in grade 7 of SMP IT Sains Al Biruni Bandung, the implementation of the mentoring program as an effort applied by PAI teachers in instilling tasamuh values, supporting and inhibiting factors in strengthening the value of tasamuh at SMP IT Sains Al Biruni Bandung.

This study uses a qualitative field research approach because researchers observe and participate directly in small-scale social research and observe local culture (Moleong, 2021).

Qualitative research is a study that intends to understand the phenomenon of what the research subject experiences such as behavior, perception, motivation, action, etc. holistically and by way of description in the form of words and language, in a special natural context and by utilizing various natural methods. The type of method used is the analytical descriptive method. Descriptive research is research that is used to describe and answer the problem of a phenomenon that occurs. Therefore, the qualitative approach in this study is research that produces descriptive data in the form of words or words from people and behaviors that are being observed so that later it will produce findings related to the planning, implementation, and results of PAI teachers' efforts in strengthening the value of tasamuh through the mentoring program at SMP IT Sains Al-Biruni. The data used in this study came from two sources, namely primary and secondary data. Primary data was obtained directly from the results of interviews, namely with the principal, PAI teachers and a number of 7th grade students. Meanwhile, secondary data was obtained from books, journals, results of previous research and articles related to the research topic.

3. RESULTS AND DISCUSSION

This research was carried out at SMP IT Sains Al Biruni Bandung. The results of the research obtained while in the field are about the efforts of PAI teachers in strengthening the value of tasamuh grade 7 at SMP IT Sains Al Biruni Bandung, there are 4 problem formulations, namely students' understanding of the value of tasamuh grade 7, PAI teachers' efforts in strengthening tasamuh value, implementation of mentoring programs in instilling tasamuh values, supporting and inhibiting factors in strengthening tasamuh value.

Students' understanding of the grade 7 tasamuh value at Al Biruni Science IT Junior High School Bandung

Based on the data and information that the researcher has successfully collected, there is the following data. Students' understanding of the grade 7 tasamuh value at Al Biruni Science IT Junior High School Bandung has a fairly good understanding of the tasamuh value. Students are able to articulate that tasamuh means tolerance, mutual respect, and respect for differences both between fellow Muslims and with adherents of other religions. This understanding is not only limited to the concept of teaching, but also a reflection in their attitudes and behaviors in daily life, especially in dealing with differences of opinion and character between friends.

This is strengthened by the statements of grade 7 students, namely:

"Tasamuh is tolerance and respect, we must respect each other as exemplified by the Prophet in surah Al-Kafirun verses 1-6 about your religion for you and for me my religion."

Students' understanding of the value of tasamuh at Al Biruni Science IT Junior High School Bandung shows that the majority of students of Al Biruni Science IT Junior High School understand that tasamuh is mutual respect and mutual respect for differences. Students also stated that the attitude of tasamuh is very important to create a peaceful environment in schools, classrooms and in the home environment. They

understand that tolerance does not only apply between religions, but also in interacting in daily life with friends who have different backgrounds. Some students also identify examples of tasamuh values, such as respecting the opinions of friends during class discussions and trying not to mock or demean others.

The strengthening of the value of tasamuh is inseparable from the role of PAI teachers as character coaches. As a teacher, I also not only deliver material, but also become an example and guide. In strengthening the value of tasamuh by approaching children by chatting, being invited to discuss, and being invited to think. So, when there is a conflict between friends. PAI teachers invite the students to discuss in more depth, chat and be invited to think about whether their attitude is right or wrong (Muhammad Riswandi, 2012).

Students' understanding of the value of tasamuh is also strengthened through daily activities at school that instill an attitude of mutual respect and appreciation among others. For example, in the implementation of flag ceremonies or extracurricular activities, teachers always insert moral messages about the importance of accepting differences and maintaining social harmony. This shows that the cultivation of tasamuh values does not only take place in the classroom, but is also formed through social interactions that occur in the school environment. The researcher observed that the students actively participated in the implementation of the flag and apple ceremonies every morning solemnly when the teacher was delivering moral messages, but in the middle of the ceremony, some students in the back row were seen chatting and did not pay attention to the teacher who was talking in front (Muhiddinur, 2013).

Before the mentoring program, it was seen that students' understanding of the value of tasamuh or tolerance was very lacking in application by students. However, over time, this program was established to become a strategic medium for schools in instilling tasamuh values and also other religious values. Students now seem to understand very well how important it is to respect differences both in terms of opinions, and other differences. However, it is still necessary to be guided by a mentor because there is still instability to the emotions of grade 7 students. This is supported by the statements of grade 7 students at the time of mentoring, namely:

"When mentoring was like this, Adeline liked to suddenly get angry, sometimes we like to get angry too because Adeline also likes us. So, we like to carry emotions like that. Then Mrs. Aiz said this *"even though Adeline is rich, we must still respect her condition"* the point is that we must continue to respect the time of the student council as well as many opinions from A, B and C, we must negotiate like that, we must not impose our own will."

Based on this statement, it can be understood that some 7th grade students already have a fairly good social awareness of differences, both in terms of opinions, attitudes, and habits. PAI teachers also mentioned that students often show a tasamuh attitude when discussing in groups, when there are differences of views, they tend to solve it by deliberation and listening to each other. However, teachers also note that this understanding needs to be strengthened because not all students can apply it consistently. There are times when personal emotions and environmental factors outside of school affect students' attitudes. For this reason, PAI teachers emphasized the

importance of habituation and example as the main way to maintain the consistency of tolerance in their daily lives. Therefore, the value of tasamuh is expected not only to concern cognitive understanding, but also attitudes and real actions in respecting others, both in the internal context of Muslims and external with adherents of other religions. That way, learning that touches affective aspects such as discussion and reflection on values is important in helping students internalize the value of tasamuhs in depth (Munir, 2020).

Thus, the understanding of grade 7 students about the value of tasamuh at Al Biruni Science IT Junior High School Bandung has been formed quite well. The main factors that shape this understanding are intensive coaching by PAI teachers, school habituation activities, and healthy social interaction between students. However, coaching efforts must be carried out on an ongoing basis so that the value of tasamuh is not only knowledge, but also part of the character inherent in students. Meanwhile, students' understanding of the grade 7 tasamuh value at SMP IT Sains Al Biruni Bandung carried out by PAI teachers here is through a good approach, by inviting students to chat, being invited to discuss together and invited to think. Thus, students' understanding of the value of tasamuh is quite good, although its application still requires habituation and further mentoring (Murdiyanto, 2020).

PAI Teachers' Efforts in Strengthening Tasamuh Values at Al Biruni Science IT Junior High School Bandung

PAI teachers have a very important role in internalizing the value of tasamuh to students. The efforts of PAI teachers in strengthening the value of tasamuh at SMP IT Sains Al Biruni Bandung are not only to convey material directly in Islamic Religious Education material, but also through a personal approach in mentoring activities, namely discussion, example, in a contextual approach when looking at social phenomena in the classroom (Nasution, 2015). The efforts of PAI teachers in strengthening the value of tasamuh at SMP IT Sains Al Biruni Bandung show that the value of tasamuh is taught directly through verses of the Qur'an such as Surah Al-Hujurat and Surah Al-Kafirun. These verses are used as a normative basis to explain the importance of respecting differences and not mocking each other, both among fellow Muslims and with people of other religions.

This is strengthened by the statements of grade 7 students, namely:

"The teacher never gets angry, if someone makes a fuss she doesn't immediately scold, but is invited to talk carefully. It would be a shame if we made a mistake." This shows that the humanistic and empathetic approach of teachers has a direct impact on student behavior in building a tolerant attitude.

In their daily lives, PAI teachers also instill the value of tsaamuh contextually through real examples that occur in the school environment. For example, when there is a student who makes fun of his friend who has special needs, the teacher immediately gives advice and invites discussion so that students understand their feelings if they are in the same position. This is supported by the statement of PAI teachers and mentors in the mentoring program, namely:

"In mentoring, we approach children by chatting, being invited to discuss, being asked to think, for example, there are children mocking each

other, we discuss more deeply so that they are invited to think; *"Is that really possible?"* asked like that, so that the children think."

This discussion strategy and personal approach is an effective method because it touches the emotional and logical side of students. Exemplary is also the main method in instilling and also strengthening the value of tasamuh at SMP IT Sains Al Biruni Bandung. Teachers strive to treat all students fairly and empathetically, especially toward students who have special needs or unique characters. Teachers realize that students will get used to the habits carried out by teachers, so students will imitate the teacher's attitude in treating others. Therefore, PAI teachers always try to be an example in respecting differences. The approach of PAI teachers in instilling tasamuh values also touches on the affective aspect of students. In mentoring sessions or classroom learning, teachers need to invite students to reflect on their feelings towards mutual respect or conflicts that they have experienced. This reflection is very important to arouse students' self-awareness so that they not only understand tolerance theoretically, but also realize its benefits in social life (Nurfuadi, 2021).

Teachers also facilitate collaborative group activities as a strategy to train empathy and cooperation. In groups of students with different characters, teachers supervise the dynamics of their interactions and guide if there is tension. Through this activity, students learn how to accept differences, express opinions wisely, and listen openly to the opinions of others. In addition, PAI teachers use social moments as educational media, such as when distributing class picket assignments or social service activities. The teacher emphasized that cooperation and mutual help are part of the value of tasamuh because each student has a different background and ability that needs to be appreciated. This attitude of tolerance is not only important in a religious context, but also in everyday social practice. The spiritual approach is also used by instilling that tasamuh is an Islamic teaching that has a strong foundation in the Qur'an and hadith. The teacher explained that the Prophet Muhammad PBUH was an example in terms of tolerance and compassion for mankind. Therefore, teachers invite students to emulate the Prophet's morals in treating fellow humans, even those with different beliefs (Pahleviannur et al., 2022).

Overall, the strategies applied by PAI teachers at Al Biruni Science IT Junior High School in Bandung are very relevant to Islamic education theory, where teachers are not only imparters of knowledge, but also moral coaches and companions of students' emotional development. With a combination of example, reflective discussion, social habituation, and a spiritual approach, the value of tasamuh is instilled thoroughly and sustainably. Therefore, the efforts of PAI teachers in strengthening the value of tasamuh at Al Biruni Science IT Junior High School Bandung use strategies or approach methods. Evaluation of student understanding is also carried out through observation of students' behavior in their daily activities in the school environment. Changes in attitudes, such as no longer mocking friends and being able to control emotions, are indicators of the success of tasamuh value building. PAI teachers and school principals emphasized that this change does not happen instantly or immediately, but rather this change requires a continuous and consistent process.

Implementation Of The Mentoring Program In Instilling Tasamuh Values In Grade 7 Students At Smp It Sains Al Biruni Bandung

The Mentoring Program at SMP IT Sains Al Biruni Bandung is the main medium in strengthening character values including the value of tasamuh. This program is designed systematically and flexibly, with a syllabus tailored to the conditions and needs of students. In the results of interviews with PAI Principals and Teachers, it was said that this Mentoring Program provides a safe discussion space for students to discuss problems in daily life, including the value of tasamuh or tolerance. This is strengthened by the statement of the Principal, namely:

"This Mentoring program is carried out separately between male and female students, with the approach needed by students. Through this mentoring activity, students are invited to understand how important it is to respect differences, both in the context of religion, character, and opinions. Inspirational stories as well as figures such as the Prophet Isa and the story of Ustadz Felix are used to carry out the concept of tolerance contextually and logically. This will help students understand that Islam teaches tolerance without sacrificing the principles of faith."

The mentoring program also provides a space for emotional expression for students, not a few students use the mentoring session as a place to express their feelings about conflicts that occur in the school environment and outside of school. With the direction of the teacher as a mentor, students are guided to respond to differences and social pressures in a wiser way and in accordance with polite and open Islamic values. One effective strategy in mentoring is the use of case studies. Teachers present examples of social conflicts or differences of opinion that often arise among adolescents. Students are then asked to provide their views and find solutions together. This process trains critical thinking skills as well as empathy, which are important foundations of tasamuh values. According to one of the PAI teachers, students who are active in mentoring tend to be more sensitive to differences and more patient in dealing with social conflicts. This proves that mentoring programs not only add to students' Islamic insights, but also touch their affective and social dimensions deeply (Pratiwi, 2022).

This program is also supported by the principal by providing facilities such as comfortable rooms, projectors, and visual materials such as inspirational videos and exemplary stories. The support of this facility strengthens the quality of mentoring because students are more focused and interested in participating in each session. A comfortable environment also makes it easier for teachers to build positive relationships with students. Overall, the implementation of the mentoring program at Al Biruni Junior High School IT Science Bandung is a tangible form of Islamic-based character education. The value of tasamuh is instilled not only through one-way lectures, but through a process of dialogue, example, reflection, and habituation. With this strategy, the value of tolerance becomes a character that lives in students, not just a theoretical concept (Raihani, 2011).

The Mentoring program has advantages, one of which is in exploring the aspirations and thoughts of students in depth. Students will feel more comfortable in telling stories and also expressing their opinions. For example, when a student feels confused by the differences in his friend's beliefs, the teacher explains wisely and

appreciates the diversity without judgment. This shows that the Mentoring Program is a space for the direct actualization of tasamuh values. The effectiveness of the mentoring program is also very visible from the impact on changes in student behavior. This is supported by the statement of the Principal of Al Biruni Science IT Junior High School Bandung, namely:

"Students who initially tend to be aggressive and lack tolerance, experience significant changes after participating in the Mentoring Program intensively. Therefore, this mentoring program is able to shape students' character holistically and deeply."

In the implementation of this mentoring program, it is carried out weekly on Monday using the approach method to students, this is strengthened by the statement of the Principal of Al Biruni Science IT Junior High School Bandung, namely:

"This mentoring program is made so that in every week children can, first, understand history first, secondly how they are as a Muslim and a Muslim woman because the mentoring group is different, there is a group of boys and a group of girls. Of course, there are trusts that are indeed entrusted differently, and there must be discussions about children's curiosity. So, sometimes this mentoring program can also be in accordance with the available syllabus or flexibly according to the conditions of the children at that time."

PAI teachers said that mentoring sessions are the most effective moment in forming emotional closeness with students. In these sessions, students are given the opportunity to express their feelings, experiences, and conflicts, both with friends and family. The teacher then guides them to find a peaceful and wise solution. This is also supported by the statement of grade 7 students, namely:

"When I had a problem with a friend, I told him about it at mentoring. And then the teacher gave me advice to try and apologize first. Finally I can get better again."

This shows that this mentoring program is not only a place for Islamic cognitive coaching, but also a place for emotional and social coaching for students.

Supporting And Inhibiting Factors In Strengthening The Value Of Tasamuh At Smp It Sains Al Biruni Bandung

There are several supporting and inhibiting factors in strengthening the value of tasamuh at SMP IT Sains Al Biruni Bandung. First, there is a commitment from the entire school community, especially principals and teachers, in instilling the value of tasamuh through various programs such as mentoring, learning, and daily activities. Second, using humanist and contextual approach methods, so as to make students feel comfortable in accepting and also applying these values. Third, there are supporting facilities such as history books or inspirational books and visual learning media that support discussions about Islamic and humanitarian values (Rijali, 2018).

Another supporting factor is the school culture which is built on the basis of Islamic values rahmatan lil 'alamin. This culture can be seen from the habits of students and teachers in greeting, cooperating, and resolving conflicts through deliberation. The

school actively encourages the creation of a positive social environment, so that students are accustomed to an atmosphere that respects differences and upholds tasamuh values. In addition, the involvement of teachers in the social life of students is also a strength in itself. Teachers not only play a role in the classroom, but also become informal listeners, mentors, and counselors. Through warm and personal relationships, teachers can understand students' emotional backgrounds and guide them in dealing with differences without triggering conflicts. Another important factor is the role of the principal as a visionary and consistent leader in integrating character education in the school curriculum and culture. The principal routinely holds briefings with teachers to discuss the development of students' character and evaluate activities such as mentoring. This leadership creates continuity between vision, programs, and the implementation of tasamuh values in school life. Facility support is no less important. Conducive mentoring rooms, inspirational books, visual aids such as infographics and educational videos, all support character building activities. This learning media helps teachers in conveying tasamuh values with an approach that is in accordance with today's students' learning styles that tend to be visual and narrative (Shihab, 2018).

On the other hand, inhibiting factors such as adolescent emotional instability are a challenge in itself. The puberty phase makes some students sensitive to criticism, irritable, and reactive to differences. In such conditions, the value of tasamuh is easily eroded by personal ego if it is not accompanied emotionally and spiritually by teachers or adults around them. Students' habits that are not consistent are also an obstacle in the formation of tasamuh attitudes. Some students show tolerance in front of teachers, but have not fully implemented it in their daily interactions outside of the classroom. This indicates that habituation and supervision need to continue to be carried out gradually and continuously.

The lack of reinforcement from the family environment also slows down the process of internalizing the value of tasamuh. The challenge of time is a fairly dominant technical problem. Mentoring programs that are scheduled for just one hour a week are often not enough to address important themes such as social conflict, religious differences, or discrimination. The teacher realizes that in-depth discussions require time and an atmosphere that is not rushed so that the value of tasamuh can be absorbed emotionally. The supporting and inhibiting factors in strengthening the value of tasamuh at Al Biruni Science IT Junior High School Bandung are mutually dynamic. The active role of all school elements, leadership commitment, teachers' personal approach, and media support are the main reinforcements. Meanwhile, students' internal challenges and external factors such as family must be addressed with a consistent and creative collaborative and educational approach.

However, in strengthening the value of tasamuh at Al Biruni Science IT Junior High School Bandung, there are also several challenges. The main inhibiting factor in strengthening the grades of grade 7 at SMP IT Sains Al Biruni is the emotions and habits of students who are not completely stable. Some students are still easily carried away by emotions and find it difficult to control themselves in certain conflict situations. In addition, the lack of support from the family environment is also an obstacle. This is strengthened by the statement of the PAI Teacher at Al Biruni Science IT Junior High School Bandung, namely:

"The values instilled in schools should also be strengthened in the family or home environment, so that the formation of students' character becomes more consistent."

Meanwhile, another inhibiting factor is the limited time in the mentoring program which sometimes does not discuss the topic in depth. Even so, the principal actively conducts weekly evaluations of the implementation of mentoring and other programs, and always strives to make continuous improvements. With the support and cooperation of all parties, these challenges can slowly be overcome in order to achieve the goal of forming the character of students who are tolerant and have noble character.

Discussion

The writing in this discussion uses descriptive analytics, namely describing and analyzing the *efforts of PAI teachers in Strengthening the Tasamuh Grade 7 Value at Al Biruni Science IT Junior High School*. The preparation of discussions in the form of narratives is expected to provide an easy-to-understand explanation of the phenomena that occur in the field.

Students' understanding of the grade 7 tasamuh value at Al Biruni Science IT Junior High School Bandung

Students' understanding of the value of tasamuh in grade 7 at SMP IT Sains Al Biruni Bandung shows that most students understand the basic meaning of tasamuh, namely tolerance, respect, and respect for differences. This is reinforced by the statement of grade 7 students, namely:

"Tasamuh is tolerance and mutual respect, so we must respect each other, as exemplified by the Prophet in terms of religion the Prophet once explained in surah Al-Kafirun verses 1-6."

The understanding of 7th grade students of SMP IT Sains Al Biruni Bandung regarding the value of tasamuh shows quite good development. Based on the results of the interviews, most students were able to define tasamuh as an attitude of appreciating, respecting, and accepting differences. Based on the above statement, this understanding is associated with the Islamic teachings that they learned as in surah Al-Kafirun verses 1-6 and the most referred to in verse 6; "*Lakum diinukum waliyadiin*" which means "For you your religion and for me my religion". This verse is often used as a reference or reference by PAI teachers in conveying the message of tolerance between religious communities. Students are able to remember and relate that the internalization of tasamuh values does not stop at the cognitive aspect, but also begins to enter into the spiritual understanding of students (Susanto, 2021).

Tolerance or tasamuh in language is an attitude of respecting the stance of others and respecting does not mean justifying, let alone following it. Tolerance is also a necessity for a pluralistic society, both in terms of religion, ethnicity, and language. Tolerance, both in understanding and attitude in life, must provide positive value for the life of a society that respects and appreciates differences and diversity. According to UNESCO, the UN education sector, tolerance is an attitude of mutual respect, mutual

acceptance, and mutual respect in the midst of cultural diversity, freedom of expression and human character.

From a theoretical perspective, this understanding is in accordance with the meaning of *tasamuh* in Chapter II which explains that *tasamuh* is an attitude of mutual respect and respect for differences without disturbing each other. *Tasamuh* does not only apply in the context of religion, but also includes cultural, social, and differences of opinion in daily life. It affirms that tolerance is a universal value taught in Islam and is very relevant in the character education of students in the current era.

This is in accordance with what is explained According to UNESCO, the UN education sector, says that tolerance is an attitude of mutual respect, mutual acceptance, and mutual respect in the midst of cultural diversity, freedom of expression and human character.

The mentoring program at SMP IT Sains Al Biruni is an important medium in conveying these values informally and personally. With discussion methods, inspirational stories, and emotional approaches. Students get the space to express and internalize the meaning of *tasamuh* in their lives. Some students also revealed that they began to apply an attitude of respect for friends who have different characters or backgrounds after participating in regular mentoring sessions.

Based on some of these findings, it shows that the understanding of grade 7 students about *tasamuh* is not only based on memorization, but has developed into an applicable understanding. They began to apply it in daily life, both at school and in the home environment. Thus, the process of character education through PAI learning and mentoring programs can be said to be successful in forming awareness of tolerance and appreciation for differences among students.

According to the researcher, students' understanding of the value of *tasamuh* grade 7 at SMP IT Sains Al Biruni is quite good, in practice in daily life students are able to apply *tasamuh* values, respect each other, accept each other, and respect each other in the midst of cultural diversity is in accordance with the definition of *tasamuh* in the theory chapter II. However, its implementation still requires continuous assistance and strengthening, both through classroom learning activities and through mentoring programs (Thohir, 2019).

PAI Teachers' Efforts in Strengthening Tasamuh Values at Al Biruni Science IT Junior High School Bandung

PAI teachers have a strategic role in shaping students' character, including instilling the value of *tasamuh*. Based on an interview with the teacher of PAI IT Junior High School Al Sains Al Biruni, he said that the value of *tasamuh* is not only taught through PAI materials, but also through examples, case discussions, and personal approaches. This is also in accordance with Abdullah's opinion, which says that PAI teachers are the main agents in instilling moderate Islamic values, which include a *tasamuh* attitude towards differences in religion, culture, and outlook on life. Islamic Religious Education (PAI) teachers have a fundamental role in shaping the character of students, especially in instilling the values of *tasamuh* or tolerance. *Tasamuh* in Islam does not mean equating all religious teachings, but respecting the existence and rights of others in embracing their beliefs (Warianti, 2023).

As designers, teachers must be able to develop a systematic and objective-oriented learning plan that is clear. According to Susanto, it is said that teachers who are able to design learning well will encourage the creation of an active, creative, and fun learning process. Therefore, the position as an educator requires equipping oneself with a quality person in the form of responsibility, authority, independence, and discipline. Example is very important for the course of life and in the process of education, because to realize everything that education wants contained in concepts and theories must be translated in areas where one of the media is exemplary. The first forms *of example are* verbal or speech and *the second* is deeds (Zuhairi Misrawi, 2010).

PAI teachers at Al Biruni Science IT Junior High School play a very important role as the main figure in instilling Islamic character values, including tasamuh. This is shown through various approach strategies, both classically in the classroom and through affective methods such as mentoring and individual guidance. Teachers do not only convey theories or definitions of tasamuh, but try to instill these values contextually and applicatively according to the psychological needs of students. In practice, teachers use various active learning methods to foster awareness of the importance of tolerance.

Implementation of the Mentoring Program in instilling tasamuh values in grade 7 students at SMP IT Sains Al Biruni Bandung

The Mentoring Program at SMP IT Sains Al Biruni is one of the most important strategies in instilling the value of tasamuh. Based on interviews with school principals and PAI teachers, this Mentoring Program is carried out once a week with flexible materials and adapting to the needs of students. The program combines thematic discussions, individual guidance, and experiential sharing that encourages students to think critically.

This mentoring program focuses on topics such as association, differences in beliefs, and social relationships. This is supported by a statement from PAI teachers, namely:

"In mentoring, students are invited to discuss from heart to heart. For example, when there are students who have non-Muslim friends, the teacher gives an understanding that Islam teaches respect without imposing beliefs."

This mentoring program is not only a weekly routine, but also a forum for strengthening students' character as a whole. The approach used is not rigid and not completely fixated on the syllabus, but is very contextual, following the issues that students are facing. PAI teachers as mentors always open a space for dialogue and open discussion, where students are invited to think critically about differences, without feeling judged or forced to accept certain opinions. Mentoring activities were carried out in groups, between ikhwan and akhwat students separated to maintain the comfort and effectiveness of the discussion. In each meeting, the mentoring session began with the reading of the Qur'an, followed by thematic discussions tailored to the emotional needs of the students, and then closed with a reflection on values. This situation makes learners feel valued and safe to talk about their personal experiences and feelings about differences.

Some of the themes that are routinely raised in mentoring are around conflicts between friends, differences of opinion, adolescent associations, and views on other

people's beliefs. The teacher then associated these cases with the value of *tasamuh* in Islam, as in the story of the Prophet Muhammad PBUH who preached with gentleness and tolerance towards non-Muslims in Medina. This approach helps students realize that Islam highly upholds mutual respect. One of the most effective methods of mentoring is storytelling. The teacher used the stories of the Prophet's companions, contemporary Islamic figures such as Ustadz Felix, and even adolescent figures who experienced conflicts and managed to face differences. These stories are told narratively, with expressive intonation, so that they are easier to accept by students.

Based on the students' responses, the mentoring program is very positive. One of the students said that the mentoring session made them more patient, less easily blamed, and more sensitive to the emotional state of their friends.

"Even though it seems easy, like for example "ah this is easy to do" but surely if you want to do it like for example you are angry, you should be patient, say it carefully, but sometimes in the bottom of your heart it's like you want to say "woy woy" so you have to be like *hufh* (breathe), be patient."

The mentoring program makes them more patient, even though sometimes they still feel carried away emotionally. But they are already able to control their own emotions, and some students even admit to learning not to be rude to friends with special needs or different social backgrounds. This program cannot be separated from periodic evaluation by the school. The principal and mentoring coordinator observe the mentoring implementation process, both by directly monitoring and reviewing the evaluation records of mentor teachers.

In a theoretical context, this is in line with the concept of mentoring explained in chapter II, that mentoring is an Islamic coaching strategy that is carried out in the form of a small *halaqah*, with the *tarbiyah* method that aims to instill Islamic values including tolerance and social wisdom. Mentoring is considered more effective because it touches on the emotional, spiritual, and social aspects of students simultaneously.

Mentoring is also an effective means of building a harmonious classroom community. Many students say that after following mentoring, the classroom atmosphere becomes calmer, there are fewer conflicts, and communication between friends becomes more open. Even the role of class leaders or student council administrators has become stronger in maintaining social ethics among their friends. The mentoring program is not only an educational tool, but also a social and moral therapy for students. With the right approach, students feel that the mentoring program is a very safe place to grow, learn, and improve themselves. This is evident from some students who experienced drastic changes in attitudes and ways of thinking after participating in a mentoring program during school at Al Biruni IT Science Junior High School.

Thus, the implementation of the mentoring program in instilling the value of *tasamuh* can be concluded to be very successful. Not only because it is able to convey value material theoretically, but also because it touches the personal dimension of students. Mentoring is an important pillar that supports character education at Al Biruni IT Science Junior High School, especially in building a generation that is tolerant, has noble morals, and is ready to live in the midst of a diverse society.

The methods used in this mentoring include storytelling, discussions, questions and answers and case studies. Students responded actively, as expressed by one of the

students of Al Biruni IT Science Junior High School that he felt that mentoring provided a deep and fun understanding. The approach used makes students more open and brave to speak. The Mentoring program also has a real impact on changing students' attitudes. The principal of Al Biruni IT Science Junior High School told how a student who was once emotional and intolerant turned into more patient and he was even elected as the student council president at the school. This really shows that the mentoring program is not only an additional program, but is the main pillar in character formation including instilling tasamuh values in students.

According to the researcher, the implementation of the mentoring program in instilling tasamuh values in 7th grade students at Al Biruni Science IT Junior High School greatly contributes to instilling tasamuh values in students at Al Biruni Science IT Junior High School. Then, it is also supported by the theory in chapter II that mentoring is one of the means of Islamic coaching in which Islamic learning is carried out. So, through this mutual advice method is also applied in mentoring activities, this aims to create an atmosphere of mutual learning and have a pleasant learning impression with the hope that it can provide change for the better.

Supporting and inhibiting factors in strengthening the value of tasamuh at SMP IT Sains Al Biruni Bandung

Based on the results of the study, the supporting and inhibiting factors in strengthening the value of tasamuh at Al Biruni Science IT Junior High School Bandung shows that in strengthening the value of tasamuh at Al Biruni Science IT Junior High School, it is inseparable from several supporting factors that support success. The most important internal factor is the commitment of the principal, teachers, and the entire academic community in making the value of tasamuh the most important value instilled in students. Teachers and principals also provide example and full support for mentoring programs and other habituation activities. The facilities provided by the school during mentoring, such as inspirational books, projectors, and visual learning media, are also important supporters in supporting success. These learning resources are used to facilitate discussions and enrich learners' insights into how important it is to appreciate differences. Then, it is also supported by the theory in chapter II that learning media plays an important role in the success of mentoring programs (Zuhairi Miswari, 2007).

The availability and functionality of learning media in schools is also a determining factor in strengthening the value of tasamuh. PAI teachers actively utilize media such as historical videos, exemplary stories of the Prophet's friends, or Islamic youth discussion shows as a learning stimulus in mentoring. With this visual aid, students become easier to understand and appreciate the message conveyed, especially in forming an awareness of the importance of respecting differences. In addition to learning media, another internal factor that supports is the school culture which is built on the basis of Islamic values rahmatan lil 'alamin. The culture of respect, greeting, helping each other, and communicating politely is a habit that has been instilled since the beginning of the school year. This is a very effective habituation in forming students' tolerant character indirectly through daily practice.

The personal involvement of teachers with students is also a strengthening factor. The teacher does not only play the role of a teacher, but also a listener and guide. This is

reflected in mentoring sessions that often develop into spaces for venting and moral consultation, where teachers give wise responses without judgment. This warm relationship encourages students to be open and willing to accept values such as tasamuh naturally. As for the school managerial side, the support from the foundation and the principal's commitment not to shift mentoring time for other interests is a form of seriousness in instilling character. The principal mentioned that mentoring time is a priority that should not be disturbed, even more so than certain ceremonial activities.

On the other hand, the obstacles that arise are also quite complex. Students' emotional instability, especially when facing social conflicts, is often the main cause of the difficulty in implementing tasamuh values. A number of participants also admitted that under certain conditions, they had difficulty controlling their anger and emotions. This proves that character formation cannot only be cognitive, but needs to touch on affective and spiritual aspects. The lack of support from family is also a challenge. Not all students get examples of tasamuh in the home environment. In fact, in some cases, there are parents who do not understand the importance of open discussion and the value of diversity. This puts students in a dilemma of values, between what is learned at school and what is received at home.

Time constraints are a technical obstacle that is very felt by PAI teachers. The duration of an hour of mentoring is often not enough to complete an in-depth discussion. Teachers feel that topics such as promiscuity, religious differences, or adolescent conflict are not enough to be discussed in just one meeting. So a follow-up strategy is needed for material sustainability. Then, it is also supported by the theory in chapter II that learning media plays an important role in the success of mentoring programs.

Then, there are also several inhibiting factors in instilling tasamuh values in 7th grade students at Al Biruni Science IT Junior High School. The main challenges of inhibiting factors are emotional instability and self-inhibition. Based on an interview with one of the students, he said and admitted that they are still often carried away with emotions, especially when facing challenging situations. External factors such as the lack of support from parents are often still an obstacle today. The limited time in the implementation of mentoring is also a challenge in itself. Often, the duration of a discussion is not enough in just one hour of meetings. PAI teachers said that many students still want to continue the discussion because the topics being discussed are very relevant to their lives.

4. CONCLUSION

Based on the results of research on the efforts of Islamic Religious Education (PAI) teachers in strengthening the value of tasamuh in grade 7 students at SMP IT Sains Al Biruni Bandung, it can be concluded that students' understanding of the value of tasamuh is quite good. This can be seen from the internalization of these values in daily life, which is obtained through the exemplary approach exemplified by teachers and the contextual approach through the story of the prophet. Efforts to strengthen the value of tasamuh by PAI teachers are carried out comprehensively through mentoring programs that use both approaches. This

mentoring program is carried out intensively every week on Mondays with a duration of one credit per meeting, which includes opening, reciting the Qur'an together, discussions according to the learning theme, and closing by reading hamdalah. Supporting factors for the success of this program include the commitment of the principal, teachers, school community, learning facilities, and a conducive environment. However, there are also inhibiting factors such as students' emotional instability, lack of support from family, and limited time in the implementation of mentoring. Therefore, it is recommended that students continue to be enthusiastic in seeking knowledge and increasing self-awareness through mentoring programs to manage emotions and make the value of tolerance a part of their personality. Teachers are expected to improve the quality of the mentoring approach with more relevant discussions and case studies as well as participate in character education training so that their mentoring role is more effective. Further researchers are also encouraged to develop this research in other places to obtain a comparison of the effectiveness of mentoring methods in strengthening the values of tasamuh and other characteristics such as empathy, social concern, and responsibility.

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