

**The role of teachers in developing multicultural education of religious tolerance in primary schools: literature study**

**Nursifa Fauziah\*, Linda Zakiah, Hasbiya Miftahul Jannah, Leonardo Elifas, Nurrohmah Safitri**

*Universitas Negeri Jakarta, Jl. R.Mangun Muka Raya No.11, Jakarta, 13220, Indonesia  
nursifaf30@gmail.com\**

**Abstract:** *This study aims to examine the role of teachers in developing tolerance among students. Tolerance is the ability to appreciate differences and resolve conflicts peacefully. Teachers have a very important role in shaping this attitude of tolerance through an inclusive learning approach, fostering universal values, and providing examples of tolerance behavior in everyday life. This research is a qualitative research with literature study. The subject and instrument of this research is the researcher himself by searching for relevant sources. Data were collected through content analysis which involved several steps, such as determining the problem, developing a framework, developing methodological tools, data analysis, and data interpretation. The research findings show that teachers who practice multicultural education-oriented learning approaches and integrate subject matter with tolerance values are able to have a significant impact in shaping students' tolerance attitudes. This multicultural education aims to appreciate and understand diversity in society.*

**Keywords:** *Education; Religious Tolerance; Elementary School; Multicultural*

## **Introduction**

Indonesia is a multicultural country. Multiculturalism is a term to indicate a plural society consisting of two or more different groups (Masamah & Zamhari, 2016). Between humans and other humans have a variety of differences ranging from differences in character, nature, background, ethnicity, race, culture, to religion. Diversity is shown by the Indonesian motto, *Bhinneka Tunggal Ika*, which means different but still one. According to Setyaningsih (2019), the Indonesian state will be strong and united forever if each of its citizens understands the meaning of the Indonesian motto, believes in the foundation of the life of the nation and state which is multiculturalism, and can apply it appropriately. This is why schools need multicultural education.

Multicultural education is created by the diversity of Indonesia. The many differences in the backgrounds of each human being make multicultural education should be built and implemented in schools. Schools are places where individuals from different backgrounds will meet. Multicultural education includes all students without differences in backgrounds with the aim of guiding students to become humans who are tolerant and respectful of differences (Supriatin & Nasution, 2017). The cultivation of multicultural education cannot be separated from the dangers arising from multicultural conflicts. This is the basic background for the creation of multicultural education in Indonesia. Schools need to instill multicultural education that can be taught and instilled as early as possible to students (Latifah et al., 2021). A good implementation of multicultural education will create students who are tolerant and respect differences without putting each other down.

Respecting means not forcing the will of others to be the same as one's own will or another term is tolerance. According to Devi (2020), the term tolerance means the nature or attitude of respecting, allowing, allowing the establishment of both opinions, views, beliefs, habits that are different or contrary to one's own stance. In the context of religion, tolerance is an important thing to do considering that every human being has the right to determine their own religion and beliefs. Religious tolerance is a form of tolerance characterized by an attitude of accepting and providing opportunities for adherents of other religions to worship in accordance with their provisions (Salim, 2017). Even so, not all humans are able to instill an attitude of tolerance in themselves, resulting in the emergence of hostility between religions.

The importance of instilling an attitude of tolerance from an early age will minimize the creation of an attitude of intolerance. The development of intolerant attitudes in students is a phenomenon that makes multicultural education have an important role in presenting solutions to these problems (Mustafida, 2020). Students need to be taught to be able to respect each other's religions by instilling the value of tolerance since elementary school. It is hoped that the Indonesian people will become humans who have an attitude of tolerance so that there will be no divisions due to differences in the community (Morgan & Sihombing, 2023).

In teaching students the importance of tolerating others of different religions, teachers are needed as adults who can teach this. The role of teachers in schools as educators is expected to have an exemplary role, inspirer, motivator, dynamizer, and evaluator (Zulkarnain, 2019). Teachers must be role models because the attitudes and behavior of teachers will be imitated by students. One of the factors in student character building comes from the way teachers behave at school. The good and bad attitude of the teacher will be an example absorbed by students.

Based on previous research, teachers have a role in instilling tolerance by being a role model for students so that they have good character in behavior. In addition, teachers provide guidance by educating students how tolerance is and what the impact is if students are intolerant (Zaenuri & Fatonah, 2022). Religion teachers also play a role in producing multicultural values in schools. The results of the cultivation of multicultural values through activities at school produce an attitude of tolerance that is reflected in the attitude of respect and respect for differences in beliefs, as well as the creation of harmony between students of different religions (Suharsono, 2024).

Issues related to differences in one's beliefs or religion must be instilled in children from school. Elementary school is the right start for students to learn to respect their friends who have different religions from themselves. In achieving this, teacher participation is needed in developing religious tolerance. Teachers are expected to be an example of students in instilling religious tolerance both to fellow teachers and students. Teachers who play a full role in developing tolerance for students will produce students who are tolerant of friends of different religions. That way there is no division between students of different religions and produce harmony by not choosing friends according to their religion. Based on the background that has been explained, the author wants to examine how the role of teachers in elementary schools in developing religious tolerance to students.

**Method**

This research uses a type of research, namely library research or literature study. This research has sources from various collections of article from scientific papers or previous research used to answer research questions. Informations and data needed in literature study research in the form of reference books, previous research results, articles, notes, and other sources relevant to the problem being solved (Sari, 2020). The approach in this study uses a qualitative approach which is used to examine the conditions of natural objects and researchers as key instruments (Sugiyono, 2015).

The instrument in this research is the researcher himself by looking for sources that support this research. Frankel & Wallen mentioned that one of the characteristics of qualitative research is the researcher as the key instrument in the research (Adlini et al., 2022). That way, no instruments are made because the researcher is directly the research instrument.

Data collection in research requires several methods or techniques so that the research can run smoothly. The data collection technique in this research is to find sources that are relevant to the research. According to Nazir, literature studies collect data by examining books, literature, notes, and reports related to research problems (Khoiri, 2018). The first step is to collect all the literature relevant to the research problem, then analyze the data from the data that has been collected.

Qualitative research data analysis is different from quantitative which requires numbers to conclude research. Qualitative research emphasizes more on words or sentences made by research subjects related to events that cover the object of research (Siyoto & Sodik, 2015). The data analysis used is content analysis. According to Weber, content analysis is a procedure for making valid inferences from text (Moleong, 2017). The stages carried out in content analysis start from determining the problem, compiling a framework, compiling methodological tools, data analysis, and data interpretation.

**Results and Discussion**

This research uses the collection techniques described above. The result of the literature study are shown in table 1 below. The role of teachers in developing religious tolerance in elementary school is as follows:

**Table 1.** Teacher’s Role in Developing Religious Tolerance in Elementary School

No	Author	Tittle	Result
1.	(Zaenuri & Fatonah, 2022)	Analysis of the Implementation of the Teacher’s Role in Cultivating Tolerance Character Values in Pkn Subject at MI Ma’arif Darussalam Plaosan Yogyakarta	The role of teachers in instilling tolerance in MI Ma’arif Darussalam Plaosan means that teachers become role models for their students to behave well, especially in terms of tolerance and socialization attitudes, both inside and outside the classroom. The role of teachers in teaching students tolerance is to teach them how to be tolerant by providing information about the

No	Author	Tittle	Result
			<p>negative effects of intolerance, especially among friends. MI Ma'arif Plaosan identifies the character value of tolerance by providing material about diversity so that students know and understand the meaning of differences, especially among their schoolmates. Factors that support the application of tolerance character in MI Ma'arif Darussalam Plaosan are the existence of educational resources such as modules, books, and learning materials on tolerance materials included in civic learning materials, as well as a conducive environment. In addition, the principal and teachers always encourage students to be tolerant in their school environment.</p>
2.	(Anwar et al., 2022)	The Role Of The Teacher In Implementing The Attitude Of Religious Tolerance In Class IV Elementary School	<p>To foster tolerance in learning, teachers should respect students' opinions, recognize students' abilities, and give all students equal opportunities to learn. Teachers also reprimand students who are disrespectful and disrespectful to others, and help them see the similarities that exist among their students. Based on the findings and findings that have been conducted in elementary schools, researchers hope that students can apply the principles of religious tolerance in their daily lives, both inside and outside the classroom. They should remind each other when they encounter intolerant situations in daily life.</p>
3.	(Suharsono, 2024)	The Role of Religious Teachers in Cultivating Multicultural Values in Elementary Schools	<p>Both in-class and out-of-class activities promote the cultivation of multicultural values. The cultivation of multicultural values is conveyed in in-class activities through lectures, questions and answers, and discussions, and in out-of-class activities through commemoration of religious holidays, flag ceremonies, and religious worship habits. For in-class learning, students' tolerance, respect for each other's religious beliefs, and equal rights to carry out activities in the classroom. For out-of-class activities, peace among students, strong cooperation, and strong religious identity required.</p>

No	Author	Title	Result
4.	(Sipahutar et al., 2023)	Teacher's Strategy to Cultivate Tolerance Attitude of Students of Different Religions in SMA Negeri 3 Tarutung	Affective learning strategies, such as exemplary, sanctions or punishments, and rewards, are used by teachers to increase student tolerance at SMA Negeri 3 Tarutung. There are internal and external factors that shape the tolerance attitude of students of different religions. Tolerance has four principles: respecting people of different religions, creating peace, being democratic, and appreciating differences. So, all students at SMA Negeri 3 Tarutung have those 4 points.
5.	(Febriani, 2020)	The Role of Teachers in Instilling Students' Religious Tolerance at SD My Little Island Malang	Teachers' efforts to instill students' religious tolerance include providing explanations about religious differences and religious tolerance to students and conducting school activities related to religious activities. The goal is for students to appreciate and respect other religions in religious activities at My Little Island Elementary School. Teachers also demonstrate religious tolerance by respecting each other and other teachers.
6.	(Harnum & Widiastuti, 2019)	Effort of Purba Adi Sutha Elementary School Teachers in Foresting Tolerance Attitude Toward Students	The results showed that teachers at Purba Adi Sutha Purbalingga Elementary School tried to improve students' tolerance in the classroom. This can be achieved through the application of tolerance values in every subject taught, the use of learning media such as group discussions to teach students to work together and respect the opinions of others, and habituation or routine activities.
7.	(Morgan & Sihombing, 2023)	The Role of Teachers in Instilling the Value of Tolerance in Elementary School 175771 Siaro	One of the tasks of teachers at SD N 175771 Siaro is to create a curriculum that supports tolerance. Teachers must also have ideal and proportional competencies and a strong commitment to provide about examples to students ab character values, including the value of tolerance. In addition, the value of tolerance is instilled in learning activities through the use of media, storytelling, games, instructions and examples.

No	Author	Title	Result
8.	(Dewi & Mardiana, 2023)	Tolerance Attitude through Multicultural Learning for Elementary School Students	As implementers of classroom and school learning at SDN Petemon, teachers carry out multicultural values-oriented education management in the stages of planning, organizing, implementing, communicating and monitoring. The constraining factors faced by teachers in implementing this management are the condition of the students and their backgrounds.
9.	(Maemunah et al., 2023)	Implementation of Multicultural Education through Religious Tolerance at State Elementary School 1 Cikampek Selatan Jakarta	Everyone, including parents, educators, students and office holders in government and private institutions, should understand multicultural education. Cikampek Selatan 1 Public Elementary School uses this method to resolve internal conflicts that do not arise directly, which makes it easier and helps students unite.
10.	(Septiana, 2021)	Implementation of Tolerance Values in Elementary Schools (Case Study at UPT SDN 24 Tumijajar, Tulang Bawang Barat)	UPT SDN 24 Tumijajar tries to instill tolerance in its students. Teachers and principals instill tolerance by teaching and guiding students about school policies, such as vision, mission and goals. They also familiarize students with routine activities, such as shaking hands with teachers and praying according to their religion and beliefs.

Teachers should be fair to learners without discrimination against diverse characters (Widiyono, 2018). Maintaining non-discrimination towards learners' religious beliefs is important to prevent conflict. Language communication is the key to daily interaction. It is important for teachers to guide learners to understand the diversity in Indonesia. In terms of gender, men and women have the same rights and obligations. Teachers should provide fair treatment indiscriminately. Tolerance and prevention of religious discrimination in schools need to be emphasized. Teachers play a role in providing an understanding of the importance of respecting differences. Fighting discriminatory behavior in schools is the key to maintaining harmony. Teachers must be role models so that students follow the right path.

The role of teachers is very important in building religious awareness. Zaenuri & Fatonah (2022) stated that teachers have three tasks: instilling, guiding, and identifying. Teachers play a role in instilling the value of tolerance; they must be role models for their students to have good behavior, especially in terms of attitude, both in the classroom and outside the classroom. A teacher's behavior in the classroom is critical to helping all students reach their potential regardless of age, religion, gender, ethnicity, language or other privileges. Teachers are responsible for teaching students tolerance by teaching them how to be tolerant, especially by informing them of the negative effects of intolerance. In this

mentorship, teachers should always show tolerance by applying rules, encouraging students to appreciate and respect each other, and remain enthusiastic to continue teaching and setting a good example to their students. Teachers are also responsible for discovering the character principles of tolerance by teaching students about diversity. This helps them understand what differences are, especially with their schoolmates. During this learning process, there are also specific assessments for teachers that have been incorporated into the lesson plans. The role of a good teacher is performance and has a good personality, which is in the spotlight of the community as a role model for their children in educating and directing the child's personality for the better. A teacher must be actively involved in familiarizing, directing, and guiding students in building tolerance character.

According to Febriani (2020), the teacher's job is to teach students about religious differences and religious tolerance. Teachers, especially those who teach in small classes, must have the ability to explain religious differences well and use language that is easy for students to understand so that students do not misunderstand them. To achieve school goals, school activities should be related to religious activities so that students can appreciate and respect other religions when participating in religious activities.

Dewi & Mardiana (2023), the teachers who implement learning in the classrooms and schools of SDN Petemon conduct educational management that focuses on multicultural values. This includes steps such as planning, organizing, implementing, communicating and supervising. The indicators are good, but not yet optimal. The inability of an organization or school to implement multicultural education, such as the school's strategy to implement multicultural education and the school management's efforts to implement multicultural education effectively and efficiently through the four stages: planning, organizing, implementing and monitoring, can lead to ineffective implementation. Therefore, it is very important for school management to be oriented towards multicultural education that implements multicultural values such as equality, justice, tolerance, democracy and freedom in all forms of education.

In addition to the role of teachers needed in tolerating in elementary schools, there is an influence of classroom activities on tolerance among students. Based on research Fanani & Aziz (2023) the results of this study support previous research findings that student tolerance is strongly influenced by classroom rules. Classroom management or classroom rules are efforts to maximize class and create a friendly atmosphere for students during learning. Hidayat et al. (2018) showed that students tolerance attitudes began to emerge during the learning process in the classroom and the phase when receiving information around them, then in classroom activities, a tolerant attitude towards the dynamics experienced by students began. As classroom rules serve multiple functions, the number of activities conducted in the classroom that contribute to the development of students' tolerance attitudes is strongly influenced by aspects of classroom rules. It is significant that students abide by school rules and accept their friends' differences. This study found that classroom rules are one of the important components in building students tolerance attitudes. The importance of classroom activities for students so that they can appreciate differences in the educational environment, respect each other, and see differences as a gift.

The more effective the teacher manages the classroom in communicative learning, the more disciplined attitude of students will be formed.

Research conducted by Nursakinah et al. (2022) stated that class V-C had the highest number of non-Muslim students. Thus, students help each other. Friends who do not know help each other. They also act well, such as saying thank you or asking for help. Learners respect each other and speak politely with friends and others. The interview results show that students can interact well. The researcher also saw the attitude shown by the teacher. The headmaster shows students an attitude of tolerance between religions. He does not discriminate against students. Instead, he gives advice, suggestions, and explanations on how to always maintain friendship. He always asks about students' problems in his class with a relaxed and pleasant discussion and actions that show students an attitude of tolerance. To maintain harmony between students and educators in Class V-C.

In research Djollong & Akbar (2019) Islamic Religion teachers play a role in instilling the value of tolerance in students through two aspects of activities, namely PAI learning in class and religious activities. When PAI learning is implemented and assessed, tolerance values are instilled. In the PAI learning process, the cultivation of tolerance values is reflected in how the teacher organizes students in the classroom and the material provided. On the other hand, in the learning evaluation, the way PAI teachers assess students in class shows the cultivation of tolerance values. PAI teachers show the application of tolerance values in religious activities, such as working together in central tadarus, commemoration of Islamic holidays, and breaking the fast together, as well as helping each other without considering religious backgrounds, such as crying and mourning for the difficulties of school residents. The results of the role of PAI teachers in instilling students' tolerance values are as follows, first, students are able to mingle with each other without distinguishing religions, especially in classes that have students from various religions. Second, students are more able to respect other students when worshipping. Third, students work well together in diversity activities. This cooperation shows togetherness regardless of their religion.

## **Conclusion**

The role of teachers in developing religious tolerance is very important. They have a responsibility to provide education that promotes understanding, respect and acceptance of religious differences. Teachers can create an inclusive learning environment, teach universal values such as respect for diversity, and model tolerance through their daily behavior and interactions with students. Thus, teachers can help shape a generation that values religious differences and is able to live harmoniously in a multicultural society.



## References

- Adlini, M. N., Dinda, A. H., Yulinda, S., Chotimah, O., & Merliyana, S. J. (2022). Metode Penelitian Kualitatif Studi Pustaka. *Edumasapul: Jurnal Pendidikan*, 6(1), 974–980.
- Anwar, C., Awiria, A., & Gumala, Y. (2022). The Role Of The Teacher In Implementing The Attitude Of Religious Tolerance In Class IV Elementary School. *Jurnal Pendidikan & Pengajaran Guru Sekolah Dasar*, 5(2), 73–78. <http://journal.unpak.ac.id/index.php/jppguseda>,
- Devi, D. A. (2020). *Toleransi Beragama*. Semarang: Alprin.
- Dewi, Y., & Mardiana, M. (2023). Sikap Toleransi Melalui Pembelajaran Multikultural Pada Siswa Sekolah Dasar. *Jurnal Publikasi Berkala Pendidikan Ilmu Sosial*, 3(1), 100–113.
- Djollong, A. F., & Akbar, A. (2019). Peran Guru Pendidikan Agama Islam Dalam Penanaman Nilai-Nilai Toleransi Antar Ummat Beragama Peserta Didik Untuk Mewujudkan Kerukunan. *Jurnal Al-Ibrah*, 8(1), 72–92.
- Fanani, M. A., & Aziz, R. (2023). Pengembangan Toleransi Beragama Siswa Melalui Aktivitas Pembelajaran di Kelas Dengan Metode Komunikatif. *JURNAL PENELITIAN*, 17(1), 61–80. <https://doi.org/10.21043/jp.v17i1.20313>
- Febriani, N. (2020). *Peran Guru dalam Menanamkan Sikap Toleransi Beragama Siswa di SD My Little Island Malang*.
- Harnum, O. D., & Widiastuti, S. (2019). Upaya Guru SD Purba Adi Sutha Dalam Menumbuhkan Sikap Toleransi Terhadap Siswa. *Jurnal Pendidikan Kewarganegaraan Dan Hukum*, 8(3), 307–317.
- Hidayat, T., Rizal, A. S., & Fahrudin, F. (2018). Peran Pondok Pesantren Sebagai Lembaga Pendidikan Islam di Indonesia. *Ta'dib: Jurnal Pendidikan Islam*, 7(2), 461–472. <https://doi.org/10.29313/tjpi.v7i2.4117>
- Khoiri, N. (2018). *Metodologi Penelitian Pendidikan: Ragam, Model, & Pendekatan*. Semarang: SEA Publishing.
- Latifah, N., Marini, A., & Maksum, A. (2021). Pendidikan Multikultural di Sekolah Dasar (Sebuah Studi Pustaka). *Jurnal Pendidikan Dasar Nusantara*, 6(2), 42–51. <https://doi.org/10.29407/jpdn.v6i2.15051>
- Maemunah, Y., Darmiyanti, A., & Ferianto, F. (2023). Implementasi Pendidikan Multikultural Melalui Rasa Toleransi Beragama di Sekolah Dasar Negeri 1 Cikampek Selatan Jakarta. *Jurnal Penelitian Dan Pemikiran Keislaman*, 10(2), 199–207.
- Masamah, U., & Zamhari, M. (2016). Peran Guru dalam Membangun Pendidikan Berkesadaran Multikultural di Indonesia. *QUALITY*, 4(2), 271–289.
- Moleong, L. J. (2017). *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya.
- Morgan, J., & Sihombing, S. (2023). Peran Guru dalam Menanamkan Nilai Toleransi di Sekolah Dasar 175771 Siaro. *Jurnal Generasi Ceria Indonesia*, 1(1), 22–26. <https://doi.org/10.47709/geci>
- Mustafida, F. (2020). Integrasi Nilai-nilai Multikultural dalam Pembelajaran Pendidikan Agama Islam (PAI). *Jurnal Pendidikan Islam Indonesia*, 4(2), 173–185. <https://doi.org/10.35316/jpii.v4i2.191>

- Nursakinah, N., Histuti, L., Silvia, N., & Sinambela, P. (2022). Identifikasi Sikap Toleransi Antar Umat Beragama di Lingkungan Sekolah Dasar. *Journal of Basic Education Research (JBER)*, 3(3), 80–85. <https://doi.org/10.37251/jber.v3i3.266>
- Salim, A. N. (2017). *Penanaman Nilai Toleransi Antar Umat Beragama di Kalangan Masyarakat Kecamatan Mlati Kabupaten Sleman*. Prodi PPKn Universitas PGRI Yogyakarta.
- Sari, M. (2020). Penelitian Kepustakaan (Library Research) dalam Penelitian Pendidikan IPA. *NATURAL SCIENCE: Jurnal Penelitian Bidang IPA Dan Pendidikan IPA*, 6(1), 41–53.
- Septiana, I. (2021). *Implementasi Nilai-Nilai Toleransi di Sekolah Dasar (Studi Kasus di UPT SDN 24 Tumijajar, Tulang Bawang Barat)*.
- Setyaningsih, U. (2019). Implementasi Nilai-Nilai Bhineka Tunggal Ika Pada Siswa Kelas VII SMP Negeri 1 Surakarta Pada Tahun Pelajaran 2016/2017. *Civics Education and Social Science Journal (CESSJ)*, 1(1), 68–84. [www.journal.univetbantara.ac.id/index.php/CESSJ](http://www.journal.univetbantara.ac.id/index.php/CESSJ)
- Sipahutar, E., Lumbantobing, D. P., Gultom, H., & Sitompul, A. S. (2023). Strategi Guru Menumbuhkan Sikap Toleransi Peserta Didik Beda Agama di SMA Negeri 3 Tarutung. *Jurnal Manajemen Pendidikan Kristen*, 3(1), 28–48.
- Siyoto, S., & Sodik, M. A. (2015). *Dasar Metodologi Penelitian*. Yogyakarta: Literasi Media Publishing.
- Sugiyono, S. (2015). *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)* (22nd ed.). Bandung: ALFABETA.
- Suharsono, S. (2024). Peran Guru Agama dalam Penanaman Nilai-Nilai Multikultural di Sekolah Dasar. *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah*, 8(1), 437–447. <https://doi.org/10.35931/am.v8i1.3160>
- Supriatin, A., & Nasution, A. R. (2017). Implementasi Pendidikan Multikultural Dalam Praktik Pendidikan di Indonesia. *Elementary: Jurnal Ilmiah Pendidikan Dasar*, 3(1), 1–13.
- Widiyono, S. (2018). Peran Guru Dalam Mengimplementasikan Pendidikan Multikultural. *Elementary School: Jurnal Pendidikan Dan Pembelajaran Ke-SD-An*, 5(2).
- Zaenuri, Z., & Fatonah, S. (2022). Analisis Implementasi Peran Guru Dalam Penanaman Nilai Karakter Toleransi Pada Mata Pelajaran Pkn Di MI Ma'arif Darussalam Plaosan Yogyakarta. *Jurnal Riset Madrasah Ibtidaiyah (JURMIA)*, 2(1), 181–190. <https://doi.org/10.32665/jurmia.v2i1.284>
- Zulkarnain, D. (2019). Peran Guru Dalam Pelaksanaan Pendidikan Karakter Pada Siswa Kelas X di Sekolah Menengah Atas Negeri 1 Palangka Raya. *Jurnal Civic Education*, 3(1), 27–36.