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The Role of Islamic Religious Education Curriculum in Building Religious Tolerance in the School Environment

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ABSTRACT

Islamic Religious Education (PAI) plays a strategic role in fostering religious tolerance in multicultural school environments. This study aims to analyze the role of the PAI curriculum in instilling tolerance values and exploring the methods and approaches used in teaching. A qualitative approach with a case study design was applied in a secondary school with religious diversity. The findings indicate that the PAI curriculum supports the development of tolerance attitudes through the integration of universal values, such as respect for differences, empathy, and cooperation, into the teaching materials. Dialogical approaches and interaction-based experiential learning proved effective in enhancing students' understanding of diversity. However, challenges such as insufficient teacher training in managing tolerance-based curricula and resistance from some students toward interfaith discussions remain. The PAI curriculum can effectively build religious tolerance in schools if supported by adequate teacher training, relevant teaching modules, and synergy among teachers, students, and parents. Recommendations include developing intensive training programs and enhancing the curriculum with a focus on tolerance values.

ABSTRAK

Pendidikan Agama Islam (PAI) memiliki peran strategis dalam membangun toleransi beragama di lingkungan sekolah yang multikultural. Penelitian ini bertujuan untuk menganalisis peran kurikulum PAI dalam menanamkan nilai-nilai toleransi serta mengeksplorasi metode dan pendekatan yang digunakan dalam pembelajaran. Pendekatan kualitatif dengan studi kasus diterapkan di sekolah menengah yang memiliki keberagaman agama. Hasil penelitian menunjukkan bahwa kurikulum PAI mendukung pembentukan sikap toleransi melalui integrasi nilai-nilai universal, seperti penghormatan terhadap perbedaan, empati, dan kerja sama, ke dalam materi pembelajaran. Pendekatan dialogis dan pengalaman berbasis interaksi antar siswa terbukti efektif dalam mendorong pemahaman keberagaman. Namun, tantangan seperti kurangnya pelatihan guru dalam mengelola kurikulum berbasis toleransi dan resistensi sebagian siswa terhadap diskusi lintas agama tetap ada. kurikulum PAI dapat membangun toleransi beragama di lingkungan sekolah, asalkan didukung dengan pelatihan guru yang memadai, modul pembelajaran yang relevan, dan sinergi antara guru, siswa, dan orang tua. Rekomendasi mencakup pengembangan program pelatihan intensif dan peningkatan kurikulum yang fokus pada nilai toleransi.

PRELIMINARY

Religious tolerance is one of the fundamental values that is very important in building a harmonious life in a multicultural society. In the context of Indonesia, religious diversity is one of the characteristics of the nation that must be maintained and preserved properly. Schools as educational institutions have a great responsibility in instilling the values of tolerance to the younger generation so that they can live side by side in peace. Islamic Religious Education (PAI) in schools not only aims to form religious individuals, but also to create individuals who are able to live side by side with others who have different beliefs. In this case, the PAI curriculum plays a very important role as an instrument that directs learning towards the formation of a strong attitude of religious tolerance.

The Islamic Religious Education curriculum in Indonesia has been specifically designed to integrate universal values that support the creation of social harmony in society. However, the

implementation of the curriculum often faces various challenges, especially in the context of schools that have religious diversity among students, thus requiring a more targeted approach. The role of the Islamic Religious Education curriculum in building religious tolerance cannot be separated from the vision of national education which aims to create students who have faith, piety, and noble morals and are able to appreciate the diversity around them. This is in line with the values of Pancasila as the foundation of the state.

In practice, instilling the values of religious tolerance through the Islamic Religious Education curriculum requires a learning strategy that involves a dialogical approach, cooperation, and direct experience in and outside the classroom. This is important to ensure that students not only understand the concept of tolerance theoretically but are also able to apply it practically in everyday life. This study was conducted to analyze the extent to which the Islamic Religious Education curriculum can contribute to building an attitude of religious tolerance in the school environment. The focus of this study is on the approaches, methods, and learning materials used in Islamic Religious Education learning to achieve these goals (Asriyanto et al., 2023).

This study is very relevant considering the increasing social challenges due to intolerance that arise in various environments, including in school environments. Education is one of the main solutions that can prevent and overcome potential conflicts caused by differences in beliefs and views. A multicultural school environment offers both opportunities and challenges in implementing an Islamic Religious Education curriculum that supports religious tolerance. Students from different religious backgrounds need a conducive space to understand each other, have dialogues, and work together to create harmony.

It is important to understand that tolerance does not mean sacrificing individual beliefs, but rather respecting diversity and creating space for constructive and respectful dialogue. These values need to be emphasized and internalized in every Islamic Religious Education learning process in schools. Teachers as the spearhead in implementing the curriculum have a very important role in instilling the values of religious tolerance in students. Therefore, teacher competence in understanding, teaching, and implementing religious tolerance greatly determines the success of an inclusive learning process. In addition to teachers, support from parents and the community is also needed to strengthen religious tolerance learning in schools. A harmonious family and community environment will help students internalize the values of tolerance taught in schools so that they become part of their character. The Islamic Religious Education curriculum needs to be designed more flexibly and contextually to be able to answer the challenges of the times and the needs of students in this modern era. With a relevant and innovative approach, Islamic Religious Education learning can be more effective in building a strong attitude of tolerance among students.

This study also highlights the importance of ongoing teacher training in implementing a tolerance-based curriculum. Appropriate and systematic training will improve teachers' ability to deliver learning materials inclusively and support the strengthening of religious tolerance. In addition, periodic evaluation of the PAI curriculum is needed to ensure that learning objectives related to religious tolerance can be achieved optimally. This evaluation covers various aspects, including teaching methods, learning materials, and student learning outcomes (Saputra, 2020). In the context of ever-growing globalization, students are expected to have broad insights into the diversity of cultures and religions in the world. The Islamic Religious Education curriculum can contribute significantly to forming students who are open-minded, tolerant, and able to adapt amidst dynamic world changes. The values of tolerance taught through the Islamic Religious Education curriculum can be the basis for creating a peaceful, harmonious, and mutually respectful society. Therefore, Islamic Religious Education learning needs to be directed at strengthening these values through various interesting and meaningful learning methods.

This study also identified factors that hinder the implementation of the PAI curriculum in building religious tolerance in the school environment, such as the lack of adequate learning facilities, limited teaching time, and resistance to change from various parties. A conducive school environment can be a catalyst in the implementation of the PAI curriculum that supports religious tolerance. Close collaboration between teachers, students, and schools is essential to create an inclusive and diversity-friendly learning atmosphere. In Islamic Religious Education learning, it is important to integrate inspiring stories about figures who practice tolerance in their lives. These stories can provide real examples for students and motivate them to adopt an attitude of tolerance in their daily lives. Character education

integrated into the Islamic Religious Education curriculum is also a key element in building a strong attitude of tolerance among students. Values such as empathy, honesty, cooperation, and respect can strengthen the foundation of religious tolerance taught in schools (Mawarti, 2023).

This study is expected to provide practical recommendations that are useful for the development of a more effective PAI curriculum in building religious tolerance in the school environment (Rahmawati & Munadi, 2021). The findings of this study can be a reference for policy makers in the field of education. In addition, this study aims to provide new insights to educators about the importance of inclusive learning, based on universal values, and relevant to the needs of students in this modern era. With the right approach, the PAI curriculum not only plays a role in forming religious individuals, but also citizens who are tolerant, have integrity, and are able to contribute positively to a multicultural society. Finally, religious tolerance built through the PAI curriculum is expected to create a young generation that can maintain unity in diversity. This is in line with the spirit of Bhineka Tunggal Ika as the philosophy of the Indonesian nation that respects differences and upholds unity. Therefore, this study is the first step to explore more deeply the role of the PAI curriculum in building religious tolerance in the school environment and making a real contribution to the development of more inclusive and meaningful education in Indonesia.

METHOD

This study uses a library research method as the main approach in analyzing the role of the Islamic Religious Education (PAI) curriculum in building religious tolerance in the school environment. This method was chosen because library research allows researchers to explore information and insights from various literature sources that are relevant to the research topic, such as books, journal articles, official documents, and previous research results. In the library study, data was collected through a search of literature available in writing, both in print and digital form. Researchers identified reliable and credible sources that contain information about the PAI curriculum, the concept of religious tolerance, and the implementation of tolerance values in the educational environment. The focus is to find theories, concepts, and previous research results that support this study.

FINDINGS AND DISCUSSION

Findings

The Importance of Religious Tolerance in the School Environment

Religious tolerance in the school environment plays a very vital role in shaping a young generation that is not only academically intelligent, but also mature in social and cultural understanding. School is not only a place to gain knowledge, but also a place where students learn to live side by side with others who have different backgrounds. In an increasingly diverse society, it is important for everyone to understand that religious differences are not a barrier to working together, but rather a wealth that can enrich each other's understanding and experience. At school, students interact not only with peers who share the same religion, but also with friends of different religions. This interaction process can raise questions or even misunderstandings, which if not managed wisely, can lead to misunderstandings or even conflict. Therefore, religious tolerance must be introduced and instilled from an early age. This is not only related to respecting each other's religious rights, but also teaching the basic principles of community life, such as mutual respect, restraint in expressing opinions, and not imposing personal views on others.

The importance of religious tolerance is also related to the formation of empathy among students. By teaching religious tolerance, students are taught to understand and feel the experiences of others that may be different from their own. This helps students to be wiser in assessing differences and trying to see the world from the perspective of others. This learning is very important in everyday life, where empathy is needed to maintain harmonious relationships in an environment full of differences (Mustaqim, 2024). In addition, religious tolerance in schools also greatly supports the creation of a safe and conducive school climate. When students respect each other regardless of religion, they feel more accepted and appreciated, which of course increases the sense of comfort in participating in the learning process. Injustice or discrimination based on religion can be very damaging to the school environment and hinder the education process itself. On the other hand, with tolerance, the learning atmosphere will be more productive, because students can focus on learning without being burdened with fear or anxiety about discrimination.

Social skills gained from the implementation of religious tolerance in schools will be invaluable provisions for students when they enter the workforce or wider society. They will be better prepared to face the challenges of life in a diverse society, whether in the context of religion, culture, or ethnicity. Students who are accustomed to an inclusive environment and respect for differences will have high social skills and be better able to work in diverse teams, a skill that is very much needed in the increasingly global professional world. For Indonesia, which has a very rich diversity of religions and cultures, religious tolerance is an important pillar in maintaining national unity. Our country was founded on diversity, and schools as educational institutions must be at the forefront of instilling the values of tolerance in the younger generation. Education based on strengthening religious tolerance will produce citizens who have a high awareness of the importance of maintaining harmony between religious communities, as well as preventing extremism or radicalization that can damage the social order.

As part of the implementation of religious tolerance, schools can also utilize various activities involving students from various religions, such as cooperation in social activities, sports, or other extracurricular activities. In addition, teaching about the history and culture of existing religions can also be an effective way to open students' insights into diversity. Through a deeper understanding of other religions, students can see the similarities in values that exist in each religion and appreciate these differences as part of the beautiful diversity. The implementation of religious tolerance is not only a moral obligation, but also a social responsibility that must be carried out by all parties, from the government, educational institutions, to parents.

All parties have an important role in creating an inclusive environment, where every student feels safe to be themselves, without fear of discrimination or marginalization due to religious differences. That way, schools will become places that truly reflect the values of diversity that exist in Indonesia and the world in general and equip students with social and cultural skills that are very important for their future lives. Overall, religious tolerance in the school environment is a very important foundation for creating a harmonious and productive atmosphere in the learning process. Not only does it create peace among students, but it also forms a younger generation that is more inclusive, open, and ready to face the challenges of life in an increasingly complex and diverse world. By instilling the values of religious tolerance from an early age, schools can act as agents of change that strengthen national unity and prepare students to become responsible and empathetic citizens (Fuad, 2021).

Basic Concept of Religious Tolerance in Islam

Religious tolerance in Islam is not only a teaching that regulates relations between religious communities, but also reflects the basic principles of Islam that prioritize peace, justice, and respect for others. Islam emphasizes that every individual has the right to choose their religion and beliefs without any coercion, as stated in the verse of the Qur'an, "There is no compulsion in religion" (QS. Al-Baqarah: 256). This verse teaches that freedom of religion is a right given by Allah, which must be respected and protected by every Muslim. In this case, religious tolerance in Islam means not only respecting the freedom of others to choose their religion, but also accepting the fact that everyone has the right to live according to the teachings of their respective religions.

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Islam also teaches that interfaith dialogue is essential in building understanding and avoiding misunderstandings. The principle of tabayyun, which means seeking the truth in a wise and respectful manner, teaches Muslims not to rush to conclusions, especially about other religions. This is important so that Muslims can establish healthy communication and mutual understanding with followers of other religions, as well as to build a better bridge of understanding. In QS. Al-Hujurat: 6, Allah commands Muslims to verify information and not easily believe news or gossip that can cause tension between religions.

The principle of justice in Islam is also a fundamental aspect of religious tolerance. Allah says, "Indeed Allah commands you to be just and to do good and to give to your relatives" (QS. An-Nahl: 90). In the context of religious tolerance, this means that Muslims must be fair to all people, regardless of their religion or background. Muslims are prohibited from discriminating or being unfair to followers of other religions, because every individual has the right to be treated with respect and justice. This includes equal treatment in terms of social, economic, and political rights.

Islam also teaches the importance of maintaining harmony between religious communities. In QS. Al-Mumtahanah: 8, Allah reminds Muslims not to consider non-Muslims as enemies if they do not fight Muslims or expel them from their homes. This verse shows that harmony and peace between religious communities is something that is highly valued in Islam, if there is no conflict or hostility. Therefore, Muslims are expected to build good relationships with people of other religions, both through social activities, education, and daily life.

Religious tolerance in Islam also includes the avoidance of violence and hostility. Islam opposes all forms of violence, whether committed in the name of religion or for other reasons. In QS. Al-Anfal: 61, Allah says, "And if they incline towards peace, then incline to it and put your trust in Allah." This verse teaches Muslims to always prioritize peace and avoid conflict and try to resolve disputes in a peaceful way. Therefore, Muslims are expected to play an active role in creating a harmonious society, where every individual can live in peace without fear of violence or division.

In the context of daily life, Islam teaches its followers to speak in a good and wise manner, especially when discussing sensitive issues such as religion. In QS. Al-Isra: 53, Allah says, "And say to My servants, 'Let them speak the best words.'" This means that when dialoguing or debating with others, especially regarding religious differences, Muslims must guard their speech and attitude so as not to offend or create hostility. Islam teaches that the best way to approach differences is with respect, understanding, and patience.

Religious tolerance in Islam is also related to the principle of true brotherhood. Islam teaches that all human beings are brothers, even though they come from different backgrounds. Therefore, religious tolerance does not only include respect for religious differences, but also building solidarity and cooperation for the common good. Islam teaches that human beings must help each other, work together, and live side by side in peace, to achieve common prosperity.

By implementing these principles of religious tolerance, Muslims can create a harmonious, just, and peaceful society, where religious differences do not trigger conflict, but instead become a force to enrich social life. Religious tolerance in Islam is not just an understanding or theory but must be realized in real actions in everyday life. Thus, Muslims can practice their religious teachings peacefully and harmoniously, and contribute to creating a better world for all humanity (Rijal, 2021).

Islamic Religious Education Curriculum in Indonesia

The Islamic Religious Education (PAI) curriculum in Indonesia is an integral part of the national education system that aims to form students who are faithful, pious, and have noble morals in accordance with Islamic teachings. This curriculum is designed to integrate science with Islamic values, so that students are not only intellectually intelligent but also have spiritual, social, and moral sensitivity. In its implementation, the PAI curriculum covers various important aspects of Islamic teachings, such as faith, worship, morals, the Qur'an, hadith, and Islamic history and culture. Each component is designed to provide a comprehensive understanding of Islam, from aspects of belief to its application in everyday life.

The Islamic Religious Education curriculum also continues to develop along with changing times and global challenges. In this modern era, the Islamic Religious Education curriculum adopts a competency-based learning approach that prioritizes students' mastery of knowledge, skills, and attitudes. This approach includes value-based learning, life skills, and contextual teaching and learning that are relevant to students' lives. In addition, this curriculum also emphasizes the importance of strengthening religious moderation, which aims to form a generation that has a tolerant, open attitude, and respects diversity, both in the context of religion, culture, and outlook on life.

Furthermore, the Islamic Religious Education curriculum in Indonesia is designed to support the national education mission in building a society with character and culture. Through the materials taught, students are expected to be able to internalize universal Islamic values, such as honesty, justice, responsibility, and concern for others. This material is also expected to build students' understanding of

the importance of the role of religion in creating social harmony and maintaining unity in a pluralistic society. In this context, the Islamic Religious Education curriculum also pays special attention to current issues, such as radicalism, intolerance, and abuse of religion, with the aim of forming a generation that is critical, wise, and able to face various challenges in the era of globalization.

In addition, the PAI curriculum is also adjusted to various levels of education, from elementary to secondary education. At each level, PAI materials are arranged in stages according to the level of development of the students. For example, at the elementary level, the material focuses more on introducing basic religious values, such as faith in Allah, procedures for worship, and the formation of noble morals. Meanwhile, at the secondary level, the material is more directed at deepening Islamic teachings, understanding contemporary issues, and developing critical thinking skills in dealing with various religious and social problems.

With these various efforts, the Islamic Religious Education curriculum in Indonesia is expected to be able to produce a young generation who not only has in-depth religious knowledge but is also able to apply Islamic teachings in everyday life. This generation is expected to be a role model in implementing Islamic values that are rahmatan lil 'alamin, contribute to creating a peaceful, just, and prosperous society, and be part of the solution to various problems faced by the nation and the world. The Islamic Religious Education curriculum, with all its aspects, is one of the important pillars in building Indonesian people with character and high moral integrity (Muhammad et al., 2023).

The Relationship Between Islamic Religious Education Curriculum and Religious Tolerance

The Islamic Religious Education (PAI) curriculum in Indonesia is closely related to efforts to instill and strengthen the values of religious tolerance. As part of the national education system, the PAI curriculum not only aims to form students who understand Islamic teachings in depth, but also to instill an attitude of mutual respect for differences in beliefs and religious diversity in society. This is in line with the goals of national education which are oriented towards the formation of student character who uphold the values of humanity, unity, and harmony in the life of the nation and state.

In the Islamic Religious Education curriculum, various materials are taught to encourage students to understand the inclusive teachings of Islam and rahmatan lil 'alamin, namely Islam as a religion that brings blessings to the entire universe. This concept is emphasized through learning about noble morals, religious moderation, and the history of Islamic civilization, which shows how Muslims throughout history have lived harmoniously with adherents of other religions. For example, lessons on the Medina Charter that show how the Prophet Muhammad SAW built a tolerant society and respected the rights of other religious communities in Medina are one concrete example in building an understanding of the importance of tolerance.

The learning approach in the Islamic Religious Education curriculum also supports the strengthening of religious tolerance values. By using dialogue, discussion, and reflection methods, students are invited to understand differences as part of the sunnatullah, namely Allah's decree in creating diversity in the world. In addition, this curriculum also encourages students to develop an attitude of empathy, respect differences, and avoid exclusivism that can damage social harmony. In this context, materials on ukhuwah islamiyah (brotherhood among Muslims), ukhuwah wathaniyah (national brotherhood), and ukhuwah insaniyah (human brotherhood) are important foundations in instilling these values.

Furthermore, the PAI curriculum also integrates contemporary issues, such as the dangers of radicalism and extremism, which can threaten religious tolerance. This material aims to equip students with a critical and in-depth understanding of the true teachings of Islam, while at the same time instilling awareness to reject all forms of violence in the name of religion. Thus, the PAI curriculum becomes a strategic tool in building collective awareness of the importance of maintaining social harmony amidst diversity.

In addition, the PAI curriculum also plays a role in building interfaith dialogue through educational activities involving students from different religious backgrounds. For example, school programs such as commemorating religious holidays across religions, joint social activities, or interfaith discussions involving various parties. Through these activities, students can learn directly about the importance of cooperation and mutual respect, as well as building harmonious relationships with their friends of different beliefs.

By integrating the values of religious tolerance into various aspects of learning, the Islamic Religious Education curriculum in Indonesia is expected to be able to produce a young generation who are not only religious but also able to become agents of peace and harmony in society. This generation is expected to be able to practice moderate, tolerant, and compassionate Islamic teachings, so that they can become role models in a pluralistic society. The close relationship between the Islamic Religious Education curriculum and religious tolerance is one of the real manifestations of national education efforts in building a peaceful, united, and just nation (Yunus, 2022).

The Role of Islamic Religious Education Teachers in Instilling Tolerance Values

Islamic Religious Education (PAI) teachers have a very important role in instilling the values of tolerance in students. As educators, PAI teachers are not only tasked with teaching religious knowledge, but also guiding students to understand and practice universal Islamic values, including the values of tolerance. Religious tolerance is one of the crucial aspects that must be instilled from an early age, especially during a diverse Indonesian society. PAI teachers act as role models, facilitators, and agents of change who help students internalize these values in their daily lives.

As role models, Islamic Religious Education teachers must demonstrate an attitude of tolerance in their actions and words. This attitude includes respecting differences in beliefs, being fair to all students regardless of religious background, and avoiding hate speech or discriminatory behavior. The exemplary behavior shown by teachers becomes a real example for students, so that they can learn from the positive behavior shown by their teachers. Islamic Religious Education teachers must also be able to create an inclusive and harmonious learning environment, where every student feels accepted and appreciated.

As a facilitator, Islamic Religious Education teachers play an important role in delivering learning materials that are relevant to the values of tolerance. Teachers can use a dialogical approach, where students are invited to discuss the importance of respecting differences, understanding diversity, and establishing harmonious relationships with adherents of other religions. In this case, materials such as *ukhuwah insaniyah* (human brotherhood), religious moderation, and the history of Islamic civilization that displays harmony between religious communities are very important learning materials. Teachers can also use active learning methods, such as case studies or simulations, to provide students with direct experience in practicing the values of tolerance (Fitriani, 2021).

As agents of change, Islamic Religious Education teachers have a strategic role in shaping the mindset and character of students. Teachers can help students develop a critical attitude towards issues that can damage tolerance, such as radicalism, extremism, and discrimination. In addition, teachers can also teach students to identify Islamic values that support peace and social harmony, so that they can become wise individuals in dealing with differences. Through the guidance of Islamic Religious Education teachers, students are expected to become agents of peace in the family, school, and community environments.

Islamic Religious Education teachers can also utilize extracurricular activities or school programs to instill values of tolerance. For example, by holding interfaith activities such as interfaith dialogue, joint community service, or inclusive celebration of religious holidays. Such activities provide space for students to interact with friends from different religious backgrounds, so that they can learn to respect differences and build harmonious relationships. In these activities, Islamic Religious Education teachers act as mentors who ensure that the values of tolerance are implemented in real terms.

In addition, Islamic Religious Education teachers must also continue to improve their competence and understanding of issues of diversity and tolerance. With broad insight and deep understanding, teachers can deliver learning that is relevant to the challenges of the times and are able to face various social dynamics that occur in society. Training, seminars, or workshops on education of religious tolerance and moderation can be a means for Islamic Religious Education teachers to improve their capacity in carrying out their roles.

Overall, the role of Islamic Religious Education teachers in instilling the values of tolerance is very significant. By being role models, facilitators, and agents of change, Islamic Religious Education teachers contribute to producing a young generation who not only understand religious teachings well but are also able to live side by side harmoniously with adherents of other religions. Through education that emphasizes the values of tolerance, Islamic Religious Education teachers help create a peaceful, united, and respectful society amidst diversity (Mumin, 2021).

Discussion

Islamic Religious Education (PAI) has a strategic role in building and developing an attitude of religious tolerance in the school environment. Indonesia as a country with diverse religions, ethnicities, and cultures requires an educational approach that can foster an attitude of mutual respect and appreciation for differences. The PAI curriculum does not only focus on aspects of religious rituals, but also includes the formation of character and universal values that support the creation of harmony in diversity. In its implementation, the Islamic Religious Education curriculum integrates tolerance values through various learning approaches. Teaching materials are developed by considering the contextual aspects of diversity and emphasizing the humanistic side of Islamic teachings. Islamic Religious Education teachers play an important role as role models and facilitators in developing students' understanding of the importance of tolerance. They are required to have adequate competence in terms of understanding multiculturalism and the ability to deliver material inclusively.

The success of the implementation of the PAI curriculum in building tolerance can be seen from three main aspects. First, the cognitive aspect which includes students' understanding of the concept of tolerance and awareness of the importance of harmony. Second, the affective aspect which is reflected in the attitude of respecting differences and empathy towards adherents of other religions. Third, the psychomotor aspect which is demonstrated through the ability to cooperate and participate in interfaith social activities (Nugroho & Nurdin, 2021). However, efforts to build tolerance through the PAI curriculum face various challenges. Internal challenges include rigid textual interpretation and lack of contextual understanding. While external challenges include the influence of social media and the politicization of religion. To overcome these challenges, it is necessary to develop a more inclusive curriculum and strengthen teacher capacity through various training and workshops.

Continuous evaluation of the implementation of the PAI curriculum is essential to ensure its effectiveness in building tolerance. This includes assessment of teaching materials, learning methods, and their impact on student attitudes. The results of the evaluation can be the basis for improving the curriculum and better learning strategies. The role of Islamic Religious Education teachers is also very crucial in developing tolerance in the school environment. They are not only responsible for delivering material but must also be able to be mediators in resolving conflicts and creating an inclusive learning atmosphere. Islamic Religious Education teachers need to continue to improve their competence in terms of understanding multiculturalism and the ability to manage diversity in the classroom (Yumnah, 2020).

The Islamic Religious Education curriculum plays a vital role in building religious tolerance in the school environment. The success of its implementation requires synergy between inclusive curriculum content, adequate teacher competence, and support from a conducive school environment. The development of tolerance through Islamic Religious Education must continue to be evaluated and improved to create a generation that understands and appreciates diversity as the nation's wealth. Thus, the goal of education in forming the character of students who are tolerant and have inclusive personalities can be achieved.

CONCLUSION

Based on the results of this research and discussion, the author can draw the following conclusions: (1) Creating an inclusive and safe environment for students requires the role of all parties, from the government, educational institutions, to parents. All parties must work together to ensure that every student can develop without religious discrimination. (2) Religious tolerance in the school environment is very important as a foundation for creating peace, harmonious relationships, and a young generation that is ready to face diverse global challenges. (3) Religious tolerance in Islam includes the principle of respect for religious freedom, mutual respect between religious communities, and upholding social justice without discrimination, which is reflected in the verses of the Qur'an. (4) The Islamic Religious Education (PAI) curriculum in Indonesia has a close relationship with strengthening the values of religious tolerance, by teaching respect for differences and the importance of living side by side in religious and cultural diversity. (5) PAI teachers have a central role in instilling the values of tolerance by being role models, facilitators, and agents of change, as well as creating an inclusive learning environment and respecting religious diversity among students.

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