



## The Role of Islamic Religious Education Teachers in Preventing Religious Intolerance Among Students at SMAN 01 Punggur

Ahmad Hadziq<sup>1</sup>, Hernisawati<sup>2</sup>, M.Sayyidul Abrori<sup>3</sup>

<sup>1,2,3</sup>Universitas Ma'arif Lampung, Indonesia

\*Correspondence: ✉ [ahadziq57@gmail.com](mailto:ahadziq57@gmail.com)

### Article Information:

Received : 23-05-2025

Revised : 03-06-2025

Accepted : 30-06-2025

**Keywords:** *Islamic education, intolerance, students*

### Abstract

The study aims to examine the role of Islamic Religious Education (PAI) teachers in preventing intolerance among students. This article employs a descriptive analytical approach and thematic interpretation in its literature review. The research focuses on a number of relevant written documents, particularly those discussing the role of Islamic education in the prevention of intolerance. Secondary sources, such as books, journals, and other written materials, are also utilized to gain deeper insights, facts, and analyses. The data are analyzed using the content analysis method, which enables the researcher to describe and relate data to supporting documents concerning Islamic religious education. Through this analysis, the results indicate that PAI teachers play a strategic role in preventing intolerance by teaching Islamic values such as tolerance, justice, and mutual respect. Teachers serve as role models in shaping inclusive student character and integrating extracurricular activities to promote harmony. The study concludes that Islamic Religious Education (PAI) teachers hold a crucial role, especially in shaping students' character and personality based on the noble values of Islam. They are not only responsible for teaching the theoretical aspects of religion but also serve as moral and spiritual exemplars who teach noble character, justice, and the rejection of intolerance in education. The value of tolerance is taught to students with the hope that they will grow into a wise generation grounded in moral and religious values.

## INTRODUCTION

Education is a fundamental element in the progress of a nation. Within the school environment, education involves interaction between teachers as instructors and students as learners, realized through the learning process. Teachers play a central role in ensuring the achievement of effective educational objectives and in providing meaningful learning experiences that support the holistic development of students (Mulia & Suwarno, 2023). Indonesia, as a country in transition toward developed nation status, must meet various requirements including providing quality education and producing individuals skilled in science and technology. Although Indonesia has great potential in human resources, national advancement depends not only on quantity but also on the quality of these

## **The Role of Islamic Religious Education Teachers in Preventing Religious Intolerance Among Students at SMAN 01 Punggur**

*Ahmad Hadziq, Hernisawati, M.Sayyidul Abrori*

individuals (Firdaus & Baisa, 2023). This quality is closely related to character, which is shaped through high quality education. According to the National Education System Law Number 20 of 2003, education is a planned effort to create a learning environment enabling students to actively develop their potential in knowledge, spirituality, self-control, and skills needed for society and the nation (Fajar, 2023).

The primary goal of national education is to shape individuals who excel not only in knowledge and skills but also possess moral integrity, discipline, and responsibility to society and the nation. In this context, teachers play a crucial role in shaping a generation that is intelligent, moral, and able to contribute to the country's progress (Judrah et al., 2024). Education is not only about intellectual development, but also involves character formation, independence, social skills, and personality development. Various programs have been implemented to achieve these goals, especially through character education. Strengthening Character Education (PPK) is a revitalization effort for character education that began in 2010. Character education is essential to overcome the moral crises affecting the nation, such as drug abuse, promiscuity, and violence (Solehat & Ramadan, 2021).

However, character education is still integrated with religious studies and its primary burden is often given to religion teachers, which is often insufficient for ensuring its success. Various social events show that character education is not yet optimal, as seen from negative behaviors among students reflecting weak character (Gunawan, 2022). According to a CSIS 2017 survey, 87% of 5000 students actively use social media daily, and many of them study religion through social media more often than through direct teaching (Husni, 2023). Problems arise when social media is filled with hate content frequently posted by the young generation. Therefore, character education strengthening is essential because changes in student behavior resulting from character education are influenced by environments such as school culture, management, curriculum, teaching staff, and learning methods (Perdana & Adha, 2020).

The role of Islamic Religious Education (IRE/PAI) teachers is highly significant in shaping character and preventing intolerance. IRE teachers need to provide students with inclusive religious understanding through da'wah on social media, resulting in the development of tolerance, respect for diversity, and appreciation of other religious beliefs. This research aims to evaluate the role of IRE teachers in preventing intolerance among students. Teachers act not only as instructors but also as role models who impart moral and social values according to social and historical contexts (Fuad, 2023). Thus, this research is

## **The Role of Islamic Religious Education Teachers in Preventing Religious Intolerance Among Students at SMAN 01 Punggur**

*Ahmad Hadziq, Hernisawati, M.Sayyidul Abrori*

expected to guide how IRE teachers can effectively prevent intolerance in education, such as refusing to interact with students of different religions or cultures, mocking or insulting others' identities, or adopting extreme attitudes that reject diversity, which may hinder the creation of an inclusive and peaceful environment. Other issues to address include unwillingness to respect religious rituals and the tendency to generalize or negatively label certain groups, as well as contributing to the formation of a more tolerant and well-rounded generation. For success in character education, IRE teachers need to know their students personally by paying attention to their behavior, understanding, abilities, opinions, and experiences. Understanding the student context is vital for teachers in formulating appropriate objectives, methods, and learning tools (Sholeh & Efendi, 2023). This is crucial to ensure that character education can be implemented thoroughly and continuously.

### **METHOD**

This study employs a descriptive qualitative approach with field research, aiming to systematically, factually, and accurately describe the prevention of religious intolerance attitudes and the implementation of tolerance in religious diversity at SMAN 01 Punggur. Field research, according to Nugraha (2022), is a method used to discover specific and realistic facts about what occurs in community life (Nugraha et al., 2022).

The study was conducted at this location because the researcher observed relevant phenomena requiring scientific investigation. The research subjects include the principal, Islamic religious education teachers, and students selected through purposive sampling, a technique for selecting samples based on specific considerations aligned with the research objectives (Aulia, 2024).

The data collected comprise primary data through direct interviews and secondary data in the form of books, documents, and other written references. Data collection was conducted using three main methods: observation, interviews, and documentation. As stated by Akmalia (2023), qualitative research relies on natural methods to obtain in-depth data. The validity of the data was tested through triangulation techniques, including both source triangulation and technique triangulation, to ensure the data obtained are valid and scientifically accountable (Akmalia et al., 2023). Source triangulation was performed by cross-checking data from several informants, while technique triangulation was done by using multiple data collection methods on the same sources.

## **The Role of Islamic Religious Education Teachers in Preventing Religious Intolerance Among Students at SMAN 01 Punggur**

*Ahmad Hadziq, Hernisawati, M.Sayyidul Abrori*

Data analysis in this study utilized a deductive reasoning pattern, starting from general facts to draw specific knowledge. The stages of analysis consist of data reduction, data presentation, and conclusion drawing or verification, all of which aim to organize the data systematically and logically. The study was carried out over a period of three months, beginning with the preparation of the research proposal and observation, followed by data collection and analysis, and concluding with the writing of the research report. All stages are designed to ensure that the research results comprehensively and contextually reflect the social conditions under study (Sunarti & Sari, 2021).

### **FINDINGS AND DISCUSSION**

This research was conducted at SMAN 01 PUNGGUR, aiming to analyze and examine the role of Islamic Religious Education (PAI) teachers in preventing intolerant attitudes among students. According to Mr. Didi Nuryadi, M.Pd., Principal of SMAN 01 Punggur, Islamic Religious Education teachers play a highly significant role in education, particularly in shaping the character and personality of students. They are responsible for ensuring that students not only understand Islamic teachings theoretically but are also able to internalize and practice the noble values of Islam, such as virtuous character, justice, and tolerance in everyday life (Elihami & Syahid, 2023). The duties of PAI teachers are not limited to teaching religious materials, such as faith, morality, jurisprudence, and Islamic history, but also include guidance in the holistic personal development of students so they can become individuals with strong character in accordance with Islamic principles. In addition to teaching religious theory, PAI teachers are expected to serve as moral and spiritual role models for students, with their behavior and attitudes becoming examples to be emulated (M. A. Kurniawan & Amin, 2024). PAI teachers act as mentors who demonstrate tangible examples in practicing Islamic teachings across various aspects of life, both in worship and in social interactions. This role is crucial in forming students' characters that align comprehensively with Islamic principles. One of the main challenges PAI teachers currently face is teaching values of tolerance amidst students' diverse backgrounds, especially in heterogeneous environments (Prasetiawati, 2024). Religious tolerance is vital, considering Indonesia's religious diversity often sparks conflict if not accompanied by mutual respect. PAI teachers are responsible for teaching students the importance of tolerance respecting differences without having to follow or blend with other religious practices.

## The Role of Islamic Religious Education Teachers in Preventing Religious Intolerance Among Students at SMAN 01 Punggur

Ahmad Hadziq, Hernisawati, M.Sayyidul Abrori



Figure 1. Documentation with the Principal of SMAN 01 PUNGGUR.

According to scholars such as Umar Hashim and Nurcholish Madjid, tolerance does not mean diluting one's religious convictions but rather respecting individuals' freedom of religion as long as peace and order are maintained (Abidin, 2023). PAI teachers need to instill the understanding that tolerance means fostering harmony in diversity, without sacrificing each person's religious beliefs. The role of PAI teachers in teaching tolerance values can be carried out through several approaches. As motivators, PAI teachers should encourage students to do good to everyone, regardless of their religious, ethnic, or racial backgrounds. Islam teaches peace and goodness for all humanity (Jentoro et al., 2020a). As informants, PAI teachers must provide accurate information about how Islam appreciates diversity. Proper delivery helps students understand that Islam emphasizes universal values such as justice and humanity. Research confirms that PAI teachers have a strategic role in preventing intolerance by teaching Islamic values of tolerance, justice, and mutual respect. Teachers act as role models in forming inclusive student character and integrating extracurricular activities to promote harmony. The active role of PAI teachers is essential in creating a harmonious, inclusive school environment and in supporting sustainable character education.



Figure 2: Documentation of Congregational Prayer by Students of SMAN 01 PUNGGUR.

## **The Role of Islamic Religious Education Teachers in Preventing Religious Intolerance Among Students at SMAN 01 Punggur**

*Ahmad Hadziq, Hernisawati, M.Sayyidul Abrori*

The Islamic Religious Education (PAI) teacher also plays the role of organizer in managing academic and extracurricular activities at school, including religious activities that can strengthen the values of tolerance among students (Nisa & Hijriyah, 2024). Activities such as students performing midday prayers in congregation at the school mosque, interfaith discussion forums, cooperation among students from different religious backgrounds, and religious social activities can serve as effective means to teach the importance of harmony and tolerance. In this context, the PAI teacher acts as a facilitator who encourages positive interaction among students.



Figure 3: Group Photo Documentation with Islamic Education (PAI) Teachers at SMAN 01 PUNGGUR.

According to Ms. Nur Hayati, S.Pd.I, as an Islamic Religious Education teacher, the teacher as a demonstrator must also show concrete examples of tolerance, such as respecting differences and listening to others' perspectives. This exemplary behavior has a significant impact on shaping the character of students (Atmanto & Muzayanah, 2020). Finally, as an inspiration, the Islamic Religious Education teacher must inspire students that Islam is a religion bringing mercy to all worlds, emphasizing that differences are decreed by Allah SWT and must be accepted openly.

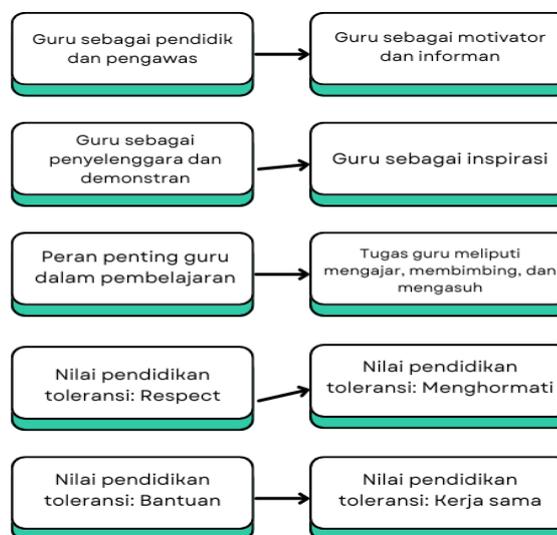
The tolerance education taught by Islamic Religious Education teachers is a continuous process that requires consistency. The values of tolerance taught at school are expected to form individuals who not only have a strong understanding of religion but can also live harmoniously in a pluralistic society. Through approaches rooted in Islamic teachings, Islamic Religious Education teachers can contribute greatly to creating an inclusive, tolerant, and noble generation, thereby strengthening social cohesion and establishing a peaceful society.

## The Role of Islamic Religious Education Teachers in Preventing Religious Intolerance Among Students at SMAN 01 Punggur

Ahmad Hadziq, Hernisawati, M.Sayyidul Abrori

Islamic Religious Education (PAI) teachers play an extremely important role in shaping students' character and preventing intolerant attitudes in schools. In an increasingly pluralistic society, with diverse religions, cultures, and ethnic backgrounds, the role of teachers is not limited just to delivering material but also to guiding students to internalize values of tolerance, justice, and compassion. According to Imamah et al. (2021), the teacher's role is highly relevant in preventing potential conflicts in diverse communities.

Islamic Religious Education teachers are responsible for teaching Islamic principles accurately and promoting social harmony by demonstrating respect and acceptance of differences. This includes providing an example of life based on Islamic teachings that prioritize peace and tolerance. Tamaeka (2022) emphasizes that religious education should focus not only on students' cognitive aspects, but also on character formation preparing them to navigate differences in a positive way. Teachers must ensure that students not only understand Islamic religious theory but are also able to practice it in daily life, enabling them to become tolerant and responsible individuals. The following are several key roles of Islamic Religious Education teachers in preventing intolerance among students as illustrated in Figure 1 (Sulaeka & Susanto, 2023).



1. Teacher as educator and supervisor: Teachers are responsible for teaching, shaping character, and providing emotional support and motivation to students in facing learning challenges.
2. Teacher as motivator and informant: Teachers motivate students to behave well without discrimination and convey information and Islamic teachings accurately.

## **The Role of Islamic Religious Education Teachers in Preventing Religious Intolerance Among Students at SMAN 01 Punggur**

*Ahmad Hadziq, Hernisawati, M.Sayyidul Abrori*

3. Teacher as organizer and demonstrator: Teachers are involved in managing academic and religious activities, guiding students during the learning process, and becoming examples of tolerance.
4. Teacher as inspiration: Teachers provide the understanding that Islam is a religion of peace (*rahmatan lil 'alamin*) and that differences are divine decrees that must be respected.
5. The important role of teachers in learning: Teachers ensure that the knowledge they impart can be well received and serve as a foundation for character formation.
6. The tasks of teachers include teaching, guiding, and nurturing. Teachers aim to educate students so that they acquire knowledge, skills, and attitudes that align with educational objectives. Tolerance is an essential part of this education.
7. Value of tolerance education: Respect. Respecting others is a fundamental value of tolerance that must be possessed by both Muslims and non-Muslims to create harmonious relationships amid diversity.
8. Value of tolerance education: Appreciating differences. Respecting differences means not only allowing them but also honoring the beliefs of others and fostering togetherness in life.
9. Value of tolerance education: Assistance. Assistance is part of the harmony of religious life, where people of different religions live together without diminishing each other's rights to worship, nurturing a spirit of mutual help.
10. Value of tolerance education: Cooperation. Tolerance education teaches the importance of cooperating with others, finding common ground amid differences, and building collective will to achieve shared goals.

As facilitators, teachers have an important role in creating a learning environment that supports students' holistic development. Siti Maemunawati in (Radhiyah, 2023) emphasizes that teachers are not only tasked with providing physical facilities but also designing various activity programs to offer meaningful learning experiences and equip students with life skills. This underscores that the facilitator role of teachers goes far beyond providing teaching aids; they must actively design programs that facilitate students' life skill development.

In the context of instilling values of tolerance, the research findings support the role of Islamic Religious Education (PAI) teachers as facilitators. PAI teachers not only provide learning materials such as textbooks, LCDs, and relevant videos, but also design Lesson

## **The Role of Islamic Religious Education Teachers in Preventing Religious Intolerance Among Students at SMAN 01 Punggur**

*Ahmad Hadziq, Hernisawati, M.Sayyidul Abrori*

Implementation Plans (RPP) to ensure smooth learning processes (Romzi et al., 2024). Approaches used, such as discussion methods, are effective in fostering mutual respect and cooperation among students. Further research shows that, as facilitators, teachers must utilize various teaching tools and be professional and fair in their treatment of students (Indrayani et al., 2024). To optimize this role, Arfandi and Mohamad Aso Samsudin highlight the importance of using varied instructional media, including visual, audio, and audio-visual forms (Asriyanto et al., 2023). Thus, teachers must continuously improve their skills in applying educational media so that the teaching and learning process becomes more effective and appealing for students.

**Teachers as Mentors.** Teachers do not only act as transmitters of knowledge, but also as shapers of students' character through guidance and exemplary conduct, including in inculcating values of tolerance. This responsibility includes supervision and mentoring to ensure that students can appreciate differences, as stated by one Islamic Religious Education (PAI) teacher: "The literacy we conduct every day involves all students, in which every student is directed to bring and read their own scriptures according to their religion. This aims to foster mutual respect among students" (Romzi et al., 2024).

This view is in line with that of Eng Imam Roabndi (Sulaeka & Susanto, 2023), who states that the teacher's role as supervisor goes beyond classroom boundaries. Teachers also become role models in behavior outside the classroom, guiding students to respect differences (Asriyanto et al., 2023). Thus, PAI teachers play a role in guiding students so they can understand the importance of tolerance and how to appreciate differences in beliefs in everyday life.

Alifia Miftakhul Jannah and her colleagues add that the role of teachers as mentors in instilling values can be seen from religious activities promoted at school, such as communal prayers before starting lessons (Asriyanto et al., 2023). Syamsul Kurniawan also states that the conduct of worship at school involving all students can foster a sense of mutual respect and awareness that each individual has the right to perform religious rituals according to their beliefs (S. Kurniawan & S Th I, 2017).

In addition to being a guide, the teacher's role as a motivator is also crucial in shaping students' character, including instilling the value of tolerance. Teachers provide motivation through advice and positive actions, cultivating students' enthusiasm to behave as expected, utilizing various learning tools, and acting professionally and fairly toward students (Indrayani et al., 2024). To optimize this role, Arfandi and Mohamad Aso Samsudin highlight

## **The Role of Islamic Religious Education Teachers in Preventing Religious Intolerance Among Students at SMAN 01 Punggur**

*Ahmad Hadziq, Hernisawati, M.Sayyidul Abrori*

the importance of using diverse instructional media whether visual, audio, or audiovisual (Asriyanto et al., 2023). Thus, teachers must continuously enhance their skills in applying teaching media to make the learning process more effective and engaging for students.

Teachers as Mentors. Teachers are not only conveyors of knowledge but also mold students' character through direction and exemplary behavior, particularly in fostering tolerance. This responsibility includes supervision and mentoring to ensure that students appreciate differences, as expressed by an Islamic Education (PAI) teacher: "The daily literacy activity involves all students, where each is directed to bring and read their own holy scripture according to their faith. The goal is to instill mutual respect among students" (Romzi et al., 2024).

This aligns with the view of Eng Imam Roabndi (Sulaeka & Susanto, 2023), who maintains that the supervisory role of teachers extends beyond the classroom. Teachers also set an example through their conduct outside of class, guiding students to respect differences (Asriyanto et al., 2023). Therefore, Islamic Religious Education teachers play a role in guiding students to understand the importance of tolerance and how to respect religious differences in daily life.

Alifia Miftakhul Jannah and colleagues add that teachers' mentoring roles can be seen in religious activities promoted at school, such as joint prayer before lessons begin (Asriyanto et al., 2023). Syamsul Kurniawan also asserts that facilitating worship activities in schools involving all students cultivates mutual respect and the awareness that each individual has the right to perform religious rituals according to their beliefs (S. Kurniawan & S Th I, 2017).

In addition to being counselors, teachers' roles as motivators are also vital for character formation, including tolerance. Teachers provide motivation through advice and positive actions that encourage students to behave as expected.

As explained by a PAI teacher: "Through these ta'lim activities, we encourage and help every student to understand that mutual respect is very important, regardless of shared or differing beliefs" (Romzi et al., 2024). The teacher's role as motivator not only encourages learning spirit but also shapes students' character in respecting differences.

Research by Jentoro shows that through their role as motivators, teachers guide students in good values that serve as provisions for life (Jentoro et al., 2020). Farida also emphasizes the importance of consistently giving positive advice, both at school and at home, to motivate students to implement these values in daily life (Handayani & Achadi, 2022).

## **The Role of Islamic Religious Education Teachers in Preventing Religious Intolerance Among Students at SMAN 01 Punggur**

*Ahmad Hadziq, Hernisawati, M.Sayyidul Abrori*

Thus, the role of Islamic Religious Education teachers as motivators is substantial not only in enhancing learning outcomes, but also in shaping students' character, especially regarding tolerance.

Teacher as Evaluator. Evaluation is a crucial element of every program or activity, as it allows assessment of the extent to which established goals have been achieved. The same holds true in teaching tolerance, where the teacher's role as evaluator is significant. Research shows that Islamic Religious Education teachers play a critical role in teaching tolerance values to students, both within and outside learning sessions. There are three primary aspects evaluated: cognitive, affective, and psychomotor. According to Amir (2023), the teacher's main role in teaching is assessment or evaluation. In this context, the teacher serves as a respected figure and model for students, making their presence essential for educational success and making evaluation necessary. Cognitive evaluation is conducted through written and oral tests, while affective and psychomotor domains are evaluated by various relevant methods. Evaluation of affective and psychomotor aspects is performed through attitude-related questions and value analysis by PAI teachers. This is confirmed by a PAI teacher who stated, "To determine how deeply students grasp the material about tolerance and its practice, we conduct evaluations."

In general, teachers possess the requisite skills to function as managers. However, limited facilities and infrastructure often hinder their ability to deliver innovative learning materials. Research shows that the teacher's role as evaluator is very effective in assessing students, albeit this role still requires further strengthening. Given the importance of the teacher's role in shaping learning outcomes, evaluation is a critically important task to ensure that learning objectives are met and information conveyed is appropriate.

Additionally, there is evaluation in cognitive, emotional, and psychomotor aspects, adapted based on students' learning outcomes in the subject area. According to Romzi et al. (2024), knowledge is assessed through written and oral tests, while skills are evaluated through direct observation, both during and outside the learning process.

This view aligns with Wina Sanjaya, who states that the teacher as evaluator encompasses the three domains cognitive, affective, and psychomotor to assess the success of learning delivered to students (S. Kurniawan & S Th I, 2017). Zainal Arifin also adds that evaluation can be carried out in non test stages, using instruments such as observation guidelines, attitude scales, or questionnaires to assess changes in students' attitudes and skills after learning (Adhitya, 2018).

## **The Role of Islamic Religious Education Teachers in Preventing Religious Intolerance Among Students at SMAN 01 Punggur**

*Ahmad Hadziq, Hernisawati, M.Sayyidul Abrori*

According to Nuriyah, ongoing assessment by teachers during instruction enables them to evaluate achievement of instructional goals, mastery of material by students, and the effectiveness of methods used (Sari & Huda, 2024). Thus, the PAI teacher's role as evaluator conforms with the theory and findings indicating assessment is carried out in cognitive, affective, and psychomotor domains through testing and observation. The strategy of Islamic Religious Education teachers in instilling tolerance values is an important step in reducing bullying among students.

One approach used is the introduction of cultural diversity through joint activities. Activities such as dancing and sharing favorite foods provide opportunities for students to interact and understand the diversity around them. Through these experiences, students learn to appreciate differences and see diversity as something valuable. Teachers also provide examples and guidance to help students develop mutual respect in daily classroom interactions. Furthermore, teachers encourage the practice of tolerance in daily life. By introducing the importance of tolerance from an early age, teachers help build a strong foundation for students to appreciate difference. Tolerance education implemented at school becomes a key in preventing bullying and creating a harmonious environment.

Another strategy involves engaging students in social activities that teach tolerance values and cross-cultural understanding. These activities provide students opportunities to learn about diversity and humane values that support inclusivity and harmony. Interaction with a variety of cultural backgrounds through social activity helps students see differences as something constructive and promotes attitudes of mutual respect. In their roles, Islamic Religious Education teachers contribute to reducing bullying among students by teaching tolerance. Education that emphasizes the importance of respecting difference is hoped to shape students into inclusive and harmonious individuals, while creating a safer and more supportive school environment.

In efforts to shape student quality, Islamic Religious Education teachers play an important role in shaping students' characters and attitudes. One of the main focuses is to instill the value of tolerance to minimize bullying. Various strategies are used to achieve this goal, which improve educational quality as well as comprehensively shape student character. One strategy is introducing cultural diversity through activities such as dancing and food sharing, giving students opportunities to interact and understand difference. This helps them value diversity and fosters mutual respect. Additionally, teachers are involved in character building through instilling religious values, such as honesty, responsibility, and empathy.

## The Role of Islamic Religious Education Teachers in Preventing Religious Intolerance Among Students at SMAN 01 Punggur

Ahmad Hadziq, Hernisawati, M.Sayyidul Abrori

Teachers also involve parents in supporting character education by holding regular meetings to discuss student development. The value of tolerance is taught to students with the hope that they will grow into a wise generation grounded in moral and religious values.

Figure 4: Documentation of Interviews with SMAN 01 PUNGGUR Students.

From the interviews, several students mentioned that preventing religious intolerance is very important to implement at school to avoid divisions among religious communities. The attitude of tolerance can also reduce bullying among students through the teaching of



tolerance values. Education that emphasizes the importance of respecting differences is expected to help students develop into inclusive and harmonious individuals, as well as create a safer and more supportive school environment. Unfortunately, not all students are fully aware of the need to prevent intolerance.

Therefore, the role of Islamic religious education teachers is considered important by students in maintaining and respecting differences in worship practices. In these interviews, many students stated that they are more motivated to practice religious tolerance when the teacher gently corrects them or provides a direct example. Religion teachers at school are also regarded as highly influential, often reminding students of the importance of practicing religious tolerance. However, there are still some students who are unable to prevent intolerant attitudes. The attitude of religious tolerance still needs to be strengthened in SMAN 01 PUNGGUR. It is important for students to understand and appreciate the importance of religious tolerance at SMAN 01 PUNGGUR, and to make efforts to prevent religious intolerance.

Field observations show that the mosque at the school is quite active in religious activities, but student participation is still not optimal. Only a small number of students

## **The Role of Islamic Religious Education Teachers in Preventing Religious Intolerance Among Students at SMAN 01 Punggur**

*Ahmad Hadziq, Hernisawati, M.Sayyidul Abrori*

regularly attend the religious activities held at SMAN 01 PUNGGUR. It is expected that through extracurricular activities like Rohis (Islamic spiritual groups), students can uphold tolerance in religious diversity. However, some students still have difficulty practicing tolerance in worship activities. A small number of students are influenced only by certain occasions instead of developing consistent habits. Environmental support, especially from family and peers, plays a crucial role.

Based on the obtained data, it can be concluded that preventing intolerance has a twofold influence on discipline in worship. When students are able to practice religious tolerance, harmonious and peaceful interreligious relations are fostered at school. The main problem, however, lies in the lack of student awareness regarding efforts to prevent intolerance. Through consistent education and spiritual guidance, it is hoped that students will be able to practice religious tolerance and prevent intolerant attitudes in matters of faith.

### **CONCLUSION**

Islamic Religious Education (PAI) teachers hold a central role in education, especially in shaping students' character and personality based on the noble values of Islam. They are tasked not only with teaching the theoretical aspects of religion but also serve as moral and spiritual exemplars who instill noble character, justice, and the rejection of intolerance in education. Acts such as refusing to interact with students of different religions or cultures, mocking or degrading others' identities, and adopting extreme attitudes that reject differences can hinder the creation of an inclusive and peaceful environment.

PAI teachers play an important role in teaching values of tolerance amid diversity by acting as motivators, informants, facilitators, demonstrators, and sources of inspiration for students. Through continuous education, PAI teachers are expected to produce a generation that is not only religious but also possesses inclusive, tolerant attitudes and can coexist harmoniously in a pluralistic society in accordance with Islamic principles. The value of tolerance is taught to students with the hope that they will grow into a wise generation rooted in moral and religious values.

### **REFERENCES**

- Abidin, Z. (2023). Teologi Inklusif Nurcholish Madjid: Harmonisasi Antara Keislaman, Keindonesiaan, Dan Kemoderenan. *Humaniora*, 5(2), 665–684.

## **The Role of Islamic Religious Education Teachers in Preventing Religious Intolerance Among Students at SMAN 01 Punggur**

Ahmad Hadziq, Hernisawati, M.Sayyidul Abrori

Adhitya, F. (2018). *ANALISIS PEMBERDAYAAN MASYARAKAT DESA WISATA CANDIREJO KECAMATAN BOROBUUDUR KABUPATEN MAGELANG*.

Akmalia, Q. F., Taufiq, H. N., & Muthohirin, N. (2023). Pembentukan Sikap Toleransi Beragama Melalui Program Rabu Ibadah Di SMP Taman Harapan Malang. *Kuttab*, 7(2), 167. <https://doi.org/10.30736/ktb.v7i2.1633>

Asriyanto, M., Janah, F., & Setiawan, A. (2023). Peran Guru Pendidikan Agama Islam Dalam Penanaman Nilai Toleransi Pada Peserta Didik Di SMP Negeri 38 Samarinda. *Jurnal Tarbiyah Dan Ilm Borneo*.  
<http://journal.uinsi.ac.id/index.php/JTIKBorneo/article/view/6565>

Atmanto, N. E., & Muzayanah, U. (2020). Sikap Toleransi Beragama Siswa Madrasah Aliyah Di Kabupaten Kendal Jawa Tengah. *Jurnal SMART (Studi Masyarakat, Religi, Dan Tradisi)*, 6(2), 215–228.

Aulia, M. (2024). Pencegahan Paham Radikalisme Lewat Penguatan Moderasi Beragama Melalui Ekstrakurikuler Rohani Islam. *Moderatio*, 4(1), 1.  
<https://doi.org/10.32332/moderatio.v4i1.8802>

Elihami, E., & Syahid, A. (2023). Penerapan Pembelajaran Pendidikan Agama Islam Dalam Membentuk Karakter Pribadi Yang Islami. *Edumaspul: Jurnal Pendidikan*, 2(1), 79–96.

Fajar, K. (2023). *Implementasi Undang-Undang Sistem Pendidikan Nasional Nomor 20 Tahun 2003 Pasal 12 (A) Tentang Hak Siswa Di Setiap Satuan Pendidikan Untuk Mendapatkan Pendidikan Agama Sesuai Agama Siswa Dan Diajarkan Oleh Pendidik Yang Seagama Bagi Siswa Muslim Di SMA Yo*. 171–186.

Firdaus, M. H., & Baisa, H. (2023). Peranan Kreativitas Guru PAI Dalam Meningkatkan Minat Belajar Siswa Kelas VIII Di SMP Negeri 1 Caringin Kabupaten Bogor. *Jurnal Mitra Pendidikan (JMP Online)*, 3(4), 553–566.

Fuad, A. J. (2023). *Pembelajaran Toleransi: Upaya Guru Pendidikan Agama Islam Dalam Menangkal Paham Radikal Di Sekolah*. 561–571.

Gunawan, H. (2022). *Pendidikan Karakter: Konsep Dan Implementasi*. Cv. Alfabeta.

Handayani, I. P., & Achadi, M. W. (2022). Integrasi Kurikulum Muhammadiyah Boarding School Dan Implikasinya Pada Pembelajaran Pendidikan Agama Islam Di SMA Muhammadiyah. *Intelektual: Jurnal Pendidikan Dan Studi Keislaman*, 12(3), 277–291.

Husni, H. (2023). Moderate Muslims' Views on Multicultural Education, Freedom of Expression, and Social Media Hate Speech: An Empirical Study in West Java Indonesia. *Jurnal Penelitian Pendidikan Islam*, 7(2), 199–224.

## **The Role of Islamic Religious Education Teachers in Preventing Religious Intolerance Among Students at SMAN 01 Punggur**

Ahmad Hadziq, Hernisawati, M.Sayyidul Abrori

- Indrayani, E., Oktarina, N., & Rokhman, F. (2024). Kepemimpinan Kepala Sekolah Perempuan Dalam Meningkatkan Kualitas Pendidikan Di PAUD Kusuma Indonesia Kaloran Temanggung. *Public Service and Governance Journal*, 5(2), 192–203.
- Jentoro, J., Yusro, N., Yanuarti, E., Karolina, A., & Deriwanto, D. (2020a). Peran Guru PAI dalam Menanamkan Nilai-nilai Islam Wasatiah Siswa. *JOEAI (Journal of Education and Instruction)*, 3(1), 46–58.
- Jentoro, J., Yusro, N., Yanuarti, E., Karolina, A., & Deriwanto, D. (2020b). Peran Guru PAI Dalam Menanamkan Nilai-Nilai Islam Wasatiah Siswa. *Journal of Education and Instruction (JOEAI)*, 3(1), 46–58.
- Judrah, M., Arjum, A., Haeruddin, H., & Mustabsyirah, M. (2024). Peran Guru Pendidikan Agama Islam Dalam Membangun Karakter Peserta Didik Upaya Penguatan Moral. *Journal of Instructional and Development Researches*, 4(1), 25–37.
- Kurniawan, M. A., & Amin, I. A. (2024). The Role of Islamic Education Teachers in Instilling Religious Moderation Values of High School Students. *At-Ta Lim Media Informasi Pendidikan Islam*, 23(2), 235. <https://doi.org/10.29300/attalim.v23i2.5921>
- Kurniawan, S., & S Th I, M. (2017). *Pendidikan karakter di sekolah: Revitalisasi peran sekolah dalam menyiapkan generasi bangsa berkarakter*. Samudra Biru.
- Mulia, D. S., & Suwarno, S. (2023). PTK (Penelitian Tindakan Kelas) Dengan Pembelajaran Berbasis Kearifan Lokal Dan Penulisan Artikel Ilmiah Di SD Negeri Kalisube, Banyumas. *Khazanah Pendidikan*, 9(2).
- Nisa, H., & Hijriyah, U. (2024). Multicultural Approach in Islamic Religious Education to Strengthen Interfaith Harmony. *Ijijel*, 2(4), 2246–2260. <https://doi.org/10.62976/ijijel.v2i4.825>
- Nugraha, P. S., Waspodo, W., & Zainuri, A. (2022). Peran Guru Agama Islam Dalam Mengembangkan Sikap Toleransi Beragama Peserta Didik. *Muaddib Islamic Education Journal*, 5(2), 116–123. <https://doi.org/10.19109/muaddib.v5i2.15575>
- Perdana, D. R., & Adha, M. M. (2020). Implementasi Blended Learning Untuk Penguatan Pendidikan Karakter Pada Pembelajaran Pendidikan Kewarganegaraan. *Citizenship Jurnal Pancasila Dan Kewarganegaraan*, 8(2), 89–101.
- Prasetiawati, E. (2024). Urgensi Pendidikan Multikultur Untuk Menumbuhkan Nilai Toleransi Agama Di Indonesia. *Tapis: Jurnal Penelitian Ilmiah*, 1(02), 272–303.

## **The Role of Islamic Religious Education Teachers in Preventing Religious Intolerance Among Students at SMAN 01 Punggur**

Ahmad Hadziq, Hernisawati, M.Sayyidul Abrori

- Radhiyah, I. (2023). Peran Guru Dalam Membentuk Karakter Siswa Melalui Pendidikan Agama Islam Di SMAN 01 Kecamatan Kapur IX , Kabupaten Lima Puluh Kota. *Jurnal Inspirasi Pendidikan (ALFIHRIS)*, 1(1), 14–22.
- Romzi, M., Ansori, A., Noviyanti, S. F., & Salas, M. kamil. (2024). Struktur Dan Sistem Organisasi Pendidikan Islam Yang Dinamis. *Ma'arif Journal of Education, Madrasah Innovation and Aswaja Studies*, 3(1).
- Sari, L., & Huda, C. (2024). KONSEP DASAR SISTEM EVALUASI PEMBELAJARAN DI SEKOLAH. *TARBIYAH: Jurnal Pendidikan Agama Islam*, 3(1), 26–39.
- Sholeh, M. I., & Efendi, N. (2023). Integrasi Teknologi Dalam Manajemen Pendidikan Islam: Meningkatkan Kinerja Guru Di Era Digital. *Jurnal Tinta: Jurnal Ilmu Keguruan Dan Pendidikan*, 5(2), 104–126.
- Solehat, T. L., & Ramadan, Z. H. (2021). Analisis Program Penguatan Pendidikan Karakter Pada Mata Pelajaran Pendidikan Agama Islam (PAI) Di Sekolah Dasar. *Jurnal Basicedu*, 5(4), 2270–2277.
- Sulaeka, B., & Susanto, R. (2023). Peran Dan Strategi Guru Dalam Penanaman Nilai Toleransi Sebagai Upaya Meminimalisir Terjadinya Bullying Antar Sesama Siswa Di Sekolah Dasar. *JPGI (Jurnal Penelitian Guru Indonesia)*, 8(1), 137–143.
- Sunarti, S., & Sari, D. A. (2021). Religious Moderation as the Initial Effort to Form Tolerance Attitude of Elementary School. *Auladuna Jurnal Pendidikan Dasar Islam*, 8(2), 138. <https://doi.org/10.24252/auladuna.v8i2a2.2021>