

Analysis of Islamic Thought on Ukhuwah and Religious Tolerance in Islamic Educational Practices at SMKN 1 Aralle

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Keywords:	Abstract
Islamic Religious Education Teachers' Strategies; Tolerance Attitude; Religiousness.	Religious tolerance is an essential foundation for maintaining harmony within Indonesia's diverse society. Schools play a strategic role in shaping tolerant attitudes, with Islamic Religious Education (Pendidikan Agama Islam [PAI]) teachers serving as central actors in this process. This study aims to identify and describe the strategies employed by PAI teachers in instilling ukhuwah (brotherhood) and religious tolerance values at UPTD SMKN 1 Aralle, Mamasa Regency. Employing a qualitative phenomenological approach, data were collected through in-depth interviews, participatory observation, and documentation involving PAI teachers, students, school principals, and curriculum representatives. Data analysis followed an interactive model consisting of data reduction, data display, verification, and conclusion drawing. The findings show that PAI teachers play vital roles as value educators, moral guides, role models, learning facilitators, and conflict mediators. Teachers integrate the values of ukhuwah and tolerance into lesson planning and learning activities through discussion methods, dialogue, case studies, habituation practices, and moral guidance. Despite challenges such as limited instructional time and environmental influences, teachers consistently reinforce these values through continuous guidance and exemplary behavior. The study concludes that these strategies foster active forms of ukhuwah and religious tolerance characterized by cooperation, mutual respect, and harmonious social relationships among students of different religions. These findings highlight the importance of integrating ukhuwah values alongside tolerance education to strengthen character development in multicultural school environments.

INTRODUCTION

Religious tolerance is a crucial foundation for building harmony within the diversity of Indonesian society. With its national motto, "Bhinneka Tunggal Ika," Indonesia has long upheld the spirit of unity in diversity. As a country with a heterogeneous population, Indonesia faces challenges in maintaining harmony among various groups with different religious, cultural, and ethnic backgrounds (Umar, 2017). Religious tolerance, which encompasses mutual respect for the beliefs and practices of others, is a key element in creating harmonious relationships among individuals and groups. Developing this attitude is not only an individual responsibility but also a collective responsibility shared by various institutions, including schools.

The development of tolerance in educational settings requires an active, inclusive, and multidimensional approach. This attitude encompasses cognitive acceptance, which involves understanding religious teachings as sources of social ethics and peace; affective acceptance, demonstrated through sincere respect for the rights and existence of others' beliefs; and

concrete actions reflected in the ability to coexist peacefully, collaborate, and reject discrimination or religion-based bullying. The formation of these complex attitudes requires a significant role from formal educational institutions (Suyatnya, 2025).

Schools play a vital role as key pillars of the education system in shaping the tolerant character of younger generations. As structured environments for social interaction, schools provide unique spaces for students to experience and appreciate diversity firsthand (Raharjo et al., 2023). In this context, Islamic Religious Education (Pendidikan Agama Islam [PAI]) teachers bear strategic responsibilities. PAI teachers are not only responsible for delivering theological materials but also serve as agents of change and facilitators who interpret religious teachings in accordance with the values of national harmony and unity.

However, the application of tolerance in daily life often encounters various challenges. Particularly in areas where the majority of the population adheres to a particular religion, such as the research site at UPTD SMKN 1 Aralle, Mamasa Regency, awareness of the importance of active tolerance may remain limited. Religious homogeneity may create an environment that is less sensitive to diversity, potentially leading to social exclusion, where friendships become restricted by religious boundaries or where misunderstandings and discomfort arise among students.

The primary focus of this research is to identify and describe effective teaching and mediation strategies implemented by PAI teachers. Teachers require systematic approaches to ensure that religious teachings are understood contextually and can guide students to live peacefully within diverse communities. Given that Islam emphasizes mutual respect, this study seeks to explore how these principles are translated into concrete pedagogical practices.

The urgency of implementing these strategies is further strengthened within the context of Vocational High Schools (Sekolah Menengah Kejuruan [SMK]). SMK students are prepared to enter workplaces and communities characterized by diverse backgrounds. Therefore, religious education in SMK must be contextual and integrate religious values as practical social ethics. This requires PAI teachers to implement transformative and relevant pedagogical strategies that address the diverse realities students will encounter in the future (Ukasyah, 2025).

One key strategy that PAI teachers should implement is a contextual and dialogical approach. A contextual approach enables students to relate PAI materials to social issues and real-life experiences, ensuring that religious teachings are not understood merely as ritual practices but also as ethical principles. Meanwhile, a dialogical approach creates a safe and open learning environment (Mukmin, 2024). Through well-facilitated discussions, students can explore issues of tolerance and exchange perspectives thoughtfully, which is essential for reducing prejudice and developing shared understanding.

Another important strategy involves the use of inclusive learning methods designed to engage students from diverse religious backgrounds. These methods encourage shared understanding and collaborative experiences through academic activities involving interaction among students with different beliefs. Such interactions serve as practical means of reducing social barriers and fostering mutual respect (Gustina, 2022).

Beyond classroom pedagogy, PAI teachers also perform proactive roles as conflict mediators and social facilitators. Differences in beliefs may potentially generate intolerant attitudes, including verbal abuse or religion-based bullying. Therefore, PAI teachers must be

prepared to mediate conflicts constructively. This mediation role represents an important aspect of inclusive education by emphasizing that harmony and mutual respect are integral components of religious ethics and citizenship.

However, implementing these strategies is not without challenges. PAI teachers often encounter technical obstacles, including limited instructional time within the PAI curriculum, which may restrict opportunities to discuss tolerance-related issues in depth. Another challenge is the limited availability of teaching resources that explicitly address tolerance from an inclusive perspective, requiring teachers to develop creative and innovative instructional approaches independently (Gustina, 2022).

Comprehensive school policies are also essential in supporting tolerance education. These policies should extend beyond individual teacher initiatives by establishing clear anti-discrimination regulations, providing spaces for dialogue, and encouraging inclusive religious activities. Without strong institutional support, teachers' efforts to foster tolerance among students may face significant limitations.

Within the local context of UPTD SMKN 1 Aralle, Mamasa Regency, where Muslim students constitute the majority while Christian students are also present, potential issues such as social exclusion and negative stereotypes require PAI teachers to implement tolerance education strategies in a planned and systematic manner. This context makes SMKN 1 Aralle a relevant case for examining practices and challenges in religious tolerance education.

PAI teachers play a crucial role in addressing these challenges because they are responsible for delivering religious teachings that also encompass social values. Teachers must instill an understanding that Islam encourages mutual respect and peaceful coexistence with followers of other religions. Furthermore, they need to create dialogical learning environments where students can discuss and exchange perspectives regarding harmony without prejudice. Through appropriate approaches, schools can become environments where religious tolerance is practiced and where students develop the attitudes necessary to participate in pluralistic societies (Aisyah, 2018)

The Islamic Religious Education curriculum in Indonesia has broader objectives beyond theological instruction. It is designed to instill humanitarian values, including peaceful coexistence, harmony, and respect for differences (Arfan, 2022). Within Indonesia's diverse social context, religious education is expected to equip students with tolerant attitudes toward differences in religion, culture, and beliefs. Students are introduced to the understanding that Islam promotes peace and respect for others, preparing them to participate responsibly in pluralistic communities.

Islamic Religious Education has an increasingly important role in vocational education. SMK students are prepared not only for academic development but also for participation in diverse workplaces and social environments. Therefore, religious education should address not only spiritual and ritual aspects but also the integration of religious values into daily interactions. PAI teachers play a significant role in guiding students to understand religion as a source of ethics and principles for social relationships (Meiranti & Sutoyo, 2020).

The learning approaches used by PAI teachers should be contextual and dialogical. A contextual approach enables students to understand religious teachings in relation to real-life situations, while a dialogical approach encourages active engagement in discussions about tolerance, peace, and diversity (Yusuf, Marauleng, Syam, Masita, & Marzuki, 2024). By

connecting Islamic values with everyday experiences, students can become more prepared to face social challenges and develop inclusive attitudes characterized by mutual respect within pluralistic societies.

The Islamic Religious Education curriculum in Indonesia is designed not only to teach theological knowledge but also to develop social values such as peace, harmony, and mutual respect. Its primary objective is to develop students who are able to understand religious teachings and apply these values in daily life. Particularly in vocational schools, PAI contributes to preparing students to participate in diverse societies and workplaces (Handoko, Sumarna, & Rozak, 2022).

PAI teachers are expected not only to convey religious concepts but also to help students understand the relevance of Islamic teachings in various social contexts. Religious education in vocational schools aims to enable students to practice religious values when interacting with individuals from different religious, cultural, and social backgrounds.

Therefore, PAI teachers need to implement contextual and dialogical learning methods. A contextual approach makes learning more relevant to students' daily experiences, while a dialogical approach allows students to discuss and understand differences constructively. Through these approaches, students can recognize that religious teachings are not limited to worship practices but also function as guidance for developing tolerant and harmonious social attitudes.

SMKN 1 Aralle is located in a predominantly Muslim area; however, religious diversity remains present within the school environment. In this context, PAI teachers have significant responsibilities in ensuring that students from different religious backgrounds can learn and interact harmoniously. This study aims to explore how PAI teachers at SMKN 1 Aralle foster religious tolerance among students and identify the strategies employed to achieve this goal.

The development and implementation of religious tolerance education continue to face various obstacles. In religiously homogeneous regions, tolerance may be perceived as less relevant and may receive limited attention in learning processes. This situation can create environments where students have fewer opportunities to develop inclusive perspectives (Handayani, 2023). Conversely, in more diverse educational environments, differences in religious beliefs may present additional challenges for teachers in ensuring that religious teachings are interpreted inclusively.

In addition to the role of teachers, the school environment is also a significant factor in developing religious tolerance among students. Inclusive schools that respect religious diversity provide opportunities for students to learn how to live within pluralistic societies. This can be encouraged through activities such as interfaith dialogue programs, collaborative projects, and inclusive school events involving students from different religious backgrounds. By creating safe environments where diversity is respected, schools can strengthen students' understanding of tolerance and interfaith harmony.

School policies that support religious diversity are also essential in creating a climate conducive to tolerance. SMKN 1 Aralle can develop policies that encourage open dialogue among religious communities and involve the entire school community in activities promoting diversity. Such policies may include clear regulations regarding respect for religious differences and opportunities for students from various backgrounds to participate in religious and social activities. In this way, schools become not only places for academic learning but

also environments where students develop mutual respect and learn to live harmoniously within diversity.

Theoretically, religious tolerance education can be examined from various perspectives, including critical pedagogy theory, social learning theory, and psychological approaches to moral education. Religious tolerance refers to an individual's ability to accept the existence of different beliefs without feeling threatened or perceiving one's own beliefs as superior. Education plays a key role in developing this capacity, with Islamic Religious Education (Pendidikan Agama Islam [PAI]) teachers serving as agents of change in cultivating tolerance values through various approaches (Nuraya, 2024).

A religiously diverse school environment, such as SMKN 1 Aralle, presents challenges in social interactions between Muslim and Christian students. Differences in religious beliefs may trigger intolerant attitudes that hinder harmony within the educational environment. Common forms of intolerance include social exclusion, where students associate primarily with peers from the same religious background, and verbal harassment in the form of teasing or jokes that may offend particular beliefs. Negative stereotypes and prejudices toward other religions can also create discomfort and widen social gaps among students. These attitudes not only affect social relationships but may also disrupt the teaching and learning process and create a less supportive educational environment.

The role of Islamic Religious Education (Pendidikan Agama Islam [PAI]) teachers is crucial in fostering tolerance and respect for diversity in schools. PAI teachers serve not only as instructors who convey Islamic teachings but also as facilitators who promote interfaith understanding. The inclusive approaches adopted by PAI teachers help students understand that differences in beliefs do not constitute barriers to establishing positive social relationships (Sulaiman, 2024). Conflict mediation is also a strategic role of PAI teachers, enabling students to recognize the importance of peaceful coexistence. Healthy and open dialogue serves as an effective method for developing awareness of cooperation, mutual respect, and social harmony.

This study aims to identify the strategies implemented by Islamic Religious Education (Pendidikan Agama Islam [PAI]) teachers in fostering religious tolerance at SMKN 1 Aralle. The focus of this research includes the approaches used to address potential conflicts and strengthen students' understanding of shared values. The findings are expected to contribute to the development of more inclusive educational strategies and provide practical references for PAI teachers in managing diversity within schools. The implementation of these strategies is expected to strengthen the role of schools in creating harmonious learning environments where every student feels respected and accepted regardless of their religious background.

METHOD

This research employed a qualitative method with a phenomenological approach. The approach was selected to explore the experiences and perspectives of participants regarding the role of Islamic Religious Education (Pendidikan Agama Islam [PAI]) teachers in fostering religious tolerance at UPTD SMKN 1 Aralle, Mamasa Regency. This research was conducted at UPTD SMKN 1 Aralle, Mamasa Regency, West Sulawesi, a secondary education institution with students from grades 10, 11, and 12 from diverse backgrounds. The research was carried out for approximately 60 days, beginning after the research proposal seminar and obtaining official permission from the school. The research site was selected because the school provides

a context of religious diversity, with Muslim and non-Muslim students interacting in classroom activities and daily school life.

This study used qualitative data consisting of narratives, statements, and descriptions related to the phenomenon under investigation, specifically the strategies employed by PAI teachers in fostering religious tolerance. Data were collected through in-depth interviews, participant observation, and documentation. In-depth interviews were conducted with PAI teachers, students, the school principal, and the curriculum representative to obtain information regarding their experiences, perspectives, and strategies in implementing religious tolerance education. Participant observation was conducted to examine interactions between teachers and students, teaching practices, and classroom activities that supported the development of tolerance. Documentation involved collecting relevant school documents, activity reports, and records related to PAI teachers' efforts in fostering religious tolerance.

The data sources consisted of primary and secondary data. Primary data were obtained through direct interactions with research participants, including PAI teachers, students, the school principal, and the curriculum representative. These data provided firsthand information regarding the implementation of tolerance education and the strategies used by PAI teachers. Secondary data were obtained from relevant documents, including school archives, religious activity records, character education program reports, and other supporting documents related to religious tolerance education.

Data analysis was conducted using an interactive model consisting of data reduction, data display, verification, and conclusion drawing. This analytical process was used to organize, interpret, and synthesize the collected data to identify patterns and meanings related to the role of PAI teachers in fostering religious tolerance at UPTD SMKN 1 Aralle, Mamasa Regency.

RESULTS AND DISCUSSION

The Role of Islamic Religious Education Teachers in Building an Attitude of Religious Tolerance at the UPTD of SMKN 1 Aralle

Based on the research findings, Islamic Religious Education teachers play a crucial role in fostering religious tolerance among students at the UPTD of SMKN 1 Aralle. This role extends beyond delivering learning materials and encompasses character development, role modeling, facilitating the learning process, and resolving conflicts within the school environment. The research findings indicate that teachers strive to instill values of tolerance through various learning activities and social interactions within the school.

a. Teachers as Value Educators and Moral Guides

The research results show that Islamic Religious Education teachers at the UPTD of SMKN 1 Aralle fulfill their roles as value educators and moral guides by instilling an understanding of the importance of respecting religious differences in everyday life. Teachers not only convey religious material normatively but also relate it to the social realities faced by students in a school environment with diverse religious backgrounds.

In Islam, teachers are not only seen as transmitters of knowledge (transfer of knowledge), but also have a broader role as value educators (*tarbiyah*) and moral guides (*akhlak*) whose aim is to shape the personality of students in accordance with Islamic teachings. As value educators, teachers act as *murabbi* who guide the development of students as a whole, not only in cognitive aspects but also spiritually and socially, by instilling values such as honesty, responsibility,

discipline, and trustworthiness through exemplary behavior and habituation in the learning process (Judrah, Arjum, Haeruddin, & Mustabsyirah, 2024). In addition, as moral guides, teachers function as muaddib who instills manners and morals, where Islamic education places morals as the main core; therefore teachers not only convey the concept of right and wrong in theory, but also become role models in everyday attitudes and behaviors so that students can imitate and internalize these moral values in their lives (Hidayat, 2022).

Thus, the research results show that Islamic Religious Education teachers at the UPTD SMKN 1 Aralle act as value educators and moral guides by instilling mutual respect for religious differences in everyday life. Teachers not only convey religious material theoretically but also relate it to the social conditions of students in the diverse school environment, so that moral values such as honesty, responsibility, discipline, and trustworthiness can be applied through role models and habits in real life.

b. Teacher as an Example (Role Model)

The research results show that Islamic Religious Education teachers at the UPTD of SMKN 1 Aralle act as role models in fostering religious tolerance among students. Based on interviews and observations, teachers demonstrate respect for all students regardless of religious background. They also strive to create a fair learning environment, providing equal opportunities for all students to participate in learning activities, and demonstrating respect for differences within the school environment.

Furthermore, teachers consistently use polite language when communicating with students and exemplify behavior that reflects tolerance in everyday life. This attitude is evident when teachers establish good relationships with all members of the school community and treat both Muslim and Christian students equally.

The role of teachers as role models is based on the principle that the Prophet Muhammad (peace be upon him) is the best example for mankind, as stated in QS. Al-Ahzab verse 21. Therefore, teachers should ideally emulate his morals in every aspect of life (S. N. Huda & Afrina, 2020). This means that teachers not only act as transmitters of knowledge but also must be able to demonstrate attitudes and behaviors that reflect Islamic values such as honesty, patience, responsibility, and trustworthiness in daily interactions. By imitating the morals of the Prophet Muhammad (peace be upon him), teachers are expected to be real examples for students, so that the educational process does not only occur through theoretical teaching, but also through exemplary behavior that can be observed and imitated in real life in the school environment (Rangkuti, 2025).

Islamic Religious Education teachers at the UPTD of SMKN 1 Aralle serve as role models in fostering religious tolerance by treating all students fairly, regardless of religious background. This exemplary role is based on the principle that the Prophet Muhammad (peace be upon him) is a good example, so teachers are expected to emulate his morals and serve as a concrete example for students to emulate in their daily lives.

c. Teachers as Learning Facilitators

The research results show that Islamic Religious Education teachers act as learning facilitators in fostering religious tolerance among students at the UPTD of SMKN 1 Aralle. This role is realized through the use of various learning methods that provide opportunities for students to interact and collaborate with peers from different religious backgrounds.

Based on interviews, teachers use group discussions, collaborative learning, question-and-answer sessions, and dialogue in the learning process. These methods provide students with opportunities to express their opinions, exchange ideas, and learn to understand others' perspectives in an atmosphere of mutual respect.

Teachers also strive to create an inclusive learning environment by providing equal opportunities for all students to participate in learning activities. This way, students can learn and interact without discrimination based on their religion.

Based on research findings, the form of tolerance that has developed at the UPTD SMKN 1 Aralle is not only passive in the form of accepting or allowing religious differences, but has led to active tolerance. This is evident in the collaboration between Muslim and Christian students in various learning and school activities. This finding aligns with the concept of tolerance in Surah Al-Hujurat, verse 13, which emphasizes the importance of getting to know each other (ta'aruf), respecting each other, and building harmonious social relationships amidst diversity.

d. Teachers as Conflict Mediators

The research results show that Islamic Religious Education teachers also act as conflict mediators in efforts to foster religious tolerance among students at the UPTD of SMKN 1 Aralle. This role is evident when teachers attempt to resolve various forms of misunderstanding, differences of opinion, and social conflicts that could potentially disrupt relationships between students of different religions.

When dealing with conflict, teachers do not immediately punish the students involved, but instead use a dialogical approach, inviting each party to express their opinions and explain the issues. They then provide an understanding of the importance of respecting differences and finding solutions that are acceptable to all parties.

Islam places great emphasis on the importance of *ishlah* (reconciliation) when conflict occurs, as the principle dictates that a Muslim is encouraged to mediate, bringing goodness and preventing division. Teachers play a role in helping resolve differences among students by emphasizing the values of justice, wisdom, and compassion, thus creating a harmonious atmosphere in the educational environment that reflects Islamic values in social life (Nurushshobah, Ismail, Wahid, & Harfi, 2025).

Islamic Religious Education Teachers' Strategies in Cultivating an Attitude of Religious Tolerance

a. Group Discussion Method

The research results show that Islamic Religious Education teachers use group discussions as a strategy to foster religious tolerance among students at the UPTD of SMKN 1 Aralle. Through this method, students are placed in study groups consisting of students from different religious backgrounds. During the discussions, teachers provide opportunities for all students to express their opinions, provide feedback, and collaborate on assigned tasks.

Research findings indicate that students actively interact and communicate with their group mates regardless of religious background. The discussion process provides a space for students to exchange information, respect differing opinions, and build collaboration to achieve learning objectives.

The researcher's analysis shows that the use of group discussions not only aims to improve students' understanding of the learning material but also serves as a means of fostering

religious tolerance. The use of discussion methods demonstrates that teachers strive to create a space for social interaction between Muslim and Christian students. Through discussions, students gain the opportunity to understand differing perspectives, thereby reducing prejudice and fostering mutual respect.

The findings of this study align with Albert Bandura's Social Cognitive Theory, which explains that individual behavior is shaped through social learning processes that occur through observation, interaction, and direct experience in the social environment. In the context of this study, group discussions provide students with opportunities to learn from their peers' behavior in respecting opinions, listening to differing perspectives, and collaborating with students from different religious backgrounds. Through this process, students not only gain knowledge about tolerance but also develop tolerant behavior through their direct social experiences.

Furthermore, the findings of this study align with tolerance theory, which emphasizes the importance of social interaction in fostering mutual respect amidst diversity. Through group discussions, students not only accept the existence of religious differences but also learn to actively communicate and collaborate. This demonstrates that the growing tolerance has led to active tolerance, characterized by positive interactions and appreciation for diversity.

b. Guided Dialogue Method

The research results show that Islamic Religious Education teachers implement guided dialogue methods in the learning process as an effort to build students' religious tolerance. This method is implemented by providing opportunities for students to express questions, opinions, and experiences related to social life and religious diversity in a directed and controlled atmosphere. Teachers play an active role in directing the dialogue so that it remains polite and respectful of existing differences.

Based on the research results, students were seen to be able to express their opinions openly and listen respectfully to the views of others. Teachers also provided guidance to help students understand that differences in opinion are a normal part of social life and should not be a reason for conflict or discriminatory behavior.

When linked to Dasain and Dassolen, the use of guided dialogue demonstrates continuity between learning planning and implementation. In the Dasain stage, teachers design dialogue activities as part of a strategy to instill the value of tolerance. Furthermore, in the Dassolen stage, teachers implement this planning through dialogue activities that provide opportunities for students to directly learn to appreciate differences.

The significance of these findings suggests that guided dialogue serves not only as a learning method but also as a character education tool capable of fostering religious tolerance in students. Through dialogue, students learn to live in diversity and develop the social skills necessary to build harmonious relationships within the school and community.

The findings of this study align with the Theory of Religious Tolerance, which emphasizes the importance of dialogue as a means of building understanding, reducing prejudice, and creating harmonious social relationships amidst diversity. Through guided dialogue, students have the opportunity to understand others' perspectives, express their opinions politely, and learn to appreciate existing differences. This process helps students develop an open attitude and reduces the potential for stereotyping and discrimination against groups of different religions.

The findings of this study also align with Albert Bandura's Social Cognitive Theory, which states that social behavior is formed through observation and interaction within the social environment. During guided dialogue, students observe how teachers value each opinion, listen attentively, and resolve differences through polite communication. This behavior then becomes a model that students observe and imitate in their daily interactions.

c. Case Study Method

The research results show that Islamic Religious Education teachers apply the case study method in the learning process as a strategy to foster religious tolerance in students. This method is implemented by providing examples of events related to social life, conflicts between individuals, and problems arising from a lack of mutual respect in a pluralistic society. Through these case studies, students are encouraged to analyze the problems, identify the causes of the conflicts, and find solutions that align with the values of religious tolerance.

Based on the research results, students were seen actively providing opinions and responses to cases presented by their teachers. They sought to understand the various perspectives emerging on a problem and discussed solutions that were acceptable to all parties. Teachers acted as guides, guiding students so they could learn lessons and gain positive values from each case they studied.

The significance of these findings suggests that the case study method not only serves to improve students' analytical skills but also serves as an effective tool in building awareness of the importance of religious tolerance. Through case studies, students gain learning experiences that help them understand how to apply the values of tolerance in real life.

The findings of this study align with the Theory of Religious Tolerance, which emphasizes that tolerance can develop through an understanding of social reality and an individual's ability to respond wisely to differences. Through case studies, students learn to understand the various forms of conflict that arise from a lack of tolerance and the importance of fostering mutual respect in community life.

The findings of this study also align with Albert Bandura's Social Cognitive Theory, which states that learning occurs through the process of observing the social environment and the experiences gained by individuals. In the case study method, students learn from various social situations that are analyzed together, thus developing a more tolerant understanding and behavior in dealing with diversity.

d. Role Modeling and Habituation Strategy

The results of the study indicate that Islamic Religious Education teachers implemented role-modeling and habituation strategies as an effort to build religious tolerance among students at the UPTD of SMKN 1 Aralle. The role-modeling strategy was implemented by demonstrating respect for religious differences, being fair to all students, using polite language, and establishing harmonious relationships with all school members regardless of religious background. Meanwhile, the habituation strategy was implemented through various activities that encouraged students to build positive social interactions with friends of different religions in their daily lives.

Based on the research results, students observed firsthand how teachers treated all students equally and showed respect for each individual, regardless of their religious affiliation. Furthermore, teachers also taught students to work together, help each other, maintain good communication, and respect the religious activities of other students.

The findings of this study align with Albert Bandura's Social Cognitive Theory, which states that social behavior is formed through observation, imitation, and habituation in the social environment. In the context of this study, Islamic Religious Education teachers serve as the primary role models observed by students. These findings also align with the Theory of Religious Tolerance, which emphasizes that tolerance is not only understood as acceptance of differences but also manifested in concrete behaviors that reflect mutual respect, cooperation, and maintaining social harmony. Through role-modeling and habituation strategies, students learn to apply the values of tolerance in their daily lives, thus forming a harmonious and inclusive school culture.

e. Providing Guidance and Advice

The research results show that Islamic Religious Education teachers provide guidance and advice to students as a strategy for resolving conflicts and misunderstandings that occur in the school environment. Guidance is provided continuously through both learning and non-learning activities, while advice is given when students exhibit behavior that has the potential to cause conflict, disputes, or attitudes that conflict with the values of religious tolerance.

Providing guidance and advice is a crucial part of the educational process, serving as a means to guide people toward goodness and improve their behavior. This concept, known as *mau'izhah hasanah* (good advice), is recommended in the Quran. It involves conveying messages of goodness in a gentle, wise, and non-harmful manner. In this context, teachers act as educators, not only imparting knowledge but also providing moral and spiritual guidance so that students can distinguish between right and wrong and are encouraged to behave in accordance with Islamic values in their daily lives (Sukandar & Rifmasari, 2022).

f. Strengthening the Values of Brotherhood and Harmony

The research results show that Islamic Religious Education teachers implemented a strategy of strengthening the values of brotherhood and harmony as an effort to build religious tolerance among students at the UPTD of SMKN 1 Aralle. This strategy was implemented by instilling in students the understanding that despite their religious differences, they are still part of the school community that must live side by side peacefully and respect each other. Teachers consistently conveyed the importance of maintaining brotherhood, strengthening social relationships, and avoiding attitudes that could cause division among students.

Based on research findings, teachers not only convey the value of brotherhood through learning materials but also through various activities involving cooperation among students. In both learning and school activities, teachers encourage students to help each other, work together in groups, and build good communication regardless of religious background. Through these activities, students gain firsthand experience in the importance of maintaining harmony in everyday life.

Islamic Religious Education Teachers' Strategies in Instilling the Values of Ukhuwah and Religious Tolerance at SMK Negeri 1 Aralle, Mamasa Regency

Strengthening the values of *ukhuwah* (brotherhood) and harmony is a fundamental principle in building a peaceful and harmonious social life. Islam emphasizes that all human beings are brothers and sisters, as reflected in the Qur'anic teachings that highlight the importance of unity, mutual respect, and the avoidance of division. These values are manifested through mutual assistance, respect for others, and maintaining peaceful social interactions. In the educational context, strengthening these values becomes an essential effort to shape

students who are able to live harmoniously amidst diversity and develop respectful relationships in accordance with Islamic teachings (Hutabalian, Nainggolan, Tampubolon, Sinamo, & Zebua, 2024).

At SMK Negeri 1 Aralle, Islamic Religious Education (PAI) teachers play an important role in internalizing the values of ukhuwah and religious tolerance among students. Teachers actively integrate these values into the learning process through lesson planning and classroom activities. By doing so, students are guided to understand that differences in religion, ethnicity, and background should not become barriers to building positive social relationships, but rather serve as a foundation for strengthening unity and mutual respect.

Strengthening the values of ukhuwah and tolerance also reflects teachers' efforts to create an inclusive and conducive school culture for all students. Through continuous guidance and example, students are encouraged to view their peers from different religious backgrounds as social brothers and sisters who share equal rights and responsibilities. This approach helps to minimize the emergence of exclusive attitudes, prejudice, and discrimination that may disrupt harmonious relationships within the school environment (Kholida, Niam, Qomar, & Adiyono, 2025).

Furthermore, Islamic Religious Education teachers implement various strategies to reinforce these values in daily school life. These include discussion-based learning, dialogue, case studies, habituation practices, and providing moral advice. Teachers also act as mediators when conflicts arise among students, ensuring that disagreements are resolved through peaceful and educational approaches. These strategies not only enhance cognitive understanding but also shape students' attitudes and behaviors in real-life interactions (M. S. A. Huda, Sariman, & Khasanudin, 2022).

Despite various challenges such as limited instructional time, diverse student backgrounds, and external environmental influences, teachers consistently strive to strengthen the values of ukhuwah and religious tolerance. Through continuous reinforcement, exemplary behavior, and sustainable guidance, students gradually develop an attitude of cooperation, mutual respect, effective communication, and harmonious social relations. These outcomes demonstrate that the integration of ukhuwah and tolerance values is essential in fostering a peaceful and inclusive educational environment.

CONCLUSION

Based on the research findings, it can be concluded that Islamic Religious Education (Pendidikan Agama Islam [PAI]) teachers at UPTD SMKN 1 Aralle played a crucial role in fostering the values of ukhuwah (brotherhood) and religious tolerance among students. This role was demonstrated through their functions as value educators, moral guides, role models, learning facilitators, and conflict mediators. Teachers not only delivered religious instructional content but also actively instilled values of mutual respect, brotherhood, appreciation of differences, and harmony through exemplary behavior and daily interactions within the school environment.

In addition, PAI teachers implemented various learning strategies to strengthen the values of ukhuwah and tolerance. These strategies included integrating these values into lesson planning and classroom practices, applying discussion methods, dialogue, case studies, habituation activities, and providing moral guidance and mediation between students. Through

these approaches, students were encouraged to understand and practice both the social and spiritual dimensions of brotherhood and tolerance in their daily school lives.

Despite challenges such as limited instructional time, external environmental influences, and differences in students' family backgrounds, teachers continuously attempted to overcome these obstacles through ongoing reinforcement of value-based education. These efforts fostered active expressions of *ukhuwah* and religious tolerance characterized by cooperation, effective communication, mutual respect, and harmonious social relationships among students from different religious backgrounds.

Based on the conclusions of the study, the researcher suggests that PAI teachers continue to develop innovative learning strategies, strengthen conflict resolution competencies, and collaborate with fellow teachers, parents, and the wider community. Schools should formulate explicit tolerance policies, provide adequate learning resources, and facilitate teacher training in multicultural education. Future researchers are encouraged to expand the scope of research and develop tolerance-based PAI learning models. The government should strengthen the PAI curriculum by incorporating religious tolerance and moderation values while providing continuous professional development programs for teachers. Parents and communities are also expected to support schools' efforts by demonstrating tolerant attitudes within their respective environments.

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