

RESEARCH

Received: November 2, 2025

Revised: November 25, 2025

Accepted: December 17, 2025

Evaluation of Religious Tolerance Education in Developing Inclusive Attitudes of Multireligious Elementary School Students

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Curup, Bengkulu, Indonesia**Abstract**

Religious tolerance is the attitude of respecting and honoring people who have different religions, cultures, or races. Indonesia has six recognized religions, which means that it is important for Indonesian citizens to encourage and practice a tolerant attitude since an early age. This research aims to evaluate religious tolerance education in developing inclusive attitudes among students at the multi-religious elementary school. The subjects of the research are the Principal, Vice Principal, Class Teachers, Class Students, PAI Teachers, and Buddhist Religion Teachers of state elementary school 04 Uajan Mas. This research is an evaluation study using the Goal Oriented Evaluation model by using a qualitative approach. The research results indicate that there are two school's objectives include general objectives, such as cultivating students' faithful, pious, and of noble character, and specific objectives such integrating tolerance values. The organization of learning experiences is accomplished through the rule of the school, teachers, and students, using strategies such as learning integration, habituation, religious activities, teacher exemplification, and the cultivation of attitudes and character among students. The results of the learning experiences demonstrate an increase in mutual respect, deliberation skills, self-awareness, and the practice of tolerance, although there is a tendency for a few students to associate with groups of people based on their religion. The implications of this research could function as a framework for schools to design subsequent initiatives to strengthen tolerance education, such as the development of a multicultural-based curriculum, teacher training, and the provision of an inclusive school environment

Keywords: Religious tolerance, Inclusive attitude, Multireligious.**Introduction**

Indonesia includes numerous cultures and religions, and it represents a nation that upholds and respects every community of religion. However, divisions and conflicts based on religion can occasionally arise even over small matters (Fitriani, 2020). Therefore, it is important for students in Indonesia to understand the importance of religious tolerance. Through creating attitudes of mutual respect and acceptance of religious differences, students can create a harmonious and peaceful school environment. Such attitudes will also help prevent conflicts and strengthen unity among various religious groups in Indonesia.

Therefore, every educational institution in Indonesia needs to strengthen its teaching of religious tolerance (Hadisaputra, 2020). Through education that emphasizes the principles of tolerance and diversity, students can learn to appreciate and respect others' religious beliefs rather than having

to belittle others' beliefs. Thus, the younger generation of Indonesia will grow up to be inclusive individuals capable of maintaining peace and harmony among religious communities in this country.

Learning about religious tolerance can also help reduce the levels of discrimination and intolerance that often occur in society. By understanding of various beliefs and religious practices, individuals will be more open and respectful of existing differences. This can create a more harmonious environment and reduce the potential conflict among religion. In addition, learning about religious tolerance can also be the first step in building a more inclusive and supportive society without seeing the differences of beliefs as obstacles to the unity and cooperation. Education of religious tolerance is an important part of efforts to strengthen unity and harmony among religious communities in Indonesia. Hopefully the education will help society to recognize diversity demands preservation and upkeep. So, the understanding of religious tolerance can be the basis for peace and justice in this diverse society.

Religious tolerance education aims to promote respect, empathy, and acceptance towards all faiths, fostering a harmonious and inclusive community (Prihatin et al., 2025). Promoting tolerance through religious education requires emphasizing common moral principles over doctrinal differences and incorporating comparative religious studies to highlight shared human values across different traditions. By implementing teaching methods that encourage open-mindedness, inclusivity, and interfaith dialogue, individuals can develop empathy, understanding, and respect for religious diversity, ultimately working towards a more peaceful and united world (Gamaleal, 2024).

Religious tolerance education for elementary schools can be used as a tool for creating students' character starting at an early age in order that pupils develop a tolerant attitude towards religious differences (Ardina Kamal, 2023 : Ambariah et al., 2023). In addition, religious tolerance education can also help reduce interfaith conflicts that often occur in society. Thus, the younger generation is expected to become agents of change that will lead Indonesia towards a better path, specifically towards a peaceful, harmonious, and prosperous society, and become a strong pillar of diversity and unity.

The presence of religious tolerance education since an early age has the potential for assisting the younger generation to transform into people that can appreciate and respect different religions. It will assist in fostering a more multicultural community and reduce the potential for interfaith conflicts in coming years (Ondja et al., 2023). Thus, education in religious tolerance becomes the key to building a society that offers persistent peace, harmony, and well-being.

Tolerance education can be incorporated into learning such as religious education, which is used to provide a broader understanding of tolerance towards differences beliefs. The value of religious tolerance can be learned to create harmonious relationships in the school environment (Yunus 2017: Saihu 2022). Additionally, the values of tolerance and respecting differences between religions can be imparted to students become individuals who can appreciate and honor religious differences by given the presence of many religious variations (Lubis, 2024: Zuliana et al., 2024).

The increase in tolerance among students can be achieved through regular interfaith dialogue activities to strengthen understanding and tolerance among students. In addition, teachers can also provide some case studies about conflicts that happen due to misunderstandings of religious differences, so that students can learn from these experiences and develop a more appreciative attitude. In addition, schools can also coordinate to school staff and parents to support the program not only in the classroom but also in the environment (Rahmawati et al. 2023: Rohman Heryana, Rajaminsah, and Dasim 2024).

State elementary school of 04 Ujan Mas Kepahiang, Bengkulu is one of the schools that implement inclusive education. Furthermore, this school is one of the few educational institutions that has students and teachers from different religions, such as Islam and Buddhism. Although tolerance education has been implemented, there have been several challenges that often occur, like the tendency of students to select friends of the same religion. This has become a concern, causing the researcher to evaluate the tolerance education offered at the school.

Method

This research uses an evaluation study using the Goal Oriented evaluation model. Goal-oriented evaluation is a systematic process of assessing the effectiveness of a program or intervention in

achieving its intended objectives. This type of evaluation can involve various qualitative and/or quantitative analysis approaches, such as assessing goal satisfaction, evaluating design alternatives, deciding on high-level requirements, testing model sanity, and supporting communication (Horkoff & Yu, 2013; Horkoff & Yu, 2013). Educational goals serve to transform various school activities into a creative pattern. For teachers, these goals bridge the gap between present classroom activities and desired learning outcomes, providing essential direction for instruction (Mohan Radha, 2023).

This evaluation is used to examine the school's objectives in tolerance education in developing the inclusive attitudes of students in multiple religion schools. Observing the experiences and lessons provided an opportunity to enhance student tolerance and the outcomes of those experiences. The research was conducted to determine the extent of the educational institution's function in developing students' attitudes of tolerance, in addition to know what students have gained after fostering those attitudes. This research uses a qualitative approach. The results of this research can provide valuable contributions to developing educational programs intended for increasing religious tolerance among students.

This research was conducted totally 4 months including bigining part of the research until the completion of the research report. The research has been conducted at State elementary school of 04 Ujan Mas Kepahiang. This elementary school is located on Jalan Pawirodimejo, Bumi Sari, Ujan Mas District, Kepahiang Regency, Bengkulu Province. This school was chosen because of the religious diversity in the surrounding area.

This research uses purposive sampling as the sampling technique, which is a method of data source sampling with specific considerations. The consideration is that the selected subjects are considered to hold greater understanding about religious diversity and related matters, it easier for the researcher to explore the object or social situation that is being investigated. The research subjects mentioned are head master of state elementary school of 04 Ujan Mas, vice head master, Classroom Teachers, Students, Islamic Religion Teachers, and Buddhist Religion Teachers.

The data collection technique used in this research is interviews with contain 10 main research questions, which are subsequently developed according to the responses obtained during the research, aiming to lend the research process appear more natural. Additionally, observation and documentation are used to confirm the research subjects' statements, a method known as the triangulation technique. This research was conducted immediately, in which the researcher became the primary instrument who asked questions and analyzed the responses. This research uses the data analysis model by Miles and Huberman (1994), which consists of data reduction, data presentation, and conclusion.

Results

Tolerance is humans' attitude or behavior that follows the rules of life which appreciate and respect the others behavior. The term Tolerance in the context of socio-cultural and religious aspects means attitudes and actions that prohibit discrimination against different groups within most of society. Religious communities must strive to foster tolerance to maintain social stability so that ideological and physical clashes do not occur among followers of different religions.

Based on the results of interviews, observations, and documentation at the Elementary School, regarding the evaluation of Religious Tolerance Education in Developing the Inclusive Attitude of Multireligious Elementary School Students at Elementary School 04 Ujan Mas, which has two different religions in a particular classroom. The following is a description of the research findings:

The objective of the school in Developing Attitudes

Based on the results of school documents and interviews with the principal and vice principal, it was found that the school have two goals such **primary objective** that consistent to the development of inclusive attitudes among students are reflected in the Vision, which includes culture as a key objective. The culture defined as constitutes a habit established in the school. This concept is further defined in the third school's mission, stating that, "school provide guidance in enhancing attitudes and culture to develop moral character."

Furthermore, there is the first mission written as "Developing faith and morality as the main foundation in developing knowledge." This has been verified through the opinions of the principal and vice principal, who stated that the main goal of the school in developing inclusive students is to create

students who are faithful and devoted to God Almighty and possess exemplary character. In addition, The Particular Objective of the school in Fostering Students' Inclusive Attitude is "to integrate lessons on tolerance into the elementary school curriculum in order to create a more tolerant generation that is accepting of differences." Additionally, based on interviews with the principal and teachers, the aim of encouraging an inclusive attitude is to remind and cultivate students' positive attitudes to always act, behave, and conduct themselves relating to the respective religious beliefs and teachings.

Organizing students' learning experiences in developing inclusive attitudes among multi-religious elementary school students

Based on the objectives explained above, the results of interviews, observations, and documentation indicate that to support the school's objectives, the school has organized the following:

School

The school environment can influence students' awareness of religious tolerance. Schools have an important role in developing students' attitudes of religious tolerance as part of character education development. A tolerant attitude can help students embrace diversity, such as physical characteristics, traits, customs, cultures, ethnicities, and religions. The organization implemented by the school such as, Firstly, providing knowledge about religious tolerance through the integration of tolerance values in subjects. Based on interview and observation results, it was found that the school can encourage the development of students' awareness of religious tolerance through various subjects, such as Islamic Religious Education (PAI), Citizenship Education (PKN), Social Sciences (IPS), Natural Sciences (IPA), English, Cultural Arts, and Local Content. PAI may assist students understand the teachings of Islam and how Islam can coexist with other religions. PAI can also help reduce inter-religious tensions and promote a tolerant attitude. Beside PAI, other subjects can also instill values of diversity in students, such as Social Studies (IPS).

A tolerant attitude is capable of helping students develop positive characteristics, such as learning to appreciate and respect differences in religion, race, nationality, culture, language, or intergroup relations. In-depth education about tolerance can also help prevent prejudice, discrimination, and conflict in society. The values present in the subject of Islamic Education, such as the lesson on noble character, are easier for children to understand when applied in the classroom because they are interspersed with evaluation questions that enhance students' understanding. Therefore, students always respect their classmates' opinions. Additionally, in other subjects, teachers state that they relate the learning material to tolerance in elementary school, which has been proven by students' attitudes during learning and play.

Secondly, the habituation of attitudes through activities performed at school. According to the principal and vice-principal, there are religious activities that can enhance student tolerance. For Muslim students, the school holds a religious talk every Friday morning, and for non-Muslim students, there are separate activities such as discussions between students and teachers about their respective beliefs and religions. The purpose of these activities is to remind and develop a positive attitude in students to consistently behave, and act according to their respective beliefs. In addition, the principal stated that the establishment of tolerance in schools can also be achieved through classroom learning activities where teachers provide motivation before and after lessons, and the teaching of tolerance has also been carried out during flag-raising ceremonies.

Thirdly, by facilitating student development, building harmonious and effective communication relationships with various parties, these efforts are made to enhance a sense of ownership, care, and awareness regarding opinions, activities, and school programs. Facilitation is also provided as classrooms, prayer facilities that are prayer room, and places of worship located close to the school.

Teachers

Teachers are an important aspect in the implementation of student inclusion attitudes. Teachers are individuals who firmly teach tolerance to students so that they can understand more effectively in comparison to simply providing instructions. Teachers must also directly demonstrate tolerance in their everyday activities. To support the school program, several actions have been implemented by the teachers, including, firstly, by implementing the learning process in the classroom

and also through habitual practices such as fostering mutual respect among friends and encouraging mutual assistance. Additionally, regular monitoring of students in the educational environment is conducted, and as teachers, we must not be indifferent to the students; If something has not been fully implemented, it can serve as a learning opportunity for the teachers in the future.

Secondly, by providing a good example for students by not having bad prejudices, participating in diversity because a tolerant attitude is an absolute attitude that will likely be maintained into mature life; therefore, developing a tolerant attitude must be done from an early age. Thirdly, by providing freedom of opinion that is consistent with the regulations. However, if such a difference causes problems, the teachers are ready to resolve the issues as best as they can. Fourthly, by building stronger relationships among teachers and among students and educators of different religious backgrounds can provide a good example during a school environment, and fifthly, applying a tolerant attitude in daily life.

Student

An inclusive attitude among students can be significantly fostered through teaching and implementation of the following attitudes: Firstly, emotional control that can influence the awareness of religious tolerance. Emotions are an important part of religious life for many people. Often, individuals describe a feeling or sense of passion when performing religious rituals, even if they cannot describe that feeling. In every ritual or act of worship, emotions are evoked to change the reality of the practitioners and how they experience those events; emotionality can enhance religious tolerance. Moreover, every noble individual can be demonstrated by having the principle that in practicing religion, one should be able to control emotions that could trigger hostility.

Secondly, encouraging character to have a stance is intended to ensure a pupils exhibit firm belief in their religion. In addition to tolerance, students must also remain steadfast in practicing their religion, avoiding religious prohibitions, instead of be persuaded by other religions. Establishing habits in students is important, especially beliefs. These habitual foundations serve to ensure that students consistently act and behave in keeping their beliefs and religion.

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Based on the results, the outcomes of the interviews, observations, and documentation can be described as follows:

Table 1 research result

School organization	Teacher organization	Student organization
Integration of tolerance values by utilizing subjects	Developing an attitude through the learning process	Emotion control
Habitual attitude formation through religious activities such as speeches, discussion sessions with teachers of the same faith	Developing an attitude through real-life examples	Establishment and steadfastness in religion
Facilitating the development of student attitudes		Organizing students' perspectives on differences

Developing an attitude through
transparency and acceptance of
opinions

The application of a tolerant
attitude

Outcomes of Learning Experiences in Developing Inclusive Attitudes Among Students in Multireligious Elementary Schools

Teachers assessed students' learning experiences by directly observing their attitudes both inside and outside the classroom. Based on interviews and observations, teachers evaluated students according to their characteristics during the learning process. This also involved assessing students' habitual behaviors when interacting with classmates, such as their attitudes, facial expressions, and occasionally the tone of responses from other students. One key method for observing students' level of respect was through mutual respect and appreciation among followers of different religions—for instance, not forcing others to adopt one's religion, refraining from criticizing other faiths, helping classmates who struggle with learning, visiting sick schoolmates, lending books to peers, or gently correcting friends for misbehavior.

This evaluation included reviewing students' contributions to learning, their active participation in sharing opinions, and how they responded to peers' views. In group learning activities, it was evident that every student accepted classmates' opinion regardless of their religious backgrounds. Adherence to religion was observable through students' attitudes; a positive demeanor indicated consistent religious practices. Teachers noted students' patience and their ability to restrain themselves from matters conflicting with their personal beliefs. Interactions related to mutual respect were gauged by the absence of bullying, where students understood and refrained from mocking peers with differing behaviors. Once students expressed their habits, they were permitted to demonstrate practices rooted in their faith and religion.

Based on these assessment indicators, the results of students' learning experiences were as follows: First, mutual respect students reported that after receiving guidance, they became aware of classmates from different religions and thus respected them accordingly. They played together without discrimination and avoided dismissing others' opinions. Second, students consistently engaged in deliberation when making decisions, giving everyone an opportunity to voice their thoughts, as expressing opinions is a fundamental right free from religious or belief-based exclusions. Third, self-awareness in mutually respecting and honoring others. Fourth, refraining from demanding that peers of different faiths pray in unfamiliar ways or imposing restrictions on religious practices.

Discussion

School Objectives in Developing Inclusive Attitudes in Multireligious Schools

The school's objectives in developing students' inclusive attitudes are divided into two categories: general and specific. Generally, the school's objectives are focused on developing students' moral character-fostering faith, piety toward the One Almighty God, and noble morals. This is reflected in the school's vision and mission, which emphasize culture as positive habits embedded in daily school life. These cultural elements aim to cultivate noble personalities through guidance on attitudes and moral values, supported by the foundational implantation of faith and piety in knowledge development. This supports the assumption that schools can form faithful, pious students with noble morals by applying values of faith, piety, and morality in fostering the Pancasila student profile (Qurroti et al., 2023; Darmansyah & Susanti, 2024).

Specifically, the school's objectives in building inclusive attitudes involve integrating tolerance values into the elementary curriculum. These efforts aim to create a tolerant generation willing to embrace differences and appreciative of diversity. Furthermore, fostering inclusive attitudes strengthens positive behaviors, ensuring students act, behave, and conduct themselves in accordance with their respective religious teachings, which encourages peaceful school life. This is consistent with findings that integrating multicultural values in Islamic religious education at SDN 1 Balun Turi Lamongan is evident in the school's vision, mission, objectives, and curriculum model, where the developed curriculum reflects a multicultural perspective in PAI learning, with one type of principle implantation being inclusivity (Mumtahanah, 2020). It is also expected to match Wahidmurni's (2017)

research results, which indicate that school rules and objectives influence religious tolerance among students. Multicultural values in learning significantly contribute to character formation, such as enhancing tolerance, respect for differences, and social skills (Wibowo, 2024).

Based on the explanation above, it can be concluded that the school's primary emphasis on character development aligns with the diverse religious backgrounds of both students and teachers within the institution. Piety toward the One Almighty God fosters greater harmony among the school community and steadfast faith. Meanwhile, inclusive attitudes as a specific goal further strengthen brotherhood among school members, creating a harmonious, safe, comfortable, and tolerant environment.

The organization of learning experiences to foster inclusive attitudes among students in multireligious

The organization of learning experiences to foster inclusive attitudes among students in multireligious elementary schools is conducted systematically, involving three primary elements which are the school, teachers, and students who mutually support one another in achieving the objectives of tolerance education. The school environment plays a significant role in shaping students' attitude changes. Within the school setting, students can respond positively to all differences, making tolerance visibly evident. This aligns with Lutfi Rochmatin (2017) and Siroj et al. (2019), who assert that one factor influencing individuals' adaptation in attitude change is the school environment.

At the school level, organization is implemented through three main strategies. First, the integration of religious tolerance values into various subjects, such as Islamic Religious Education (PAI), Civic Education (PKN), Social Studies (IPS), Science (IPA), English, Arts and Culture, and Local Content. This is consistent with Dewi et al. (2024), who state that Islamic Religious Education plays a role in providing exemplary attitudes to students of different religions by imparting understanding of religious moderation, fostering positive social interactions among students of diverse faiths while upholding values of mutual respect, appreciation, and tolerance. Additionally, supporting this view, the Akidah Akhlak subject also contributes to instilling multicultural values to enhance students' tolerant attitudes (Sriyono, Slamet, Andi Warisno, & Riskun Iqbal, 2022).

Second, habituation of tolerant attitudes through routine and religious activities, such as short motivational talks (kultum) for Muslim students and religious discussion sessions for non-Muslim students, as well as value encouragement through classroom motivation and flag-raising ceremonies. This matches the research findings of Janah et al. (2024) and Anggraeni et al. (2022), who indicate that religious tolerance in schools is influenced by students' understanding of religious moderation and the school environment.

Third, the establishment of conducive facilities and environmental support, such as places of worship and the development of harmonious communication, to cultivate students' sense of care, togetherness, and involvement in school life. This is in alignment to Dewi et al. (2024), who argue that school policies such as non-discriminatory religious education enable students to apply high levels of tolerance in community life, thereby creating a more tolerant and open generation toward differences.

At the teacher levels, teachers play a crucial role as the primary drivers in implementing inclusive attitudes. Teachers not only instruct concepts of tolerance but also model them directly in daily life. Implementation occurs through classroom learning, habituation of mutual respect and helping behaviors, and continuous monitoring of students' attitude development. Teachers also provide positive role models, foster guided freedom of expression, resolve conflicts wisely, and strengthen relationships among school community members to create an inclusive and harmonious environment.

Understanding of religious moderation positively influences students' tolerant attitudes (Janah et al., 2024). Educational factors or the inculcation of knowledge exert a substantial impact on students' tolerant attitudes (Anggraeni et al., 2022). Educational factors or the dissemination of knowledge are particularly vital in informal education, encompassing the instillation of noble life values that are good, dignified, truthful, and beautiful (Yulianti et al., 2022; Intania et al., 2023; Takaendengan, 2018). However, according to Zaenuri and Siti Fatonah (2022), inhibiting factors include variations in students' comprehension abilities, which pose challenges to character formation

in tolerance; additionally, there remains a lack of full awareness among students in practicing tolerant character themselves.

At the student level, organization focuses on developing attitudes and character. This encompasses emotional control to prevent conflicts, fostering a strong commitment to the own religious principles without infringing on others' beliefs, and cultivating perspectives that value differences in ethnicity, race, and religion. This aligns with the view that spiritual well-being and emotional intelligence play critical roles in forming tolerant attitudes among adolescents. Spiritual well-being contributes 71.3% to tolerant attitudes, while emotional intelligence contributes 71.2% (Tumanggor & Mularsih, 2020).

Students are habituated to tolerant behavior through concrete actions, such as assisting peers, respecting opinions, avoiding discrimination, and maintaining positive social relationships. This is similar to Hayati Utami (2019), who states that peer friendships in school also influence students' levels of tolerance toward religious differences. However, according to Rohman Heryana et al. (2024), tolerant attitudes among peers can be supported by social interactions with those of different religions; nevertheless, a small portion of students occasionally remain intolerant toward peers of differing faiths. Thus, establishing values of tolerance and mutual respect must be emphasized so that students understand that differences are not barriers to coexistence but rather aspects of humanity that warrant honor.

In general, this organization demonstrates that fostering inclusive attitudes extends beyond formal learning to include habituation, role modeling, and a supportive school environment, thereby producing tolerant, character-driven students who value diversity.

Results of Learning Experiences in Developing Students' Inclusive Attitudes in Elementary School

The results of learning experiences in developing students' inclusive attitudes in multireligious elementary schools indicate that assessment is carried out comprehensively by teachers through direct observation of students' behavior, both inside and outside the classroom. Teachers evaluate students based on visible characteristics such as attitudes, facial expressions, speech patterns, and daily habits when interacting with classmates. This assessment includes how students demonstrate interreligious respect, such as not imposing their beliefs, not denigrating other religions, and showing social concern through concrete actions such as helping friends, visiting sick classmates, lending learning materials, and correcting inappropriate behavior.

Based on these indicators, students' learning experiences show several significant outcomes: First, the growth of mutual respect among students, as indicated by awareness of religious diversity in the classroom, the ability to play together without discrimination, and respect for friends' opinions. Although at times students do tend to gather more often with those of their own group. According to Siroj et al., (2019) interaction with peers is an important factor in increasing a sense of kinship and tolerance, and the quality of friendship has a positive impact (Ghorbal & Lestari, 2021). Second, the development of the habit of deliberation in decision-making by providing equal opportunities for all students to express their opinions without distinguishing religion or belief. Third, the increase in self-awareness to respect and appreciate others in daily life. According to (Hayati Utami, 2019) awareness of students' selves can bring about changes in other students at school as well as outside the school environment, Fourth, the formation of tolerant attitudes in religious practice, namely not imposing one's way of praying on friends of different religions and not restricting each other's religious practices. According to (Rahmawati et al., 2023) religious tolerance is shaped by empathy, with the ability to feel sympathy as one of the important factors.

Based on the explanation above, it can be concluded that this learning experience demonstrates that the development of students' inclusive attitudes has been successfully fostered through continuous assessment, positive social interaction, and the habituation of tolerant behavior in daily life within the school environment. In-depth education about tolerance can also help prevent prejudice, discrimination, and conflict in society. This can influence students' awareness in fostering tolerance among students or among school members of different religions by granting rights to everyone, respecting and not disturbing one another, maintaining a positive perspective toward differences, showing mutual respect and assistance, and practicing empathy.

Conclusion

The school's goal in fostering an inclusive attitude in a multi-religious environment focuses on developing the character of students who are faithful, devout, and of noble character (general objective), as well as strengthening the attitude of tolerance through the integration of diversity values in the curriculum (specific objective) to create a harmonious school life. The organization of learning experiences is carried out systematically through the roles of the school, teachers, and students: the school integrates tolerance values into learning, habituation, and the provision of facilities; teachers act as role models and facilitators; and students are guided to develop tolerant attitudes, self-control, and appreciation of differences. As a result, students show an increase in mutual respect, the ability to deliberate, self-awareness in respecting others, and the practice of tolerance in religious life, thereby creating an inclusive, harmonious school environment that values diversity. Based on these findings, students do possess tolerant attitudes, although in practice there persists the students who feel more comfortable engaging in activities with classmates of the same religion.

Recommendations

Based on these findings, schools need to strengthen the implementation of inclusive education by ensuring that the integration of tolerance values is not only written in the curriculum but is also consistently applied across all school activities, both academic and non-academic. Schools are also encouraged to develop more varied interfaith collaborative programs so that positive interaction among students becomes more intensive and meaningful. The religious activities that have been carried out have strongly supported the development of students' knowledge and tolerance; however, the issue of boundaries in students' play has not yet been entirely eliminated. Therefore, schools are expected to provide activities that emphasize mutual cooperation and interfaith togetherness in order to create harmony.

Teachers are expected to continue improving their competence in instilling inclusive values through training or professional development, particularly in relation to religious moderation-based learning and multicultural education. In addition, teachers need to maintain consistency as role models and provide more intensive guidance for students who still display less tolerant attitudes. For students, there is a need to strengthen the habituation of tolerant behavior through activities that encourage empathy, cooperation, and healthy communication. Schools can also provide opportunities for reflection or self-evaluation so that students' awareness of the importance of respecting differences continues to grow.

Moreover, the involvement of parents and the community should be increased to support the formation of inclusive attitudes beyond the school environment, so that the tolerance values instilled can be sustained in everyday life. In this way, efforts to develop inclusive attitudes can be carried out more optimally and sustainably.

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