

IMPLEMENTING THE VALUES OF TOLERANCE IN RELIGION-BASED SCHOOLS (Case study at Marsudirini Elementary School Yogyakarta)

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Abstract

This study aims to determine the implementation of the cultivation of religious tolerance values in Marsudirini Elementary School Yogyakarta. This type of research is a qualitative case study. Determination of research subjects with purposive sampling technique. The subjects of this study were the principal, class teacher of fourth grade students. Collecting data in this study using interviews, observation and documentation. The data analysis technique used is descriptive qualitative. The data validity technique uses source triangulation and technical triangulation. The results of the study conclude that 1) planning for the cultivation of religious tolerance values through school policies, namely through the vision, mission, goals, and rules. 2) Instilling the value of religious tolerance through four strategies, namely: a) habituation of exemplary; b) routine habituation; c) spontaneous habituation; d) conditioning. 3) supporting and inhibiting factors for inculcating religious tolerance values, namely a) student factors; b) family factors (parents); c) school factors; d) infrastructure factors.

Keywords: Values, Tolerance, Religion Based School

INTRODUCTION

Diversity is a characteristic of the nation that is always proud of, but on the other hand is a formidable challenge. For the heterogeneous Indonesian nation, diversity becomes very difficult to realize. The more heterogeneous a nation is, the more severe the challenges it faces in maintaining its integrity. This is because there are many desires, hopes, ideals, needs and so on which are very varied compared to a homogeneous nation. The tendency of a heterogeneous nation is prone to conflict. The many interests and immaturity in responding to it will result in friction between groups and lead to violence. The perpetrators of the conflict use all their strength and justify all means to achieve their goals, due to the lack of awareness to cooperate, tolerance, suspicion between groups, primordialism and ethnicity. Whereas a nation can grow, develop, progress or even be destroyed is largely determined by the strength and weakness of

the awareness of the nation's citizens to live together. Like other big cities in Indonesia, Yogyakarta is a city that has a heterogeneous population. Especially in Yogyakarta, which is known as the city of education, it causes people in various regions to flock to study.

The development of religious-based schools has been quite rapid in the last two decades. This phenomenon does not only occur in Indonesia but also in other countries and is very interesting to study together. Schools with the IT (Integrated Islam) label are being established everywhere. Likewise, schools based on Christianity (Christian and Catholic). Not even a few public and private schools have also begun to emphasize the importance of the role of religion in their curriculum. Some schools generally change uniforms with religious nuances such as long skirts and headscarves for female students. Some experts argue that this phenomenon is a

resistance movement against materialism and hedonism.

However, there are several challenges in organizing religion-based schools in Indonesia because of the diversity of community characters they have. There needs to be a common understanding and awareness that the Indonesian nation is a heterogeneous nation, including religious diversity. If the administration of religion-based schools is not regulated in clear laws and regulations, it is feared that it will grow the seeds of intolerance in society. Therefore, it is necessary to have rules or regulations in school administration so that they are not trapped in intolerance.

According to Horton (1996) Tolerance is the willingness to respect and understand the opinions and actions of other parties who are different. The interfaith dialogue model according to Knitter (Sunyoto Usman) is the first replacement model, namely that each of them feels exclusive, they don't feel the need for dialogue. The two fulfillment models are adherents of different religions who believe that God is all-loving and merciful to mankind, but there is only the truth of religious doctrine (according to the beliefs they profess. The third is the maturity model, namely the truth in every religion. According to this view, all religions are the same and every religion has the right to act according to the values they believe in. They reject the claim that only one religion is the most correct. Fourth is the acceptance model. The view of this model is that all religions are true and no religion is superior.

In 2017, Yogyakarta was ranked sixth as the least tolerant city based on a survey conducted by the SETARA Institute. This shows that Yogyakarta, which is dubbed the city of students, has failed to instill the value of tolerance in the community. The issue of SARA which has recently surfaced is one of the main factors of intolerance. This situation resulted in disharmony in social relations that occurred in society and discrimination on behalf of

the non-natives or the minorities. The results of this survey become a paradox in the midst of the development of religion-based schools where the existence of religion-based schools should be able to increase religious and human values.

Marsudirini Elementary School as a religion-based school in Yogyakarta is committed to instilling the value of tolerance. Based on observations made by researchers in the pre-research, it was found that Marsudirini Elementary School was on November 28, 2020. In order to celebrate its 100th anniversary, Marsudirini Elementary School (SD) Yogyakarta launched a book by grade 5 students entitled "Sekolah Toleransi" The title of the book which is the title of Marcel Raditya's writing is considered very fitting with the realization and commitment in teaching and learning activities in schools, Marsudirini Elementary School itself has been established for 100 years. With the differences in class, ethnicity and religion at school, it cannot affect togetherness in brotherhood. Students feel or experience the dynamics of tolerance themselves. Principal FX Oktaf Laudensius SSi also stated that since the beginning of the establishment of Marsudirini Elementary School Yogyakarta, the school has been committed to implementing tolerance properly. In addition, the school is also committed to serving with the heart. "With tolerance, it means that we can accept differences. In that difference, we are grown together," On February 7, 2020 the Marsudirini Foundation Yogyakarta held a Chinese New Year celebration entitled "Imleculata 2020." The activity with the theme "United in Diversity" seeks to build tolerance among students as well as a learning tool for students so they can respect each other. , especially for friends of different races, ethnicities, religions and cultures. The purpose of holding this activity is to strengthen the relationship between students, be able to bridge diversity, build tolerance between students, increase cultural insight and knowledge and

increase students' creativity in expression. Based on the description of the value of tolerance and the facts observed by the researcher, the researcher is interested in conducting research on inculcating the value of religious tolerance in Marsudirini Elementary School.

METHOD

This research was conducted at Marsudirini Elementary School Yogyakarta in the 2020/2021 academic year. This research was conducted from June-August 2021. This research used qualitative case study research. Case study research is qualitative research that seeks to find meaning, investigate processes and gain deep understanding and understanding of individuals, groups, or situations. Data collection techniques using interview and observation techniques and documentation, literature review. The research subjects are principals, teachers, students.

The steps for analyzing data are data reduction, data presentation, and drawing conclusions or verification. The data validity technique uses source triangulation and technical triangulation. Source triangulation will be carried out on the Principal of Marsudirini Elementary School, Class VI teachers, and students who take part in the activities of inculcating the value of religious tolerance at Marsudirini Elementary School. Technical triangulation was carried out using in-depth interviews, and documentation studies regarding the cultivation of religious tolerance values in Marsudirini Elementary School.

RESULTS AND DISCUSSION

Planning for the Value of Religious Tolerance

School policies related to planning for the cultivation of religious tolerance values are reflected in the Marsudirini Elementary School Vision, namely "Marsudirini's Educational Work develops intelligent individuals, believes in God, loves others and His creation.". In the Vision there are no points about religious tolerance, but in the vision indicator has points related to the value of tolerance. The

vision indicator related to the cultivation of the indigo of religious tolerance is "Love others and His creation." Furthermore, Marsudirini Elementary School's mission includes "1) Improving religious education and Christian values 2) Improving martyrdom values 3) Improving intellectuals, talents, hobbies and skills 4) Increasing social sensitivity, fighting power, brotherly spirit, honesty, justice, and simplicity 5) Increasing love towards environment." In the mission there is no point about religious tolerance, but in the indicators or vision there are points related to the value of tolerance. The vision indicators related to the cultivation of the value of religious tolerance are "Increasing social sensitivity, fighting power, spirit of brotherhood, honesty, justice, and simplicity." The spirit of brotherhood includes tolerance, one of the indicators is tolerance, mutual respect for friends of different religions, ethnicities, races), honesty, justice and simplicity.

Furthermore, the cultivation of the value of religious tolerance is also manifested in the school's goals, as for the Marsudirini Elementary School's goals at points 2 and 4, namely "2). Realizing students who are smart, achievers, brothers, and love the environment" and the goal of point "4). Realizing a person who is socially sensitive, has a spirit of brotherhood, honesty, justice, and simplicity." The purpose of the school also does not explicitly reveal the value of religious tolerance, but in realizing a person who is sensitive to social life, has a spirit of brotherhood, one of which is developed regarding the cultivation of the value of religious tolerance as well. Apart from school policies, school principals and teachers also instill the value of religious tolerance through student discipline. The rules related to the value of religious tolerance are "students greet the teacher, enter class in an orderly manner" and "be polite and respect anyone". The thing that becomes the point of instilling the value of religious tolerance is being polite and

respecting anyone. In order to maintain peace, students are expected to be able to respect anyone who is of the same religion or different religions, considering that Marsudirini Elementary School has various religions. Students are also expected to maintain harmony and mutual respect between students who have different characters and backgrounds.

In planning and implementing the value of religious tolerance, several parties are involved. Planning for the cultivation of religious tolerance values involves the principal, the parent committee, then the teachers and the teacher council, and the Yogyakarta representative foundation, the Marsudirini foundation. Then in the implementation of inculcating the value of religious tolerance at Marsudirini Elementary School also involves all students from grade 1 to grade 6. School policies and regulations related to the cultivation of religious tolerance values are one of the implementations in instilling the value of religious tolerance. This is in accordance with the opinion of Zuriah (2008:38) which suggests that planting is a carefully planned and designed process, about what values will be instilled, methods and activities that can be used to instill these values. Meanwhile, according to Hardati (2015: 54) put forward values as traits or things that are important or useful for humanity. These values are something that can perfect humans according to their nature. This shows that the policies and rules and regulations made by the school are one of the efforts to inculcate the value of religious tolerance. In relation to the cultivation of the value of religious tolerance, school policies and school regulations are made as one of the steps in an effort to inculcate the value of religious tolerance. Penerapan Program Penanaman Nilai Tolerasi Beragama

The implementation of the cultivation of religious tolerance values can be seen from the condition of the diversity of students at Marsudirini Elementary School who come from different religious

backgrounds. The religion adopted by Marsudirini Elementary School students in total is 192 Catholics, 77 Christians, 7 Muslims, 1 Hindu, 3 Buddhists. However, the existence of religious differences does not become a barrier for students to interact with each other. In responding to existing religious differences, students at Marsudirini Elementary School have a very good attitude of religious tolerance, this can be seen from the association of students who are so familiar, study at school and students are able to work together in all activities at school without any attitude. different religions. This is in accordance with the opinion of M. Nur Ghufron (2016; 144), Religious tolerance is a person's awareness to respect, respect, allow, and allow opinions, views, beliefs, beliefs, and provide space for the implementation of other people's religious habits, behaviors and practices. others who are different or contrary to their own stance in order to build a better life together and social relations. Novan Ardi Wiyani (2012;222-233) states that character building in schools can be done in four ways, namely exemplary habituation, spontaneous habituation, routine habituation, and conditioning.

Exemplary Habituation.

Exemplary is one of the steps taken in the context of inculcating the value of religious tolerance to students. Forms of inculcating the value of tolerance through example include school principals and teachers contributing to setting an example in terms of getting used to living in harmony with teachers and school employees, giving greetings when someone celebrates religious holidays. In addition, teachers also play a role in providing examples of religious tolerance to students. Giving an example of the value of religious tolerance is in line with the opinion (Novan Ardi Wiyani, 2012: 222-224) that exemplary is a form of daily behavior that is not programmed because it is carried out without knowing the boundaries of space and time. This

example is the behavior and attitude of teachers and education staff and students in providing examples through good actions so that they are expected to be role models for other students.

Spotan Habituation.

Spontaneous activities carried out by school principals and teachers in an effort to inculcate the value of religious tolerance at Marsudirini Elementary School are by giving warnings to students who are intolerant. This happens when there are students who have disagreements, the principal and teachers will give advice and find solutions so that students do not repeat their actions. Giving advice aims so that students can improve their attitudes and are expected to live in harmony with their friends. This is in accordance with the opinion (Novan Ardi Wiyani, 2012; 224.227) Spontaneous habituation is an activity that is not scheduled at that time. This activity is carried out when the teacher finds out that there has been a bad act committed by the student. Spontaneous activities carried out by Mr/Mrs teachers use reprimands, not corporal punishment.

Routine Habituation.

One way to instill the value of religious tolerance is to get used to it in everyday life. Likewise with the cultivation of the value of religious tolerance to students. To be able to instill the value of religious tolerance in students, continuous habituation is needed so that students will slowly get used to it. One way to instill the value of religious tolerance is through routine activities. At Marsudirini Elementary School, the routine activity carried out to instill the value of religious tolerance in students is to familiarize students with praying together. In addition, the teacher also familiarizes students with praying according to their respective religions and beliefs for religions other than Christianity and Catholicism. Instilling the value of religious tolerance through this habituation is a learning process to have an attitude of religious tolerance. This is in

accordance with the opinion (Novan Ardi Wiyani, 2012; 227; 233) Routine habituation is one of the character education activities that is integrated with daily activities at school. This routine habituation is a habit that is carried out at every meeting. Through this routine activity, students are accustomed to learning about religious tolerance towards school residents. Over time, the value of tolerance learned through routine activities will form stability in students, and in the end it will be embedded in students.

Conditioning.

In an effort to instill the value of religious tolerance to Marsudirini Elementary School students, conditioning is carried out by holding events every religious holiday, for example, Chinese New Year celebrations, Christmas, Eid al-Fitr. This is one of the conditioning efforts so that students can have an attitude of religious tolerance to followers of other religions, because students can experience firsthand how other religions celebrate religious days. This is an effort to introduce students to religious diversity so that the value of religious tolerance can be embedded in them. By experiencing the Chinese New Year celebration for themselves, it is hoped that students will be able to respect other religions. If students can respect other religions, school life will be harmonious, students can unite even though there are differences between them. This is in accordance with the opinion (Novan Ardi Wiyani, 2022; 124-126) Conditioning is creating conditions that support the implementation of the cultivation of religious tolerance values. These conditionings include: Tolerance respects the beliefs of others, the conditioning carried out by the school so that students have the value of tolerance respecting the beliefs of others by holding Chinese New Year activities every year, by experiencing Chinese New Year activities firsthand, it is hoped that students can respect the beliefs of others.

Supporting and Inhibiting Factors for

Inculcating the Value of Religious Tolerance

The supporting factor for inculcating the value of religious tolerance at Marsudirini Elementary School is the existence of supporting programs such as Chinese New Year celebrations. Then there is a form of support from parents, teachers, and schools so that the implementation of the cultivation of religious tolerance values can run well. Availability of existing infrastructure facilities in schools such as a hall to carry out prayer together. The inhibiting factor for inculcating the value of religious tolerance in Marsudirini Elementary School is based on the results of the analysis and based on the results of interviews conducted with fifth grade teachers. Mr. Thomas said that teachers still encounter obstacles in instilling the value of religious tolerance in students. The problems experienced by classroom teachers in instilling the value of religious tolerance are that the first is the existence of Covid-19 so that the implementation of inculcating the value of religious tolerance at Marsudirini Elementary School cannot run optimally because learning is carried out online, then secondly, sometimes teachers have difficulty in instilling the value of religious tolerance in their students. students because not all students have the same character. However, these obstacles can be overcome by discussing with the parents of students. This is important considering that family and school are one of the factors that influence the inculcation of religious tolerance values in students so they must work well together. As stated (Bukhori, 2010) there are three educational environments used in the socialization process, namely the family environment, school environment and community environment.

CONCLUSION

Based on the data exposure and discussion of this research, it is concluded: Planning for the cultivation of the value of religious tolerance at Marsudirini Elementary School through school policies, namely by

formulating the vision, mission, goals and school regulations related to the value of religious tolerance. Planning for the cultivation of religious tolerance values involves the principal, the parent committee, then the teachers and the teacher council, and the representative foundation of Yogyakarta, namely the Marsudirini Foundation. The implementation of the program for inculcating the value of religious tolerance in Marsudirini Elementary School uses 4 strategies, namely: 1) habituation of exemplary; 2) routine habituation; 3) spontaneous habituation 4) conditioning, with four attitude indicators that reflect the value of religious tolerance, namely: 1) tolerance respecting the beliefs of others; 2) tolerance respects the rights of others; 3) tolerance Agree in Disagreement, agree on differences in the educational environment; 4) Tolerance of freedom. Supporting and inhibiting factors for inculcating the value of religious tolerance in Marsudirini Elementary School include student factors, student family factors (parents), class teacher factors, academic environmental factors, school factors, facilities and infrastructure factors.

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