



Application of Religious Tolerance Character Through Civics Learning at Madrasah Ibtidaiyah

Yus Hermansyah¹, Hasanudin², Laesti Nurishlah³, Siti Nursholihah⁴

^{1,2,3,4}STAI Sabili Bandung

Received: 23 Maret 2022

Revised: 30 Maret 2022

Accepted: 12 April 2022

Abstract

The application of religious tolerance character in PKN learning in Madrasah Ibtidaiyah has several effective approaches. One of them is by including material about religions in Indonesia in the PKN curriculum. The purpose of this study is to analyze the application of religious tolerance character through PKN learning in Madrasah Ibtidaiyah. The research method used is library research. The results showed that the use of diverse and interactive learning methods is an effective strategy in promoting religious tolerance among Madrasah Ibtidaiyah students. Open discussions allow students to share views and understanding, while case studies and visits to places of worship can provide immersive, hands-on experience. The importance of the role of teachers in shaping attitudes of religious tolerance has been proven in the literature. The teacher is not only a teacher, but also a model for students in terms of attitudes and behavior. In addition, a school culture that supports respect for differences also contributes greatly to creating an inclusive and tolerant environment.

Keywords: Character, tolerance, learning, religion

(*) Corresponding Author: hermansyahy@outlook.com, alfasiry.hasan@gmail.com, laestiishlah@gmail.com, nursholihah88@gmail.com

How to Cite: Hermansyah, Y., Hasanudin, H., Nurishlah, L., & Nursholihah, S. (2022). Application of Religious Tolerance Character Through Civics Learning at Madrasah Ibtidaiyah. *Jurnal Ilmiah Wahana Pendidikan*, 8(9), 411-421. <https://doi.org/10.5281/zenodo.10802622>

INTRODUCTION

In the midst of the rich dynamics of cultural and religious diversity in Indonesia, education has a crucial role in shaping attitudes of tolerance and respect for differences (Razak, 2020). Madrasah Ibtidaiyah, as an Islamic educational institution, is not only a place of religious learning, but also an ideal place to promote religious tolerance through Civic Education learning (PKN) (Widiatmaka & Purwoko, 2017).

Civic Education (PKN) in Madrasah Ibtidaiyah is not only a learning about the country and citizenship, but also a vehicle to build inclusive student character and respect differences. One important aspect of learning PKN in Madrasah Ibtidaiyah is the application of religious tolerance character (Toto Nugroho & Nurdin, 2021).

The application of religious tolerance character in PKN learning in Madrasah Ibtidaiyah has several effective approaches. One of them is by including material about religions in Indonesia in the PKN curriculum. Through a deep understanding of other religions, students can develop inclusive attitudes and respect differences.



In addition, interactive and inclusive learning methods are also key in shaping the character of tolerance (Supriyanto & Wahyudi, 2017). Open discussions about religious differences, case studies on inter-religious conflicts, and visits to different places of worship are some examples of effective learning methods to promote attitudes of religious tolerance among Madrasah Ibtidaiyah students.

The background of the problem of tolerance character in circles. Often, students do not have an adequate understanding of the religious and cultural diversity that exists in their society. This lack of knowledge can lead to an inability to appreciate and understand differences. Social and family environments can play a big role in shaping a person's views and attitudes towards people from different religious backgrounds. If the environment does not support tolerance, this can affect students' behavior and attitudes. Students may be exposed to stereotypes and prejudices against certain individuals or groups based on religion or culture. These stereotypes can arise from personal experience, media, or environmental influences. A lack of emphasis on learning about tolerance and diversity in the school curriculum can lead to students' inability to develop tolerance character (Supriyanto & Wahyudi, 2017). In addition, learning methods that are less interactive and inclusive can also hinder the development of a deep understanding of diversity (Mubaroq & Fatchurrahman, 2023).

The existence of injustice or discrimination in society or the school environment can affect students' attitudes towards people from different religious groups. These discriminatory experiences can reinforce prejudice and hinder the development of tolerance (Toto Nugroho & Nurdin, 2021). The absence of role models who practice and promote tolerance in the school or community environment can also contribute to tolerance character problems among students (Abiyuna & Sapriya, 2018). Students often need positive, direct examples to set an example (Roslinda, 2020).

Overcoming the character issue of tolerance among students requires a holistic approach involving various *stakeholders*, including educators, parents, and society as a whole. By understanding the background of these problems, efforts to promote tolerance can be designed and implemented more effectively.

The role of teachers is also very important in encouraging the formation of religious tolerance character (Fauzian dkk., t.t.). Teachers can be role models for students through their inclusive attitudes and behaviors and respect for differences (Afifah, 2019). In addition, teachers also have the responsibility to resolve conflicts between students based on religious differences with a thoughtful and empathetic approach.

Not only that, the school environment must also be supportive in promoting religious tolerance (Djuniasih & Kosasih, 2019). A school culture that encourages respect for differences and interaction among students from different religious backgrounds is key in creating an inclusive and harmonious environment (Aryani & Wilyanita, 2022).

In the context of Madrasah Ibtidaiyah, the application of religious tolerance character through PKN learning is not only an educational goal, but also an integral part of religious identity and citizenship. By building an attitude of tolerance from an early age, Madrasah Ibtidaiyah plays a role in forming a

generation that is able to coexist in harmony, despite different religions and beliefs. Thus, the application of religious tolerance character through PKN learning in Madrasah Ibtidaiyah is not only the responsibility of the school, but also an investment in building an inclusive and harmonious society in the future.

METHOD

Library Research *Research Method* is used in the Study on the Application of Religious Tolerance Character through PKN Learning in Madrasah Ibtidaiyah. The library research method is an approach that relies on literature and written sources as the main basis for collecting data, analyzing information, and compiling findings (Creswell, 2009; Sugiono, 2015). In the context of studies on the application of religious tolerance character through Civic Education (PKN) learning in Madrasah Ibtidaiyah, this method plays an important role in gathering theoretical, conceptual, and practical understanding related to the topic.

The first step is to identify specific and relevant research topics, such as "Application of religious tolerance character through PKN learning in Madrasah Ibtidaiyah". Through various sources of information such as scientific journals, books, research reports, and other academic documents, search literature related to the research topic. Searches can be done through online databases, digital libraries, and other sources of information.

After conducting a search, researchers selected the most relevant literature and contributed to the understanding of the application of religious tolerance characters in the context of PKN learning in Madrasah Ibtidaiyah. Make sure the selected literature is of good quality and trustworthy. Next, conduct an analysis of the selected literature. Identify key themes, key findings, and approaches used in previous studies related to the research topic. Meanwhile, researchers interpret and interpret the findings that have been compiled. Discuss the implications of these findings on the context of applying the character of religious tolerance in PKN learning in Madrasah Ibtidaiyah.

RESULTS AND DISCUSSION

Application of Effective Learning Methods

The essence of effective learning methods lies in their ability to create learning environments that facilitate deep understanding, skill development, and positive attitude change in students (Fauzian, 2020). Nevertheless, it is important the relevance and contextualization of learning methods. Effective learning methods must be relevant to the social, cultural, and learning context of students (Purnamasari & Wuryandani, 2019). They must be able to relate academic concepts to students' daily lives, so that students can see a direct connection between what they are learning and the real world.

Effective learning methods allow students to be actively involved in the learning process. They encourage discussion, collaboration, and interaction between students and teachers, as well as between fellow students (Laksono & Manik, 2023). This helps in the formation of deeper understanding and creative problem solving. In addition, effective learning methods emphasize not only on mastering academic content, but also on developing critical skills such as problem solving, critical thinking, communication, and collaboration (Nurwandari &

Hardini, 2023). It prepares students to take on real-world challenges and become lifelong learners.

Effective learning methods encourage students to reflect on what they learned, analyze their experiences, and identify the learnings they have gained (Kurnia & Mukhlis, 2023). In addition, they also facilitate self-evaluation, both by teachers and students themselves, to assess learning progress and identify areas for improvement. Effective learning methods must be adaptable to the needs and preferences of students as well as different learning conditions (Rinda Fauzian, M Gufron Fauzi, 2021). They must be flexible and adaptable by the teacher according to specific learning situations and objectives.

In the digital era, effective learning methods also utilize technology wisely as a tool to improve learning. This includes the use of online learning platforms, apps, and other digital media to increase accessibility, engagement, and effectiveness of learning. By understanding the nature of effective learning methods, teachers can design engaging, meaningful, and impactful learning experiences for their students. It helps in creating a learning environment that supports the growth and development of students holistically.

There are several forms of effective application of learning methods, first, open discussion. Open discussions provide opportunities for students to actively participate in sharing their ideas, views, and experiences about religion and diversity. Teachers act as facilitators of discussions, ensuring all students are engaged and promoting an inclusive and open atmosphere (Astiasari dkk., 2015). Through discussion, students can develop listening skills, appreciate different points of view, and respond with empathy to the views of others.

Second, case studies. Case studies present real-world situations where inter-religious conflict or situations requiring religious tolerance arise. Students are given the opportunity to analyze case studies, identify root causes, and formulate solutions that promote the values of tolerance and inter-religious harmony. Through case studies, students learn from historical experiences or contemporary cases, and understand the importance of tolerance in building an inclusive society.

Keitga, Visit to a Place of Worship. Visits to different places of worship give students hands-on experience of different religious practices. Students can observe and participate in religious worship or ceremonies, meet with religious practitioners, and wonder about their beliefs and traditions. This kind of visit helps students to gain a deeper understanding of other religions and appreciate the diversity of religions in society.

Fourth, collaborative projects. Collaborative projects between students from different religious backgrounds provide opportunities for students to work together in creating something positive. Such projects can take the form of research on different religions, the organization of tolerance campaigns, or the implementation of diversity events. Through collaboration, students learn to value each individual's contributions, understand diverse perspectives, and work together in achieving common goals.

Fifth, Simulation or Role-playing. Simulations or role plays allow students to understand another person's perspective by taking on that person's role in a given situation. Through simulations, students can experience firsthand how religious differences affect a person's views and behavior, and develop empathy

for others. Simulations can also help students to resolve conflicts or handle situations that demand religious tolerance in a more effective and empathetic way. By applying effective learning methods like this, Madrasah Ibtidaiyah can create a learning environment that promotes religious tolerance, respects differences, and builds inter-religious harmony in a multicultural society.

The Significant Role of Teachers

A teacher is someone who not only imparts knowledge to students but also guides them in understanding the concepts taught. They use a variety of learning methods and strategies to help students achieve a deep understanding of the subject matter. Teachers play an important role in inspiring and motivating students to reach their maximum potential. Through their words and actions, teachers can help students see value in learning and achieving their goals.

As authority figures in the classroom, teachers are important models of behavior for students. They set examples of how to behave ethically, communicate well, and work hard to achieve success (Toto Nugroho & Nurdin, 2021). Teachers provide support to students in their learning process and provide constructive feedback to help them improve their performance. In addition, teachers are also responsible for assessing student progress and providing fair evaluations.

Teachers must be constant reformers, updating their teaching methods according to the times and the needs of students. They create innovative and challenging learning environments that stimulate critical thinking and creativity. Teachers work closely with a variety of parties, including students, parents, and colleagues, to create an effective learning environment. They act as a link between students and knowledge, as well as between school and community.

The role of teachers is very broad and important in society. The teacher acts as a companion in the learning process of students. They guide students through the course material, provide explanations, and provide the resources necessary to understand the concepts taught. Teachers can be a source of inspiration for students. By sharing their knowledge, life experiences, and personal success, teachers can help students see potential in themselves and encourage them to achieve higher goals (Laksono & Manik, 2023).

As mentors, teachers provide guidance to students in developing academic skills and life skills. They not only teach subject matter, but also help students overcome challenges, identify their interests and talents, and plan for their future. Teachers are responsible for evaluating student progress and providing constructive feedback. Through tests, assignments, and other assessments, they help students understand their strengths and weaknesses and provide direction for improvement.

The teacher acts as a model of good behavior for students. They demonstrate work ethic, cooperation, responsibility, and other values that are essential for personal and professional success. Teachers create a safe, inclusive, and challenging learning environment in the classroom. They use a variety of learning methods and technologies to facilitate student understanding, encourage active participation, and stimulate critical thinking. Teachers work closely with parents and the community to support student development. They communicate

regularly with parents about student progress, provide advice and support, and involve the community in educational activities.

Teachers act as innovators in teaching and learning. They look for new ways to deliver subject matter, utilize educational technology, and develop effective learning strategies. In addition, teachers can also be leaders in the school, inspire their peers and contribute to school decision making. The role of teachers is key in shaping future generations and preparing them for global challenges. Through their complex and diverse roles, teachers have a profound influence in shaping individuals and society.

The Importance of a Supportive School Culture

The nature of school culture refers to the values, norms, beliefs, practices, and patterns of interaction that form a unique identity and atmosphere within the educational environment. It covers various aspects, including the relationship between students, teachers, and school staff, communication patterns, ways of conflict resolution, and behavioral norms implemented in schools (Tisnawati, 2019).

School culture is based on values shared by members of the school community. These may include values such as honesty, cooperation, equality, fairness, and responsibility. These values form the moral and ethical foundation within the school. School culture creates a climate and learning environment that supports student growth, success, and well-being. This includes the physical environment of the school, the policies and procedures implemented, as well as the teaching and learning approaches used by teachers.

An inclusive school culture recognizes and values diversity in the identities, cultures, and backgrounds of students, teachers, and school staff. It creates space for respect for differences and promotion of equality of opportunity for all members of the school community (Mandayu, 2020). A strong school culture encourages partnership and collaboration between all stakeholders, including students, teachers, parents, and the community. This creates an atmosphere where everyone feels supported and involved in the educational process.

A fair and inclusive school culture promotes social justice, equality of opportunity, and values-based leadership. Leadership in an effective school culture is one that is centered on the values espoused by the school community and oriented towards the common interest. The vibrant and evolving school culture has always been committed to continuous learning and improvement. It embraces a culture of reflection, renewal, and adaptation to changing environments and student needs.

School culture has a great impact on student learning experience, teacher job satisfaction, and overall school performance. Therefore, it is important for schools to pay attention to and strengthen their culture in order to create an environment that supports growth, innovation, and success for all members of the school community.

A supportive school culture has a very important impact on student learning experience, teacher performance, and overall school effectiveness. There are several reasons why a supportive school culture is so important, *first*, improving Student Wellbeing. An inclusive, safe, and supportive school culture creates an

environment where students feel welcome and valued. It can reduce stress, improve mental well-being, and promote active participation in learning. *Second, it encourages* academic success. A supportive school culture provides the support and resources necessary for students to achieve academic success. When students feel supported and valued, they tend to be more motivated to learn and reach their full potential. *Third, build Student Engagement.* A supportive school culture encourages student involvement in academic and extracurricular activities. This creates a climate where students feel engaged and have a sense of ownership of their school environment, which can increase motivation and learning satisfaction.

A supportive school culture is also important for job satisfaction and teacher well-being. When teachers feel supported and valued by their school environment, they tend to be more motivated, collaborate more effectively, and contribute more positively to student success. A supportive school culture promotes collaboration and partnership between all stakeholders, including students, teachers, parents, and the community. It creates an environment where everyone feels involved in the educational process and works together to achieve common goals. A strong and supportive school culture can shape a positive school identity and image. It can attract students, teachers, and parents, as well as improve the school's reputation in society.

Thus, a supportive school culture is essential to creating an effective, inclusive, and inspiring learning environment for all members of the school community. It forms the basis for academic success and student well-being, teacher job satisfaction, as well as overall school effectiveness in achieving their educational goals.

Inclusive Curriculum

The inclusive PKN curriculum, by including material on religions in Indonesia, is an important foundation in building the character of religious tolerance in Madrasah Ibtidaiyah. The nature of curriculum refers to the essence or essence of what is learned and how learning is organized within an education system. It covers various aspects that include the selection of subject matter, teaching methods, assessment, and educational objectives.

The nature of curriculum involves setting clear and measurable educational goals. These goals reflect society's values, needs, and expectations of education and provide a foundation for curriculum development. The curriculum determines the content and subject matter taught to students (Laksono & Manik, 2023). It includes the knowledge, skills, and attitudes that students want to achieve during the learning process (Budiarti dkk., 2019). The curriculum includes an assessment and evaluation process used to measure student progress and achievement. It includes various forms of assessment, such as tests, assignments, projects, and observations, as well as providing constructive feedback to students and teachers.

The curriculum needs to be flexible and adaptable to meet students' needs and development as well as changes in social, economic, and technological environments. This allows the curriculum to constantly evolve and adapt to the latest developments in education and society (Aryani & Wilyanita, 2022). The curriculum ensures that education is accessible to all students regardless of their background, abilities, or needs. This includes attending to the needs of students

with special needs, creating an inclusive environment, and promoting equality of opportunity in learning. The curriculum should also be designed taking into account continuity and articulation between different levels of education. This ensures that students can develop a strong foundation of knowledge and skills that prepare them for the transition to the next stage of education.

An inclusive curriculum is an approach to designing a curriculum that takes into account the needs, abilities, and diversity of students. This includes ensuring that all students, including those with special needs, get equal access to meaningful and relevant learning. An inclusive curriculum recognizes and values diversity in student identities, abilities, cultures, and backgrounds. This creates an environment where all students feel welcome, valued, and involved in the learning process.

An inclusive curriculum offers enough flexibility to tailor learning according to individual needs and learning pace. This includes providing a wide variety of teaching strategies, reading materials, and additional resources to support the success of all students. In addition, an inclusive curriculum promotes the integration of subject matter allowing students to make connections between different concepts and learning content. It helps students see connections between different topics and apply their knowledge in real-life contexts (N. Chandra & Putra, 2020; P. Chandra & Marhayati, 2020).

An inclusive curriculum focuses not only on mastering academic material, but also on developing relevant life skills. It includes skills such as communication, collaboration, problem-solving, and independence, which are essential for real-world success (Rahnang dkk., 2022). The inclusive curriculum uses universally accepted assessments and takes into account a wide range of student abilities and needs. This includes the use of various forms of assessment, including formative and summative assessments, as well as providing constructive feedback to students to support their development.

An inclusive curriculum is underpinned by an inclusive school culture, where all students feel supported, valued and have a sense of ownership of their learning environment. This includes promoting positive norms of behavior, supporting diversity, and building strong student engagement. An inclusive curriculum aims to ensure that every student feels welcome and supported in their efforts to learn and grow. It creates a learning environment that stimulates, motivates, and supports the development of all students, as well as prepares them for success in a diverse world.

CONCLUSION

The use of diverse and interactive learning methods is an effective strategy in promoting religious tolerance among Madrasah Ibtidaiyah students. Open discussions allow students to share views and understanding, while case studies and visits to places of worship can provide immersive, hands-on experience. The importance of the role of teachers in shaping attitudes of religious tolerance has been proven in the literature. The teacher is not only a teacher, but also a model for students in terms of attitudes and behavior. In addition, a school culture that supports respect for differences also contributes greatly to creating an inclusive and tolerant environment. This research highlights the importance of an inclusive

curriculum in shaping the character of religious tolerance in Madrasah Ibtidaiyah. By including material on religions in Indonesia, students can better understand and appreciate religious diversity in society. Through this study, we can conclude that the application of religious tolerance character through PKN learning in Madrasah Ibtidaiyah requires a holistic approach, involving effective learning methods, a significant role of teachers, a supportive school culture, and an inclusive curriculum. Thus, Madrasah Ibtidaiyah can be a supportive environment for the formation of a generation that is tolerant and respects differences in a multicultural society.

REFERENCE

- Abiyuna, T., & Sapriya, S. (2018). PELEMBAGAAN KARAKTER TOLERANSI SISWA MELALUI PROGRAM PENDIDIKAN BERKARAKTER PURWAKARTA. *Citizenship Jurnal Pancasila dan Kewarganegaraan*, 6(1), 17. <https://doi.org/10.25273/citizenship.v6i1.1845>
- Afifah, N. (2019). Kompetensi Pedagogik dan Peningkatan Hasil Belajar IPA Siswa. *Modeling: Jurnal Program Studi PGMI*, 6(2), 231–258.
- Aryani, N., & Wilyanita, N. (2022). Pendidikan Karakter Berbasis Keluarga Terintegrasi Pembelajaran untuk Menanamkan Nilai-nilai Toleransi Sejak Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(5), 4653–4660. <https://doi.org/10.31004/obsesi.v6i5.2339>
- Astiasari, R., Hanim, W., & Badrudjaman, A. (2015). PENGARUH LAYANAN BIMBINGAN KELOMPOK DENGAN TEKNIK MODELING TERHADAP PENINGKATAN KARAKTER TOLERANSI (Studi Pre-Experiment Pada Siswa Kelas VII SMP Labschool Jakarta). *INSIGHT: JURNAL BIMBINGAN KONSELING*, 4(2), 98. <https://doi.org/10.21009/INSIGHT.042.17>
- Budiarti, M., Tri, P. A., & Sholikhah, O. H. (2019). IMPLEMENTASI BUKU PEDOMAN KARAKTER SEBAGAI UPAYA MENUMBUHKAN RASA TOLERANSI BERBASIS NILAI RELIGIUS PADA SISWA SEKOLAH DASAR. *Muaddib : Studi Kependidikan dan Keislaman*, 1(1), 42. <https://doi.org/10.24269/muaddib.v1i1.1496>
- Chandra, N., & Putra, I. (2020). Upaya Guru PPKn dalam Pembinaan Moral Melalui Pendekatan Ibadah Salat Berjamaah di SMAN 2 Sungai Limau. *Journal of Civic Education*, Query date: 2023-07-18 09:17:23. <http://jce.ppj.unp.ac.id/index.php/jce/article/view/276>
- Chandra, P., & Marhayati, N. (2020). PENDIDIKAN KARAKTER RELIGIUS DAN TOLERANSI PADA SANTRI PONDOK PESANTREN AL HASANAH BENGKULU. *Jurnal Pendidikan Islam*, 11(1).
- Creswell, J. W. (2009). *Research Design Qualitative, Quantitative, and Mixed Methode Approaches*. Sage.
- Djuniasih, E., & Kosasih, A. (2019). APPLICATION OF CHARACTER OF RELIGIOUS TOLERANCE IN PLURALIST COMMUNITY OF CIGUGUR KUNINGAN. *Jurnal Pendidikan Karakter*, 9(1), 1–11.
- Fauzian, R. (2020). *Pengantar Psikologi Perkembangan*. Jejak Publisher.

- Fauzian, R., Ramdani, P., & Yudiyanto, M. (t.t.). *PENGUATAN MODERASI BERAGAMA BERBASIS KEARIFAN LOKAL DALAM UPAYA MEMBENTUK SIKAP MODERAT SISWA MADRASAH*.
- Kurnia, I. R., & Mukhlis, S. (2023). Implementasi Problem Based Learning Untuk Meningkatkan Karakter Toleransi Melalui Pendidikan Multikultural. *Jurnal Educatio FKIP UNMA*, 9(1), 209–216. <https://doi.org/10.31949/educatio.v9i1.4064>
- Laksono, B. K. D., & Manik, Y. M. (2023). Pendidikan Karakter Moral dan Toleransi Siswa. *Edu Cendikia: Jurnal Ilmiah Kependidikan*, 3(01), 162–166. <https://doi.org/10.47709/educendikia.v3i01.2388>
- Mandayu, Y. Y. B. (2020). PEMBENTUKAN KARAKTER TOLERANSI MELALUI HABITUASI SEKOLAH. *Jurnal PIPSI (Jurnal Pendidikan IPS Indonesia)*, 5(2), 31. <https://doi.org/10.26737/jpipsi.v5i2.1598>
- Mubaroq, N. M. A., & Fatchurrahman, F. (2023). PENDIDIKAN KARAKTER DISIPLIN DAN TOLERANSI MELALUI PENCAK SILAT PAGAR NUSA SISWA KELAS VIII MTS MAMBAUL HISAN TEMPURAN MAGELANG. *Afeksi: Jurnal Penelitian dan Evaluasi Pendidikan*, 4(3), 239–250. <https://doi.org/10.35672/afeksi.v4i3.112>
- Nurwandari, N., & Hardini, A. T. A. (2023). Efektivitas Model Think Pair Share dan Student Team Achievement Division terhadap Karakter Toleransi dalam Pembelajaran PPKn pada Siswa Kelas III Sekolah Dasar. *FONDATIA*, 7(3), 614–623. <https://doi.org/10.36088/fondatia.v7i3.3744>
- Purnamasari, Y. M., & Wuryandani, W. (2019). Media Pembelajaran Big Book Berbasis Cerita Rakyat untuk Meningkatkan Karakter Toleransi pada Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 4(1), 90. <https://doi.org/10.31004/obsesi.v4i1.273>
- Rahngang, R., Widiatmaka, P., Aditya, F., & Adiansyah, A. (2022). Pembangunan Karakter Toleransi pada Anak Usia Dini dan Implikasinya terhadap Ketahanan Pribadi. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(6), 6993–7002. <https://doi.org/10.31004/obsesi.v6i6.2741>
- Razak, F. M. (2020). Karakter Toleransi Siswa Pada Mata Pelajaran IPA di-SMPN 3 Muaro Jambi. *Integrated Science Education Journal*, 1(1), 01–06. <https://doi.org/10.37251/isej.v1i1.11>
- Rinda Fauzian, M Gufron Fauzi. (2021). *Penguatan Pembelajaran Berbasis Blended Learning Pada Masa Pandemi: Kajian Konseptual*. <https://doi.org/10.5281/ZENODO.5595368>
- Roslinda, R. (2020). Identifikasi Karakter Toleransi Siswa Pada Mata Pelajaran IPA di-SMPN 17 Batanghari. *Journal Evaluation in Education (JEE)*, 1(1), 08–14. <https://doi.org/10.37251/jee.v1i1.16>
- Sugiono. (2015). *Metode Penelitian Kualitatif*. Alfabeta.
- Supriyanto, A., & Wahyudi, A. (2017). Skala karakter toleransi: Konsep dan operasional aspek kedamaian, menghargai perbedaan dan kesadaran individu. *Counsellia: Jurnal Bimbingan dan Konseling*, 7(2), 61. <https://doi.org/10.25273/counsellia.v7i2.1710>
- Tisnawati, N. (2019). PENDIDIKAN MULTIKULTURAL SEBAGAI UPAYA PENGUATAN NILAI KARAKTER TOLERANSI PADA ANAK USIA

- DINI DI PERUMAHAN PNS KOTA METRO. *Jurnal Kajian Anak (J-Sanak)*, 1(01), 37–52. <https://doi.org/10.24127/j-sanak.v1i01.10>
- Toto Nugroho, M. & Nurdin. (2021). Peranan Pembelajaran Agama Islam Dalam Pembentukan Karakter Religius Dan Toleransi Siswa Sekolah Dasar. *Journal Evaluation in Education (JEE)*, 1(3), 91–95. <https://doi.org/10.37251/jee.v1i3.136>
- Widiatmaka, P., & Purwoko, A. A. (2017). Civic Education as a Vehicle to Build Student Tolerance Character. *WASKITA: Jurnal Pendidikan Nilai dan Pembangunan Karakter*, 5(2), 171–186. <https://doi.org/10.21776/ub.waskita.2021.005.02.8>