

INTEGRATING ISLAMIC VALUES ON THE MATERIAL OF TOLERANCE AND DIVERSITY IN CIVICS EDUCATION AT NURUL FIKRI ELEMENTARY SCHOOL

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Abstract: This study aimed to determine the Islamic value of tolerance and diversity in Civic Education at Nurul Fikri Integrated Islamic Elementary School in Sipirok. Data collection techniques using interviews, observation, and documentation. Then, to ensure the validity of the data, it was used through data triangulation. From the results of the study, it was found that the material of tolerance and ethnic diversity is fostered and instilled starting from the elementary school level because then students from an early age can coexist in the life of the nation and state. In addition, the implementation of Civic Education with the integration of Islamic values, such as the relationship between tolerance and Islamic values and prophet stories that tell stories of tolerance, so it can be concluded that the attitude of tolerance and diversity applied at Nurul Fikri Integrated Islamic Elementary School aims to create a school atmosphere that respects each student and does not hesitate to be open both between students and students with teachers and also help each other, help, and cooperate in various activities carried out daily to create a peaceful and prosperous school atmosphere.

Key Word: Diversity; Integration; Islamic values; Tolerance.

INTRODUCTION

Integrating Islamic values with tolerance and diversity is essential to

building a harmonious and prosperous society.

Islamic values are a collection of life principles and teachings on how humans should live their lives in this world, in which one principle with another is interrelated to form a unified whole that cannot be separated (Jempa, 2018).

As a religion that teaches peace, Islam also teaches its followers to uphold tolerance and protect diversity in society. However, conflicts often occur in practice due to differences in religious views and beliefs. Therefore, integrating Islamic values with tolerance and diversity must be applied daily (Yulianingsih, 2016).

It is commonly known that the meaning of tolerance is a form of mutual respect for others and does not impose its will. Humans who consider themselves superior, good, and right tend to be intolerant. A primordial attitude that considers culture better than others is a precursor to dispute (Widyanto, 2017).

Tolerance comes from the Latin *tolere*, which means to lift up. The dimension of tolerance lexically means sympathy or pleasure towards different beliefs or practices carried out by others (Spring et al., 2010). The Latin dictionary states that tolerance comes from the word *tolere*, which means to bear, endure, sustain, and be patient (Simpson, 1987). The meaning of tolerance in language

indicates that tolerance is a patient attitude in bearing the burden of feelings towards something different, whether different opinions, beliefs, or worship practices (Hadisaputra, 2020).

According to Fatimah et al. (2014), the implementation of the learning process includes the requirements for the implementation of the learning process and the implementation of learning. Requirements for implementing the learning process include provisions on study groups, minimum teacher workload, textbooks, and classroom management. Learning implementation activities include introduction, core, and closing activities. Selected and implemented so students practice the targeted cultural values integrated with multicultural values.

Diversity and tolerance education at school aims to empower students to develop respect for people who are culturally different and provide opportunities to work with different people or groups. In line with Huda and Angraini's research (2021), they explain that the most widely instilled multicultural values are tolerance, helping, equality and brotherhood, and love for the country.

In building a paradigm of diversity, teachers have a democratic attitude in various ways, both words and deeds. Some things that need to be considered in interacting in a school environment with different backgrounds, such as ethnicity, religion, race, culture, social strata, gender, and ideology, are to interact more carefully and respect each other so as not to cause reciprocity or inadequate responses. This can cause social inequality in the school environment. Therefore, it is necessary to instill an attitude of tolerance in students so that they can appreciate and accept all

kinds of differences that exist (Fatikhah, 2020).

Providing peace is a form of tolerance that occurs between school members, namely trying to reconcile the disputing parties between school members through discussions, establishing good communication between the two disputing parties, providing awareness to the disputing parties, providing awareness to the disputing parties and holding deliberations between school members. Reconciling disputants by bringing together two disputants and providing awareness to the disputants to resolve differences of opinion (Dewi & Furnamasari, 2021).

Various kinds of problems are encountered in the school environment in this day and age due to the high social level of the family and the environment, one of which is at the elementary school level, such as frequent disputes between students who mock each other about social status, compare cultural differences, gender status, see wrong about differences in religious ideology, skin color, and even dialect differences between peers. Differences like this are often addressed and considered as ordinary babble. However, if this is often done without an attitude of tolerance, it will impact divisions and minor disputes, eventually becoming a big problem between individuals.

Therefore, values and tolerance at Nurul Fikri Integrated Islamic Elementary School teach students the importance of Islamic values such as compassion, justice, simplicity, and humility. The students will learn how these values can be applied in their interactions with fellow human beings, including people of different

religions, cultures, and backgrounds. In Islam, tolerance and diversity are also essential and one of the main teachings. This can be seen from the many verses in the Quran that emphasize the importance of tolerance and respect for differences. Islam teaches that every human being has the same right to practice their religion and beliefs, as stated in Surah Al-Kafirun verses 1-6:

قُلْ يَتَّيِبُهَا لِكُفْرَانِ ۖ لَا أَعْبُدُ مَا
تَعْبُدُونَ ۚ وَلَا أَنْتُمْ عَابِدُونَ مَا
أَعْبُدُ ۚ وَلَا أَنَا عَابِدٌ مَّا عَبَدْتُمْ ۚ وَلَا
أَنْتُمْ عَابِدُونَ مَا أَعْبُدُ ۚ لَكُمْ
دِينُكُمْ وَلِيَ دِينِ ۚ

Meaning: Say: "O disbelievers (1), I will not worship what you worship (2), And you are not worshipers of the God that I worship (3), And I have never been a worshiper of what you worship (4), And you are not worshipers of the God that I worship (5), You have your way, and I have my way. (6) (QS. Al-Kafirun: 1-6)

The content contained in the surah above is. However, Surah Al Kafirun verse 6 explains that "For you your religion, and for me my religion", meaning that with belief in Allah, Muslims must live a life of tolerance under the purpose of human creation, which is to worship only Allah. In addition, the content in Surah al-Kafirun is a foundation of tolerance in Islam. As found in the last verse, Surah Al-Kafirun explains that Islam upholds tolerance and freedom of religion. Islam highly upholds the value of tolerance in the social realm, but there is no tolerance in the realm of

faith and worship. Surah al-Kafirun also explains the freedom of worship according to each religion and belief. Through Surah Al Kafirun, Allah SWT also commands us to be sincere in carrying out worship to Him. Surah Al Kafirun provides guidelines for the followers of the Prophet Muhammad SAW because belief cannot be confused with shirk.

Islam teaches that every human being has the same right to practice their religion and beliefs. Islam also teaches the importance of peaceful coexistence and mutual respect among fellow humans, regardless of differences in religion, ethnicity, race, or culture (Rosyidi, 2019).

We need to know that diversity is not only found in community life but can be found in the school environment. Schools are educational institutions that accept students with different religious, racial, cultural, and linguistic backgrounds. Students are taught how to appreciate differences by instilling an attitude of tolerance. Likewise, with the religious diversity found in schools, students are taught how religious tolerance must be well established. The attitude of religious tolerance at Nurul Fikri Integrated Islamic Elementary School is very necessary to instill, considering that there are students who are predominantly Muslim and the form of diversity between Nahdlatul Ulama and Muhammadiyah. The attitude of religious tolerance is carried out well because students are taught to respect and love each other (Kartini et al., 2019).

The diversity of each regional culture must be maintained in life and the learning process. The existing diversity must be accepted and recognized by each individual without questioning each other's culture (Sugiyadi & Putro, 2017). This

value of diversity requires strengthening in the learning process by strengthening the concept of cultivating the value of diversity, which emphasizes justice and freedom for students and does not prioritize or favor the interests of certain groups, respecting each other and placing each student in the same position and status, because each of these students has a culture that can be an advantage in the learning process (Yulianti, 2021).

Thus far, research on the integration of Islamic values in Civic Education There are several relevant previous studies related to the integration of Islamic values with tolerance through Civic Education; the authors conducted a review by searching for research titles that had been carried out by previous researchers, such as Tamaeka, Akhwani, Nafiah, & Kasiyu, (2022) who explained that the internalization of tolerance values through Civic Education, implemented through 5 strategies or efforts, namely teachers internalize tolerance values through Civics subject matter, teachers provide insight into diversity, teachers foster tolerance values through mutual respect and respect for others, teachers shape students' tolerance attitudes through habituation, and teachers plan to learn implementation by making tolerance values a reference in shaping student attitudes. In addition, according to Harahap's (2021) article, integrating Islamic religious values in learning at school is a place for human formation and serving the needs of students both physically and psychologically. According to Widiyanto (2017), tolerance and diversity can be carried out in Civic Education subjects in elementary schools and are associated with multicultural

education. Moreover, according to Usman and Widyanto (2019), in their research, the values of tolerance in Islamic religious education learning refer to the value of respecting the values of tolerance.

From the research above, it can be explained that the similarity between Henrawansyah Harahap's research, Widiyanto 's, and Usman & Widyanto's research with this research is that they both examine Islamic values and tolerance. However, the difference is that from the research location, the author then researches the integration of Islamic values on the material of tolerance and diversity in Civic Education, which is the focus of this research.

In this context, integrating Islamic values with tolerance and diversity does not mean reducing religious values but rather strengthening and complementing these values with the principles of tolerance and diversity. By integrating Islamic values with tolerance and diversity, we will open up space for mutual appreciation and respect for the differences that exist in society. This will result in a more inclusive, fair, and rich in all aspects of life. (Rosyidi, 2019)

Integrating Islamic values with tolerance and diversity at school and in the classroom in Civic Education can help create a positive generation toward achieving national unity. Therefore, the role of teachers in introducing these values is vital to increase students' understanding of tolerance and diversity.

This study aims to determine the implementation of Islamic values on the material of tolerance and diversity in Civic Education at Nurul Fikri Integrated Islamic Elementary School in Sipirok. It is conducting research on learning practices,

starting from learning preparation, learning, and learning implementation. The selection of Civic Education as the basis of research in this study can be understood as one of the subjects that examines the activities of the nation, state, and religion.

METHOD

The research method used in this research is a type of field research using qualitative research. Qualitative research by explaining, explaining, describing, and describing an event of social reality, a phenomenon, or an event by looking at the field reality as it is to seek and find meaning in the actual context (Sugiyono, 2020). Qualitative research is a way to obtain data or information about problems in the field or the research location.

The subjects in this study were the fourth-grade homeroom teacher, the vice principal who participated in this study, and several students from class IV at Nurul Fikri Integrated Islamic Elementary School in Sipirok. The subject of this research uses a purposive technique, namely the criteria for determining subjects who know, experience, and provide information related to the implementation of the results of the integration of Islamic values with tolerance and courage through Civic Education in class IV at Nurul Fikri Sipirok Integrated Islamic Elementary School.

This research was conducted through observation, interviews, and documentation. This documentation aims to strengthen researchers in carrying out and obtaining more accurate research results conducted at Nurul Fikri Integrated Islamic Elementary School, such as

starting from the teacher explaining about the implementation of the results of the implementation of integrating the value of tolerance and diversity in Civic Education and also interviews conducted to collect research data, observation by making a direct visit to the Integrated Islamic Elementary School in Sipirok which is where the research takes place. This observation aims to explore the source of ideas or problems related to the results or implementation of integrating Islamic values with tolerance and diversity. The results of these observations are then observed and analyzed for the next stage by conducting interviews with persons at school. Such as one of them the principal (HS) about the implementation of the integration results, the fourth grade teacher (Devi) about the application of the integration results in the classroom, and also some students from class IV related to the integration of Islamic values with tolerance and diversity in Civic Education, in order to obtain authentic and precise data. Data validity was carried out in the research using triangulation techniques. Triangulation techniques are defined as data validity-checking techniques that utilize something else (Moleong, 2021). Triangulation is also defined as checking by re-examining the data, while data analysis in this study was carried out by including data collection, data presentation, and conclusion drawing.

RESEARCH RESULTS

Integration of Islamic Values on Tolerance and Diversity in Civic Education at Nurul Fikri Integrated Islamic Elementary School

As explained in the results of the interview with the principal, he said that

the students have more or less been able to refrain from mocking each other, although sometimes, if some men and women are close together, it causes ridicule. Yes, it is still in puberty; we emphasize that all can be close. However, there are limits, and they should not be excessive. They are very compact in discussions, but there is a little ridicule for interactions between men and women. However, so far, tolerance of diversity has been excellent, and they can restrain themselves much better than before. In terms of other tolerance with transfer friends from outside South Tapanuli who cannot speak Batak or the opposite (speaking Indonesian), they teach each other; in the past, there was ridicule if there were friends who had different accents and could not speak Batak / Indonesian but now all of that is no problem. They sometimes even forget because they are familiar, and there is no difference between distinguishing one another, whether a friend from outside Java or a native there because they come to meet and immediately play. They understand each other, and there is no mutual hatred. It is not necessarily easy because the attitude of tolerance in children comes from us, the teacher; if we model a good attitude, students will follow it (HS, personal communication, 2023).

The essence of the results of interviews with the fourth grade homeroom teacher that researchers have conducted at Nurul Integrated Islamic Elementary School states that integrating Islamic values with the value of tolerance and diversity should link it with the Qur'an, which has taught students with Islamic subjects in each subject, one of which is the subject of Civics, in class 4 which researchers found that the fourth

grade homeroom teacher instills the value of tolerance and diversity in every student. (DV, personal communication, 2023).

In the learning that has been carried out in Civic Education at Nurul Fikri Integrated Islamic Elementary School in Sipirok, the teacher carries out learning by making the syllabus a reference and using and following the textbook determined by the school, which, at this time, Nurul Fikri Integrated Islamic Elementary School, which is the only Integrated Islamic school in the Sipirok area, has implemented a 2013 curriculum-based learning book. In this 2013 curriculum book, Civic Education has been combined with other subjects in one theme. However, the material and objectives of Civic Education will remain the same for forming intelligent, skilled, and responsible students. Although the term Islamic value integration is in the Civics textbook at the MI level, because this IT school is based on Islam, the teacher or school should link each subject.

After going through the learning process in the classroom, then the application of the value of tolerance that researchers get from the homeroom teacher, which often occurs at Nurul Fikri Integrated Islamic School, to be precise in class 4, they work together in cleaning the class and helping each other in the classroom and outside the classroom. In addition, during breaks, researchers also saw in class 4 that some students shared food with students who did not bring lunch. They also shared with each other so that they complemented each other with these behaviors. Even though many of them did not bring lunch, they gave it to their friends and invited them to eat together (Observation, 2023).

Tolerance and Diversity in Civic Education

Civic Education is essential in building the younger generation's character and national values. In Indonesia, the national values built in Civics Education should include Islamic values that teach tolerance and diversity. Tolerance also develops based on diversity, especially cultural diversity, customs, traditions, and religions. Therefore, the greater the diversity of a country, the greater the demand for unity values in society, especially the development of tolerance values in national life. According to (Yulianti, 2021), tolerance is an attitude of mutual respect and respect for others in doing something or having an opinion even though it contradicts one's own opinion, both in terms of racial ideology or other differences because the Indonesian nation has a variety of ethnicities, races, customs, and cultures, of course, it is very prone to differences (Carolus et al., 2022).

Meanwhile, according to Yulianti (2021), diversity is a condition in society that is different in ethnicity, race, religion, and intergroup. This diversity is a plurality owned by the nation, which is the wealth and beauty of the Indonesian nation. This diversity is the Indonesian nation's plurality, wealth, and beauty. The principle of diversity education is in line with the organization of education as stipulated in Law No. 23/2003. The law states that education is organized democratically and equitably and is not discriminated against to maintain human rights, religious values, cultural values, and national diversity (Yulianti, 2021).

After examining the formation of good citizen attitudes, one of them is through tolerance and diversity in Civic

education subjects. This value is fostered and instilled starting from the elementary school level because students from an early age can coexist amid existing diversity. Students understand mutual respect and appreciation among others and build positive behavior toward ethnic, racial, cultural, and religious diversity. Cultivating this value is very important to ensure unity in the life of the Indonesian nation.

The word tolerance is not explicitly found in the Qur'an, but it means mutual respect, acceptance, and respect for cultural diversity and differences. Tolerance is an important character to be instilled in a pluralistic society. Islam emphasizes the importance of peaceful coexistence and mutual respect among fellow human beings, regardless of differences in religion, ethnicity, race, or culture. This can be seen from the many verses in the Quran that emphasize the importance of tolerance and respect for differences. In addition, in Islam's teachings, tolerance and diversity are essential as a religion that teaches compassion and peace (Rosyidi, 2019).

As stated in the Qur'an in surah Al-Hujarat verse 13, namely:

يَأَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ
 وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۗ إِنَّ
 أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتَقْوَمُ ۗ إِنَّ اللَّهَ عَلِيمٌ

حَبِيرٌ

Meaning: O humanity! Indeed. We have created you from a male and a female. Then, We made you into nations and tribes so you may know one another.

Indeed, the noblest among you in the sight of Allah is the most pious. Indeed, Allah is truly All-Knowing and all-aware. (Q.S Al-Hujarat: 13).

We extracted the content of Surah Al Hujurat verse 13 from several tafsir. Namely *Tafsir Al Qur'anil 'Adhim* by Ibn Kathir, *Tafsir Al Munir* by Shaykh Wahbah Az Zuhaili, *Tafsir Fi Zilalil Quran* by Sayyid Qutb and *Tafsir Al Azhar* by Buya Hamka.

This verse tells us humans come from one descendant, Prophet Adam and Eve. So, they are equal.

- Diversity is sunnatullah because God made humans develop so many that they become nations and tribes.
- This diversity is not to antagonize each other but to get to know each other, work together, and benefit each other.
- All human beings are equal before Allah. What distinguishes them is their devotion. The most noble human being in the sight of Allah is the most pious.
- Allah knows everything humans do, including their level of devotion and attitude towards other humans, especially regarding diversity.
- This verse teaches equality, tolerance, and cooperation and eliminates discrimination.

Results of Integration of Islamic Values with Tolerance and Diversity in Civics Subjects

Before discussing this integration, we need to know what integration is, so integration means blending until it becomes a complete or rounded unity. Integration of Islamic values means how we blend or implement Islamic religious values in learning so that Islamic religious values become a complete unity in each

student. The integration of Islamic values in learning is expected so that students can understand or implement them in their daily lives (Khalik, 2021).

Integrating Islamic values with tolerance and diversity in Civic Education is expected to shape the character of students who are noble, tolerant, and respectful of differences (Yulianti, 2021). Islamic Religious Education is a foundation and guideline in everyday life in all domains, including social, political, economic, educational, and others. In this context, it is the human conscience as a form of religious awareness. (Kartini et al., 2019).

From the research results conducted at Private Elementary School 101246 Nurul Fikri Integrated Islam located on Jalan Lobu Pardomuan, Paran Padang Village, Kec. Sipirok, South Tapanuli Regency, North Sumatra As an Islamic school, this school applies Islamic values in all aspects of school life, including Civic Education. Nurul Fikri Integrated Islamic Elementary School also pays attention to integrating the values of tolerance and diversity into these tools to create a harmonious atmosphere of diversity. In Civic Education, students are encouraged to appreciate differences and understand that not everyone has the same views. This integration also introduces students to the concept and practice of tolerance, where they will learn about how tolerance can help them understand and appreciate human diversity and see differences as wealth, not as a threat.

DISCUSSION

Integrating Islamic values with tolerance and diversity in Civic Education learning is very important, which aims to

shape the character of students who appreciate differences, are tolerant, and can coexist peacefully among fellow humans with diverse backgrounds. Integrating Islamic values with tolerance is an essential approach in Nurul Fikri Integrated Islamic Elementary School. This integration is important because it allows students to develop a holistic understanding of Islamic values by understanding the importance of tolerance and diversity in society (Fanny et al., 2022).

Therefore, the research results conducted at Nurul Fikri Integrated Islamic Elementary School show schools are essential educational places because this is where students first get used to a social environment with a variety of social backgrounds, cultures, and characters of each student. There, teachers have an essential role in helping students understand and internalize Islamic values, introduce the concept of tolerance, and apply it in their daily lives. This must be done continuously and consistently so that students get used to and implement these values in their daily lives. Thus, they can grow into people with high vision, tolerate tolerance and appreciate differences, and realize the importance of maintaining diversity in social and political life.

Integrating Islamic values with tolerance and diversity in Civics Education in elementary schools positively impacts children's character development. By learning Islamic values such as simplicity, honesty, and compassion, children can better appreciate differences and not discriminate against others. This combination can help create an inclusive and respectful educational environment. By learning how to integrate religion and

values into Civics Education, children can learn to respect each other and appreciate societal differences. It also teaches children the important lesson that we all come from different backgrounds and deserve respect and dignity. (Mumtahanah, 2019).

When learning Civic Education about tolerance, teachers must apply good approaches and methods in the classroom. The learning needed is student-centered. (Nanggala, 2020) Because that way, it will foster an attitude of interest among students. They were getting used to and providing opportunities for interaction, practice, tolerance, and cooperation so that there is no longer teacher-centered learning. Tolerance education relies on teachers as relationships and students as learners. Teachers provide habituation and role models in the learning process, which will directly affect student behavior, and how to hone how they integrate with friends who are diverse in language, behavior, and even nature is one form of tolerance value. (Orenstein et al., 1984).

In its implementation, Nurul Fikri Integrated Islamic Elementary School utilizes various methods and learning materials integrated with Islamic values, including the material on tolerance and diversity. The strategy teachers use in implementing multicultural education/tolerance and diversity is to use group learning activities with social analysis of phenomena that occur in the school environment and sometimes the community; then, students share their respective opinions, and the teacher gives feedback on their statements. (Fatikhah, 2020).

In addition, several ways can be done to instill the value of tolerance in a

school environment where the majority of students are Muslim; this can invite speakers from different backgrounds to provide diverse perspectives; the result is that the integration of Islamic values with tolerance and diversity in Civic Education at Nurul Fikri Integrated Islamic Elementary School will have a positive impact on students. Students will be more open to differences and more tolerant of the diversity around them.

It must be known that the attitude of tolerance that is applied at Nurul Fikri Integrated Islamic Elementary School aims to create a school atmosphere that respects each student and does not hesitate to be open both between students and students with teachers and also help each other, help, and cooperate in various activities carried out daily in order to create a peaceful and prosperous school atmosphere. As well as creating a school environment where interactions between fellow students and students interact with teachers or teachers with teachers, tolerance is essential among students so that they can respect and accept existing differences. However, it must be remembered that religious education in schools should be a choice of parents and students, not a necessity or obligation for those who do not want to follow it. Religious education should be integrated in a way that respects the religious views and beliefs of all students so that all students feel included and valued in their learning environment. (Kartini et al., 2019).

In learning Civics and the value of tolerance, teachers emphasize daily student activities with habituation in learning because students will automatically get used to practicing tolerance. (Fathinnaufal

& Hidayati, 2020) The learning process that is tolerant learning involves freedom and mutual respect in opinion between students, caring, harmonious interaction, brotherhood, and training student behavior to learn to stay away from attitudes that can trigger arguments.

Therefore, from the results of interviews with grade 4 homeroom teachers regarding the integration of Islamic values with tolerance and diversity in Civic Education studied from Nurul Fikri Integrated Islamic Elementary School, it can be concluded that to realize the results of integrating Islamic values with tolerance can be done in various ways, including:

1. Presenting material about Islamic values that teach tolerance and diversity, learners can learn about Quranic verses that emphasize the importance of peaceful coexistence and mutual respect among fellow humans, as well as about the history of the Prophet Muhammad, known as a model of tolerance.
2. Present concrete examples of the practice of tolerance and diversity in Indonesian society based on Islamic values. Learners can learn and understand the practice of tolerance and diversity that Muslim figures in Indonesia have carried out.
3. Encourage learners to appreciate differences and interact with others positively and respectfully. Civics teachers can provide tasks and activities that involve learners interacting with friends who have different religions, ethnicities, races, or cultures outside school so that they can understand and appreciate these differences.

In learning tolerance and diversity, teachers also emphasize daily student activities with habituation in learning because then students will automatically get used to practicing tolerance. The learning process that is tolerant learning involves freedom and mutual respect in opinion between students, caring, harmonious interaction, brotherhood, and training student behavior to learn to stay away from attitudes that can trigger arguments.

CONCLUSIONS

The overall research results conclude that integrating Islamic values with tolerance and diversity in Civic Education learning is very important; it aims to form the character of students who appreciate differences, are tolerant, and can coexist peacefully among fellow humans with diverse backgrounds. Integrating Islamic values with tolerance is an important approach in Nurul Fikri Integrated Islamic Elementary School. This integration is essential because it allows students to develop a holistic understanding of Islamic values by understanding the importance of tolerance and diversity in society. Fostering tolerance and strengthening the value of diversity that starts from the primary unit level to the higher unit level is an effort to strengthen the unity of the Indonesian nation. The results of research conducted at the Integrated Islamic Elementary School on the integration of Islamic values with the value of tolerance and diversity that occurs in class IV can be applied to be carried out in an Islamic school environment or outside the school, even in all elementary schools where the learning of tolerance and diversity teaches a tolerant teaching and learning process in

learning, namely with freedom and mutual respect in opinion between students, caring, harmonious interaction, brotherhood, and training student behavior to learn to stay away from attitudes that can trigger quarrels.

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