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## **Islamic Religious Education Social Competence of Teachers in Increasing Students' Tolerant Attitudes: Qualitative Study in State High Schools of Jambi City**

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### **Abstract**

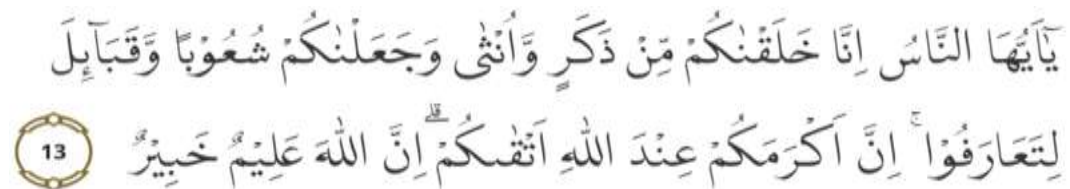
This research describes the efforts of Islamic religious education teachers to increase students' attitudes of tolerance and the social competence of Islamic religious education teachers as contributors to increasing students' attitudes of tolerance. The author's approach in this research is qualitative; the type of research is descriptive research analysis. The research location is State High School X, Jambi City. Data collection was carried out using observation, interviews, and documentation techniques. Determining research subjects used Snowball sampling. Data analysis techniques were carried out using data reduction, data presentation, drawing conclusions, and verifying research results' trustworthiness using extended participation techniques, careful observation, data triangulation, and supervisor consultation. The results of this research refer to the social competence of Islamic Religious Education Teachers as a factor that encourages students at State High School X Jambi City to increase their tolerance attitudes as well as the efforts made by teachers to increase students' tolerance attitudes, the need for an attitude of tolerance in various aspects, including tolerance in different opinions, or differences in religion, different ethnicities and cultures which makes it a benchmark that an attitude of tolerance is needed by every Indonesian citizen who has a variety of cultures, ethnicities and religions and as a solution in dealing with ethnic, cultural and religious differences in the school, community and state environment.

**Keywords:** Social Competence, Islamic Religious Education Teacher, Attitude of Tolerance

### **Introduction**

Teachers as educators should be able to instill a tolerant attitude in students so that students can accept the differences that exist around them, change uniformity into diversity, recognize the rights of other people, respect the existence of other people, and support cultural differences and the diversity of God's creation, the presence of religious teachers as figures in the growth of students' faith because a religious teacher is a figure who is very necessary to trigger good behavior in students (Cabellos et al., 2024; Donkoh et al., 2023; Rahayu et al., 2022; Sanjakdar & Premier, 2023). Education is also a process in which several components are related to each other, including teachers; in the Law on Teachers and Lecturers Article 1, paragraph 1 explains that "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assess and evaluate students in early childhood education, formal education, primary education, and secondary education (Asriyanto et al., 2023; Manzilatusifa, 2007; Mulyani, 2015).

Furthermore, Republic of Indonesia Law No. 14 concerning Teachers and Lecturers states that teacher competence includes pedagogical, personality, professional, and social competence. However, of the four competencies mentioned, social competency must be prioritized because tolerance is a social attitude, and humans are essentially social creatures (Republik Indonesia, 2005). The consequence is that humans must always relate well to each other, as well as to their environment, as the word of Allah in the Al-Quran surah Al-Hujurat verse 13 is as follows:



*"O mankind, indeed We created you from a man and a woman and made you into nations and tribes so that you may know each other. Indeed, the most noble person among you in the sight of Allah is the most pious person among you" (Q.S. Al-Hujurat verse 13 (Indonesia, 2015)).*

Education is a conscious and planned effort to create an atmosphere and learning process so that students actively develop the potential within themselves, have intelligence, noble morals, spiritual strength to be able to control themselves, pleasing personality, and necessary skills, namely the cultivation of religious values, development of character, learning, and training in moral values, which is implemented in schools (Andy, 2021; Asmuki & Aluf, 2018; Iskandar, 2019).

In this regard, Jambi City State High School X is possible to be used as a research location because it is a school that has diverse and heterogeneous students. Based on initial research observations, this school contains various religions, cultures, ethnicities, and tribes. There are three types of religions in terms of beliefs adhered to: Islam, Christianity, and Catholicism. The most significant number of students adhere to Islam, followed by Christians, Catholics, and Buddhists.

Seeing this diversity makes it possible to worry about growing into a generation of intolerance, disputes, conflicts, or misunderstandings among students when they cannot accept existing differences or what is known as intolerance. On the other hand, various student activities at State High School 5 Jambi City. With this description, the researcher is interested in researching "Social Competence of Islamic Religious Education Teachers in Increasing Students' Attitudes of Tolerance in State High School X, Jambi City." Carrying out this research is very important in increasing students' attitudes of tolerance. Additionally, it will help educators cultivate a tolerant attitude and use various techniques to inspire their students.

Based on the background that has been stated, to obtain a general picture of how PAI Teachers' Social Competence improves students' Tolerance Attitudes, researchers need to formulate the problem formulation as follows: (1) How is the implementation of Islamic Religious Education Teachers' Social Competencies in Increasing the Tolerant Attitude of Students at SMA Negeri 5 Jambi City (2) How do Islamic Religious Education Teachers Efforts to Overcome the Obstacles faced in Increasing Student Tolerance at SMA Negeri 5 Jambi City (3) What are the supporting and inhibiting factors for Islamic Religious Education Teachers in Increasing Students' Attitudes of Tolerance at SMA Negeri 5 Jambi City?

### **Literature review**

The literature review refers to articles written by (Asriyanto et al., 2023). Intolerant attitudes are often shown in some groups or individuals in the community, school, and social media. Individuals, both in the community, school, and social media, should be a concern for all circles, especially Islamic religious education teachers who have a role not only to improve the religious rituals of their students but also play a role in teaching how to respect the differences that exist in realizing interfaith harmony. Realizing inter-religious harmony. Therefore, this study aims to determine the role of Islamic religious education teachers in instilling the value of tolerance in students at State Junior High School 38 Samarinda. The type of research used in this research is qualitative research with a phenomenological approach. Data collection using interview techniques, observation, and documentation. Documentation. The data analysis technique used an interactive model of Matthew B. Miles, Jhonny Saldana, and Michaela Huberman's theory of data condensation, data presentation, and conclusion drawing. Data condensation, presentation, conclusion drawing, and data validity test using triangulation techniques and sources. The research results show the PAI teacher's role as a facilitator to provide learning facilities, as a mentor, and as a guide. Learning facilities, the role as a guide directing students in diversity activities, the role as a motivator by encouraging behaving. As a motivator by encouraging tolerant and the role as an evaluator conducting assessment and improvement

### **Research method**

This research describes the efforts of Islamic religious education teachers in improving students' tolerance attitudes and the social competence of Islamic religious education teachers as contributors to improving students' tolerance attitudes. The author uses a qualitative approach in this research; the type of research is descriptive research analysis (Creswell, 2012; Sugiyono, 2019). The research location is at State Senior High School X Jambi City. Data collection was carried out using observation, interview, and documentation techniques. Determination of research subjects using Snowball sampling. Data analysis techniques are carried out by reducing data, presenting data, concluding, and verifying the research results' trustworthiness by prolonging participation techniques, observational accuracy, data triangulation, and supervisor consultation.

### **Result/Findings**

#### **Social Competence of Islamic Religious Education Teachers in Increasing Students' Tolerant Attitudes in 5 State High Schools in Jambi City**

Social Competence of Islamic Religious Education Teachers in Increasing the Tolerant Attitude of Students at SMA Negeri 5 Jambi City Teachers are a link between students and knowledge. Islamic religious education teachers must have excellent and active communication, so if the teacher's communication is good with students and their environment, it will be easy to solve everything. Problems faced.

The social competence of Islamic Religious Education teachers at SMA Negeri 5 Jambi City is a bridge to unite brotherhood in the differences faced by students, as the data we have stated shows that SMA Negeri 5 Jambi City has a variety of religions adhered to by students so that problems will arise. Problems that must be resolved well by Islamic

Religious Education teachers, in line with what is said by Islamic Religious Education teachers who state that a teacher must be able to be a mediator and liaison between students and students of different religions so that they can respect each other's differences and respect each other's differences. Happen.

Teachers with good social competence will change the problems faced by students with differences into a very efficient solution in answering the problems of friction between students. Measuring whether a teacher's social competence is appropriate can be seen from good communication and attitude. Inclusive and equal treatment to all students without considering differences; a teacher who can communicate well will contribute to increasing tolerance of the differences students face.

Islamic Religious Education Teachers state that every teacher must be responsible and aware that teachers' social competence must continue to be developed and nurtured so that their insight and knowledge increase and they can answer all the social challenges of teachers and students.

The Islamic religion is the religion that is predominantly adhered to by the Indonesian people so that the role of the Islamic religion in forming normative values in social life dramatically influences the formation of good social attitudes, within its scope the Indonesian state itself has a variety of ethnicities, religions and cultures so that unity and unity cannot be appropriately maintained if good social attitudes are not developed from an early age to be able to appreciate and respect existing differences, thus teachers as guides, educators have a significant role in the future of the nation's generation who have religious attitudes and characters that are tolerant towards the differences faced by this nation, as stated by the Islamic Religious Education teacher who stated that at SMA Negeri 5 Jambi City itself has students from different religious backgrounds, there are Muslims, Christians, Catholics, Buddhists and others so that teachers who have competence Social media will be a link in uniting differences so that students have an attitude of tolerance and respect each other's differences.

In terms of competence, social competence must be made by teachers who have social intelligence (intelligence), a teacher's skills in social competence, which includes the teacher's ability to interact with students and people around him, not only to interact well with students but with teachers. Must also be able to interact well socially with the school environment, including teachers, principals, and others involved in the educational process at school. In theory, social competence itself is a unique ability that a teacher has to understand and appreciate differences (respect) and have the ability to solve social problems in forming students' social attitudes (Rohana, 2023; Wahyudin et al., 2023).

My experience in the field shows that Islamic religious education teachers work together; this can be seen during break times. They give each other input/ideas for the learning process, so it is clear that Islamic Religious Education teachers realize that to achieve good learning outcomes, they need to discuss and give each other input and solve educational problems together. As stated by the principal of SMA Negeri 5 Jambi City, to advance this school can only be separated from the cooperation of the entire teacher council because cooperation is essential for the success of this school; good cooperation is necessary for education to be successful. Moreover, it will not progress, which, in the end, will hurt the learning process at SMA Negeri 5 Jambi City.

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Teachers' awareness of cooperation in learning and education starts from harmony between teachers in one scientific field, namely in the field of Islamic Religious Education; teacher collaboration in one scientific field of Islamic religious education can be the first step for a teacher to actively communicate in implementing the social competencies that exist in himself, this is also the basis that the communicative attitude between teachers shows the excellent level of social competence of Islamic religious education teachers at SMA Negeri 5 Jambi.

Achieving harmony in interactions between teachers requires awareness and a long process time so that teachers will interact more actively. In the future, teachers will provide good examples to students so that students can follow the good social values exemplified by education teachers. Islam at SMA Negeri 5 Jambi City. It does not happen because teachers often interact and discuss in the teacher's room in the morning and during break times, which Islamic religious education teachers use to have casual discussions and exchange ideas in shaping student attitudes at SMA Negeri 5 Jambi City. Through documentation carried out by researchers, the number of Islamic religious education teachers at SMA Negeri 5 Jambi City is four people who teach in the field of Islamic religious education with a background of expertise in their field; each Islamic religious education teacher also has a different level of social competence. Differences can be seen in the different ways Islamic religious education teachers convey ideas about the social competence of Islamic education teachers when the author interviews them, but this does not mean that these teachers do not have skills in implementing teacher social competence (Abdul et al., 2017; Priatmoko, 2019).

In terms of experience, Islamic religious education teachers will have a variety of differences in their experience of developing social competence. However, Islamic religious education teachers all go through education to become teachers, so each teacher is equipped with an excellent scientific field regarding teacher competency, as stated by the education teacher. Islamic religion class. The average Islamic religious education teacher with a bachelor's background has even completed a Master's in Islamic religious education. It shows that Islamic religious education teachers at SMA Negeri 5 Jambi City have outstanding social competence.

Social Competence of Islamic Religious Education Teachers in Increasing Students' Attitudes of Tolerance at State High School X, Jambi City. In general, it is going quite well. Teachers are making every effort to increase students' attitudes of tolerance. Thus, a learning process using lecture and question-and-answer methods can provide understanding to students. Regarding students' tolerance attitudes, using learning methods and activeness in class greatly influences increasing students' tolerance attitudes. The application of the method at State High School X, Jambi City, has been implemented by Islamic Religious Education Teachers; however, a more active strategy is needed to motivate students and make them enthusiastic in the learning process so that students' tolerance increases. Implementing a reward, providing an example, carrying out social service, and collaborating between teachers can create interest in learning and curiosity among students at State Senior High School X, Jambi City, regarding the material that has been provided, so the level of success in students' tolerance will increase.

**Islamic Religious Education Teachers' Efforts to Overcome the Obstacles Faced in**

### **Increasing Students' Attitudes of Tolerance at Public High School X Jambi City**

In providing an understanding of tolerance using Islamic religious education teachers providing materials related to attitudes of tolerance, it is in this material that Islamic religious education teachers form students' mindsets about the concept of tolerance, as the researcher also obtained through interviews with M. Rais, S.Ag .M.Pd Islamic Religious Education teacher for classes X and XI stated that:

“In this independent curriculum we are given freedom regarding the material taught, and we still include material about tolerance because this is really needed in social life. In the 2013 Curriculum there is special material for cultivating students' attitudes of tolerance (interviews with M. Rais, S.Ag .M.Pd)”.

In delivering tolerance material, Islamic religious education teachers deliver tolerance material periodically, starting by introducing it in language and terms and then delivering material about inspirational stories related to tolerance so that students who do not understand tolerance can use the tolerance material. Increased insight into tolerance. In instilling an attitude of tolerance in students, teachers are not only limited to providing tolerance material, but teachers also provide space for students to discuss and ask questions about tolerance material as stated by M. Rais, S.Ag.M.Pd, Islamic Religious Education teacher for classes X and XI say that:

"The material is not enough to instill an attitude of tolerance in students because students sometimes have different abilities in understanding the material being taught so that the discussion space is open and the addition of a question and answer session can filter how students understand the tolerance material interviews with M. Rais, S.Ag .M.Pd”.

Thus, learning methods are needed to instill an attitude of tolerance in students at school. Materials that can instill an attitude of tolerance are, of course, materials related to tolerance, such as stories of the Prophet's friends who set an example of being tolerant, and teachers provide interesting understanding, either using pictures or video media so that students will be interested in understanding the material on tolerance when delivered by Islamic religious education teachers at SMA Negeri 5 Jambi City.

The use of learning methods is the teacher's way of conveying or transferring knowledge; Islamic religious education teachers in instilling an attitude of tolerance require appropriate methods to be used in the process of instilling an attitude of tolerance, including discussion and question and answer methods, Islamic religious education teachers who have competence can easily understand situations and conditions faced in the learning process, and matching them with the material to be taught so that the knowledge conveyed can be well embedded in students' cognition. In an interview between the author and Mr. M. Rais, S.Ag.M.Pd, Islamic Religious Education teacher for classes X and XI, said that:

"Methods are the methods used by teachers to carry out important sequences in the learning process, such as discussion, question and answer, lecture, and audio-visual methods with good methods, as well as good feedback from children on the learning we do ( interviews with Mr MR, S.Ag .M.Pd)”.

The same thing was said by Mrs. SH, S.Pd, teacher of Islamic religious education for classes XI

"The discussion method is a method that is suitable for use among high school students because this method can encourage students to think critically and train students to

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express opinions and most importantly students can be trained to listen to other people's opinions and be able to solve problems together which indirectly students show an attitude tolerance, I hope that this method not only conveys knowledge but also provides an example or role model for students to respect other people's opinions, and we collaborate with questions and answers because we realize that after the material is delivered there will definitely be students who cannot understand the tolerance material properly. Therefore, the question and answer session can filter out students who do not understand the tolerance material and can immediately answer and solve it during the discussion (Interview Mrs. SH, S.Pd.,)

Teachers can also use the lecture method to tell stories of people who are noble and tolerant. It is not only limited to the lecture method; teachers can also combine stories through the role-playing method to improve the learning process. In cultivating an attitude of tolerance, teachers must focus on seeing how there is an excellent understanding of students' understanding of tolerance so that it will be seen that, in terms of skills, students will appreciate existing differences (Ventista & Brown, 2023).

In research, the efforts made by Islamic Religious Education Teachers to increase students' attitudes of tolerance at State High School X, Jambi City. Namely, there are several efforts to improve learning outcomes. The efforts of Islamic Religious Education teachers are as follows: They work together with all parties, teachers, and parents of students to always show appreciation for children's abilities, provide an understanding of attitudes of tolerance, and increase activities related to attitudes. Student tolerance increases the social competence of Islamic religious education teachers, provides role models, holds major Islamic events, carries out social services, participates in spiritual activities, and provides lessons about tolerance toward others (Grant et al., 2021).

**Factors Inhibiting the Social Competence of Religious Education Teachers at SMA Negeri 5 Jambi City in Improving Students' Attitudes of Tolerance at SMA Negeri 5 Jambi City**

In implementing the social competence of Islamic religious education teachers in increasing students' attitudes of tolerance at SMA Negeri 5 Jambi City, there are no obstacles, and the following are the obstacles: In the observations made by the author, the author found several obstacles, including a lack of instilling values for non-Muslim students, this can be seen. In search of case studies, the author explained that most cases of students not understanding tolerance are non-Muslim students. Which was delivered by Mr. MR, S.Ag. M.Pd teacher of Islamic religious education said that it seems that those who do not understand tolerance are non-Muslim students due to factors; he said

"During my lessons, non-Muslim students are free to be in the classroom or library so that Islamic teachers themselves cannot force students to understand the tolerance that Islam understands in depth, secondly, there are no special lessons for non-Muslim students regarding tolerance material so that students are less able to understand tolerance itself ( interviews with MR, S.Ag .M.Pd)."

Instilling and developing an attitude of tolerance in students at SMA Negeri 5 Jambi

City is mainly done for Muslim students because the religion teacher gives non-Muslim students the freedom to take part in lessons carried out in class during Islamic religious learning hours, while outside students also do not receive additional information regarding understanding of tolerance for students, for this reason, teachers must collaborate with all parties related to increasing students' tolerance at school.

The environment outside the school is a big challenge for a teacher in shaping students' character; environmental factors outside the school can shape students. The author tries first to understand how much influence the school environment and the environment outside the school have to understand that. The researcher interviewed student Theresa Filyja Gomes, a class XI.C.2 student who stated that home and school environments are different.

"Islamic religious education teacher Mr. M.Rais stated that the environment is a factor that sometimes becomes a major obstacle, apart from outside the school, environmental factors outside the school are factors that are beyond the teacher's capacity to be able to supervise directly, regarding what happens to a student and what which shapes the student's personality (Interview student Theresa Filyja Gomes)."

In this way, the author can understand that the environment is also a severe obstacle in naming and developing students' character attitudes at SMA Negeri 5 Jambi City. The teacher's workload is not only when teaching, but teachers also have to increase their competence by taking part in upgrading and training. It also sometimes affects the teacher's teaching hours, which will be reduced, and there may be a need for more subject matter at school. Mr. MR, S.Ag., also conveyed this. M.Pd teacher of Islamic religious education for classes XI and X who stated that:

"New teachers who still have honorary status will be charged with extra training on teacher competency so that the quality of education is high, but on the other hand, training also requires a lot of time, including cutting teaching time, and it is impossible for students to be given assignments continuously, without the material being taught by Teacher (Interview Mr. MR, S.Ag. M.Pd)

In developing the task of becoming a teacher, a teacher must be a professional teacher so that the teacher can carry out all teacher duties well; the training that teachers receive in developing competence is something that teachers must obtain so that teachers increase their insight and knowledge, teachers also do not just take part in training However, teachers will also be assessed by educational supervisors, namely school principals, and supervisors. Thus, teachers need training to improve their competencies. Improvement and training and development of teachers in competency still need improvement in the educational process. By increasing the quality of teachers, it is hoped that teachers will encourage students to play an active role in joining organizations and carrying out positive activities in daily life at school and in the surrounding environment.

## **Conclusion**

The problems found when conducting research were related to implementing the method in the Strategy of Islamic Religious Education Teachers in Increasing Student Learning Motivation at State Vocational High School X Bungo, Tanah Sepenggal District,



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Bungo Regency, Jambi Province. In general, this is going quite well; the teacher is trying to restore students' enthusiasm for learning and optimize the learning outcomes of Islamic religious education. Thus, learning using lecture and question-and-answer methods significantly increases student activity and learning outcomes. Based on the research description and discussion, it can be concluded that the Social Competence of Islamic Religious Education Teachers in Improving Students' Tolerant Attitudes at SMA Negeri 5 Jambi City is as follows:

Implementing the social competence of Islamic religious education teachers in increasing students' attitudes of tolerance by instilling and developing students' attitudes of tolerance. Installation is carried out in the learning and development process through activities outside the classroom, such as social service and major Islamic events and spiritual activities at SMA Negeri 5 Kota Jambi, to improve teacher competency, training, and quality improvement is carried out and cooperation between teachers is carried out. Evaluations are carried out, and teachers' MGMP activities are carried out according to their subjects.

Supporting and Inhibiting Factors for Islamic religious education teachers in increasing students' attitudes toward tolerance are higher education of Islamic religious education teachers, complete facilities and infrastructure, the use of the internet as a means of accessing information, and the library as a student reference center as well as collaboration between teachers and parents. Student. The efforts of Islamic religious education teachers to increase students' tolerance attitudes by collaborating with all religious teachers and increasing students' social activities to create experiences of collaboration between Muslim and non-Muslim students at school, such as social service, raising funds, and participating in extracurricular activities to increase insight and the values of tolerance towards differences faced, among the obstacles in increasing students' attitudes of tolerance are the lack of instilling and developing attitudes of tolerance towards non-Muslim students, and the lack of material that non-Muslim students can understand about tolerance.

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