

PEMBENTUKAN SIKAP DAN PERILAKU TOLERANSI BERAGAMA SISWA DI SEKOLAH DASAR KANISIUS KURMOSARI

Sugiyanto¹ Anik Nafiatu Sholikhah², Edi Susilo³, Mujihatin⁴, Muh. Taufik⁵

¹MIN 9 Boyolali, Boyolali, ²SDN 3 Kluwu, Grobogan, ³MIN 9 Boyolali, Boyolali

⁴MIN 9 Boyolali, Boyolali, ⁵MIN 9 Boyolali, Boyolali

¹suguswafa@gmail.com; ²aniknafia199@gmail.com; ³edisusilo404@gmail.com; ⁴spdmujihatin@gmail.com;
⁵taufiksolo123@gmail.com

DOI: <https://doi.org/10.47655/widyadewata.v6i1.99>

Diterima: 28 Februari 2023 | Direvisi: 14 Juni 2023 | Disetujui: 22 Juni 2023

Abstrak

Banyak artikel yang membahas tentang toleransi beragama, namun belum banyak yang menjelaskan tentang pembentukan sikap dan perilaku toleransi beragama siswa di lembaga sekolah dasar. Penerapan toleransi beragama sangat penting untuk menjalin kerjasama yang baik dalam meningkatkan kualitas pendidikan. Pembentukan sikap dan perilaku toleransi beragama pada lembaga pendidikan dipandang perlu sebagai bagian dari misi sosial pendidikan dalam membangun masyarakat Indonesia yang memiliki keberagaman. Penelitian ini mengkaji tentang pembentukan sikap dan perilaku toleransi beragama siswa di lembaga sekolah dasar. Metode yang digunakan peneliti yaitu deskriptif kualitatif dengan pendekatan fenomenologi. Pengumpulan data menggunakan teknik observasi, wawancara, dan dokumentasi. Untuk menganalisis data, peneliti menggunakan reduksi data, penyajian data, dan verifikasi data. Hasil penelitian diketahui bahwa: wujud pembentukan sikap dan perilaku toleransi beragama siswa SD Kanisius Kurmosari yakni dengan (1) Apel pagi (selain hari besar nasional) di lapangan dengan melakukan kegiatan menyanyikan lagu kebangsaan Indonesia Raya, penghormatan kepada bendera Merah Putih, renungan pagi, menyanyikan lagu-lagu wajib nasional/Mars Kanisius, dan doa harian. (2) Pembiasaan dan menerapkan dalam tingkah laku sehari-hari 5 Nilai Dasar SD Kanisius (Disiplin, Unggul, Peduli, Jujur, dan Merdeka) berimplikasi membentuk sikap dan perilaku toleran terhadap sesama berupa: (a) hidup rukun dan damai kepada sesama dan saling tolong menolong, (b) toleransi terhadap teman yang berbeda agama berupa: mengizinkan orang lain beribadah sesuai dengan keyakinannya, dan (c) memberikan pertolongan kepada yang membutuhkan tanpa melihat latar-belakang agama.

Kata Kunci: Pembentukan Sikap dan Perilaku, Toleransi Beragama

Abstract

Many articles discuss religious tolerance, but not much explains the formation of attitudes and behavior of religious tolerance in elementary school institutions. The application of religious tolerance is very important to establish good cooperation in improving the quality of education. The formation of attitudes and behavior of religious tolerance in educational institutions is deemed necessary as part of the social mission of education in building a religious Indonesian society. This study examines the formation of religious tolerance attitudes and behavior of students in elementary school institutions. The method used by researchers is descriptive qualitative with a phenomenological approach. Collecting data using observation techniques, interviews, and documentation. To analyze the data, researchers used data reduction, data presentation, and data verification. The results of the study revealed that: the form of the formation of attitudes and behavior of religious tolerance of Kanisius Kurmosari Elementary School students was by (1) Morning apples

(besides National holidays) in the field by carrying out activities to sing the national anthem Indonesia Raya, respect for the Red and White flag, morning reflections, singing national anthems/Mars Canisius, and daily prayers. (2) Habituation and applying in daily behavior the 5 Basic Values of Kanisius Elementary School (Discipline, Excellence, Caring, Honest, and Independence) have implications for forming tolerant attitudes and behavior towards others in the form of: (a) living in harmony and peace with others and one another mutual help. (b) tolerance towards friends of different religions in the form of: allowing other people to worship according to their beliefs, and (c) providing assistance to those in need regardless of religious background

Keywords: *Attitude and Behavior Formation, Religious Tolerance*

1. INTRODUCTION

Religious tolerance is built on three important elements, namely cognition, attitude and behavior (Tatar Pasundan 2019). Correct knowledge and understanding of an object will form the right attitude if educators provide sufficient knowledge and understanding of the importance of attitudes and behavior of religious tolerance (Lestari & Muslihin, 2020).

The formation of attitudes and behavior of religious tolerance can be carried out through educational institutions, Law number 20 of 2003 article 3 has explained that national education functions to shape attitudes and behavior in order to educate the nation's life, develop the potential of students, become human beings who believe, have noble character, healthy, knowledgeable, creative and become democratic and responsible citizens (Aeni, 2021). Freedom of religion in Indonesia has also been guaranteed in Article 29 of the 1945 Constitution which states that the State guarantees the freedom of Indonesian citizens to embrace their own religion and worship according to their religion and beliefs (Alzyoud, 2016).

The formation of attitudes and behavior of religious tolerance in the educational context must be developed and built into learning materials during the learning process (Sanaky, 2017). Schools as educational institutions in the formation of attitudes and behavior of students' religious tolerance need to be improved again. Through all educational activities at school, students are taught to share and cooperate with other fellow students without having to look at religious differences between them, and students

are also expected to be able to understand and apply an attitude of religious tolerance both at school and outside school (Nugroho, 2018). Because seeing the phenomenon that is happening in the world of education today, there are still students who have not been able to instill attitudes and behavior of religious tolerance, such as bullying behavior against fellow students who are concerned about the differences in religion and beliefs held by each student. Fighting, taunting each other, not listening to friends when they talk.

In order to avoid and prevent the events described above, it is necessary to form a stronghold of harmony early on about the importance of forming attitudes and behavior of religious tolerance which are not only carried out within the community but also carried out within the school sphere. Don't let students get trapped in an education that has a narrow view, which turns a blind eye to the wealth and diversity that this nation has, especially in matters of faith. With a flexible and conditional educational pattern, it is hoped that it will be able to form individuals who respect the differences in religion and belief of each student and provide the rights that each student has (Yusuf, 2008).

Given the importance of forming attitudes and behavior of religious tolerance in elementary school students, the authors try to trace and explain how far schools as formal education form attitudes and behavior of religious tolerance in students and what programs are carried out by schools in shaping attitudes and behavior of tolerance. religion in students in the elementary school environment.

According to the researchers' assumptions, the formation of attitudes and behavior of religious tolerance in students is very important to be implemented from an early age to provide a strong foundation that the Indonesian nation is a nation that has a lot of diversity, and students must believe, respect and appreciate differences in order to achieve good inter-religious harmony. at school or outside school.

2. RESEARCH METHOD

This study uses a qualitative approach to phenomenology. The approach used in this study is descriptive qualitative with a phenomenological approach to reveal an existing phenomenon, which involves in-depth processes and observations in natural situations (Ulfatinl, 2014). about social and educational phenomena that are examined using data about activities and methods in the formation of attitudes and behavior of religious tolerance of students in basic education institutions (Huberman & Saldana, 2014).

The method used in this research is qualitative to collect complete information using various data collection procedures based on a predetermined time (Creswell, 2009). which includes activities such as interviews, observations and reviewing documents related to research (Moleong, 2006). This method is used by researchers who aim to examine the formation of religious tolerance attitudes and behavior of students at Kanisius Kurmosari Elementary School has different religious backgrounds, some come from different families above them, are mediocre and belong to the lower class. Of course, the behavior of students is different, especially when they are in a school where the majority of students and teachers are Catholics. Forming students to become human beings who have faith and are devoted to God Almighty and have noble character and increase spiritual potential. Noble character includes ethics, manners, and morals as the embodiment of religious education as a way of forming attitudes and behavior religious tolerance. Overall, there are 508 students enrolled in the 2021/2022 academic year, consisting of 295 male students and 213 female students spread across 18 classes. Meanwhile, there are 39

Muslim students. Christians number 190 people. Catholics number 276 people.

Data collection techniques used documentation, interviews and observations about the formation of attitudes and behavior of religious tolerance of students at Kanisius Kurmosari Elementary School. Data collection techniques used documentation, interviews and observations about the formation of religious tolerance attitudes and behavior of students at Kanisius Kurmosari Elementary School. This is to provide a realistic picture to researchers about the formation of attitudes and behavior of religious tolerance. Thus, research results can be presented in a comprehensive and structured manner.

The purpose of the observation, namely to provide a realistic picture to researchers about the Formation of Students' Religious Tolerance Attitudes and Behaviors. whereas by interview, to obtain information directly about the Formation of Attitudes and Behavior of Students' Religious Tolerance and to obtain data at Elementary School. In this study, the data analysis technique used is interactive model analysis and takes place continuously. Data analysis was carried out by drawing conclusions from the data obtained by researchers from the field directly, then analyzed using a qualitative descriptive analysis model, namely by describing the data that had been obtained into the form of an accurate report, a factual description of what phenomena had been investigated. (Creswell, 2014).

3. RESULT AND DISCUSSION

a. Result

Kanisius Kurmosari Elementary School

The data that the author managed to collect regarding the formation of attitudes and behavior of religious tolerance at Kanisius Kurmosari Elementary School was obtained from observations that could be seen in the habituation activities in SD Kanisius Kurmosari, for example, prays together before the lesson starts which is led according to the order of student absences, and prays according to the beliefs of each student. As stated by Mrs. Pesi, a grade 5 teacher, as follows:

"Usually, before learning begins, we pray with Miss, who takes turns and according to their respective religions. So we don't require students to follow prayers according to our religion (Catholic). Suppose later that the one who leads the prayer of a student whose religion is Islam, he leads the prayer according to his own religion."

In addition, researchers found forms of attitude and behavior formation of students' religious tolerance which were applied during the process of teaching and learning activities. To complete the assignments that have been given, the teacher creates groups so that students can discuss with other friends. In this group students cannot choose who they discuss with, because the teacher has already determined it, with the aim that students can work together without having to see with whom and have a religious background the students are discussing. This is reinforced by the results of the documentation that researchers obtained below:



Figure 3.1 Teacher creates groups so that students can discuss with other

In addition to teaching and learning activities, the formation of attitudes and behavior of students' religious tolerance can also be seen from the routine activities carried out at Kanisius Kurmosari Elementary School. From the results of observations, routine activities at school have contributed sufficiently to the formation of attitudes and behavior of students' religious tolerance. At Kanisius Kurmosari Elementary School, they routinely hold several activities on non-Islamic religious holidays by visiting several churches or museums, or other places and are attended by all students, both Catholic and non-Catholic students. The attitude of tolerance is reflected in the participation of

Muslim students in the visit. This is reinforced by the results of the documentation below:



Figure 3.2 Routine activities for forming religious tolerance attitudes and behavior of students every year

From the results of the researchers' observations, other routine activities carried out by Kanisius Kurmosari Elementary School in forming attitudes and behavior of religious tolerance of students can be carried out at the morning assembly apart from major national holidays. This was reinforced by the results of the documentation that researchers obtained from the Kanisius Kurmosari Elementary School curriculum which can be seen below:

- 1) Morning call (other than National holidays) in the field by carrying out activities including:
 - a. Singing the national anthem Indonesia Raya.
 - b. Respect for the Red and White flag.
 - c. Morning reflection
 - d. Singing national obligatory songs/Mars Canisius.
 - e. Daily prayer.
2. Habituation of Kanisius's 5 Basic Values (Discipline, Excellence, Caring, Honesty, Independence) Recognize, and apply in daily behavior an attitude of discipline, excellence, caring, honesty and independence.

b. Discussion

- 1) **Factors Influencing the Formation of Students' Religious Tolerance Attitudes and Behaviors**

Kanisius Kurmosari Elementary School

The running of a process is never apart from the existence of factors that influence the formation of attitudes and behavior of religious tolerance of students at Kanisius Kurmosari Elementary School. The factors that shape the attitudes and behavior of students religious tolerance at Kanisius Kurmosari Elementary School are in accordance with the results of interviews conducted with Mrs. Ika as the Principal of Kanisius Kurmosari Elementary School as follows:

"In instilling the value of tolerance to our students, we don't do it ourselves, meaning that we always cooperate with parents in forming the attitude and behavior of religious tolerance in students. Because basically all activities in the school environment will not run optimally without the support of parents. In addition, friends and the surrounding environment also greatly influence the formation of attitudes and behavior of religious tolerance in students. If students are faced with friends who have good behavior in the home environment, it is likely that these students will also have good attitudes and behavior, and vice versa."

Mrs. Pesi as a grade 5 teacher also explained the factors that influence the formation of attitudes and behavior of students' religious tolerance, namely:

"The principal of the school provided a lot of motivation and input on what the teachers had done in shaping the attitudes and behavior of students' religious tolerance. This is always mentioned both in meetings and when there are problems that occur either in the mass media or in the school environment. Even school principals also contribute to this, for example reprimanding and advising students who make grub while playing, or when they see students doing bad behavior."

2) Implications of Forming Students' Religious Tolerance Attitudes and Behaviors for tolerant students

Tolerance is a necessity that cannot be avoided. Because we live in the midst of various kinds of differences in religion, ethnicity, race and others. Therefore, respect need to be instilled in brotherhood (Sharif 2019). Religious tolerance is very important to create religious harmony. in Islam itself is explained in Q. S al-Kafirun and even then experts have tried to draw several legal lines including (1) no one may be forced to embrace another religion or abandon the teachings of his religion and, (2) everyone has the right to worship according to provisions of their respective religious teachings (RI 2008). These two aspects are indicators of the attitude and behavior of religious tolerance itself in a person.

From the description above, it can be used as a guide that everyone must have attitudes and behaviors in dealing with other people, especially people of different religions. Therefore, to form attitudes and behavior of religious tolerance, education in elementary schools needs to instill learning materials and values of religious tolerance in the students' personalities. Because students who are at the elementary school level are generally still unable to control themselves properly. If this generation can better respect the beliefs, opinions, beliefs and principles of other people without having to commit acts of violence and bullying as acts of disapproval, it is hoped that students will have a tolerant and peaceful attitude towards their environment and association. Meanwhile, the environment that greatly influences both insight and attitude is school education (Jatiningsih, Widhayat & Oksiana, 2018).

Within the scope of the school, it is also necessary to have an attitude assessment. Attitude assessment (Affective Assessment) is a process carried out by the teacher to collect information about student behavior. Assessment is carried out to find out whether students are really good or not (Kemdikbud 2016). The attitudes and behavior of students is something

that is not easy to assess objectively, this is because the attitudes possessed by students can also be influenced by moods and feelings which can change every day. Assessment of attitudes and behavior of students' religious tolerance is a form of assessment that requires teachers to understand the characteristics of each student. Attitude assessment at the elementary school level places more emphasis on both social and spiritual attitude competence. Teachers are required to be able to instill positive attitudes in accordance with the mandate of the 2013 curriculum. On the other hand, teachers are also required to assess students' attitudes objectively.

The purpose of attitude assessment is to obtain accurate information regarding the achievement of instructional objectives by students, especially at the level of acceptance, participation, assessment, organization and internalization (Nurbudiyani, 2013). Kanisius Kurmosari Elementary School are elementary schools that both apply the 2013 curriculum. Where in the 2013 Curriculum how to assess attitudes can be done using observation techniques, self-assessment, assessment between friends and journals.

Based on the results of interviews that have been conducted by researchers in the schools mentioned above, it illustrates that providing an objective assessment of the attitudes and behavior of students' religious tolerance is quite a tough task for the teacher, because the teacher must pay attention to how each student's attitude develops from time to time. as well as designing learning to be able to build a positive attitude in each student. Because the results of attitude assessment must be understood as a process (outcome) not as a result (output) of the learning process which is instantaneously assessed by educators every time they complete the learning process (Kusaeri, 2018).

Based on the results of interviews with teachers at Kanisius Kurmosari Elementary School, it shows that the implementation of attitude assessments is instructed to carry out attitude assessments in accordance with the rules

that apply in the 2013 curriculum. The attitude assessment materials refer entirely to the 2013 curriculum teacher's book, among the attitudes that must be assessed are attitudes and behavior of tolerance. The teacher did not compile an attitude assessment instrument because the attitude assessment instrument was already in the teacher's book. The things that are considered in assessing student attitudes according to the teacher are knowing the student's character, so that the results of assessing the attitude and behavior of student religious tolerance are based on the teacher's knowledge of student character every day. And the form of reporting the attitude value by the teacher is application-based so that the teacher only enters the value then a description will appear automatically. The results of the attitude assessment are reported in the form of midterm and semester report cards. According to the teacher, the results of the attitude assessment can indirectly influence changes in students' attitudes to be more positive. It shows that the implementation of attitude assessments is instructed to carry out attitude assessments in accordance with the rules that apply in the 2013 curriculum. The attitude assessment materials refer entirely to the 2013 curriculum teacher's book, among the attitudes that must be assessed are attitudes and behavior of tolerance. The teacher did not compile an attitude assessment instrument because the attitude assessment instrument was already in the teacher's book. The things that are considered in assessing student attitudes according to the teacher are knowing the student's character, so that the results of assessing the attitude and behavior of student religious tolerance are based on the teacher's knowledge of student character every day. And the form of reporting the attitude value by the teacher is application-based so that the teacher only enters the value then a description will appear automatically. The results of the attitude assessment are reported in the form of midterm and semester report cards. According to the teacher, the results of the attitude assessment can indirectly influence changes in students' attitudes to be more positive.

In practice, the teacher uses the observation method to provide values related to students' attitudes and behavior, especially in the attitude and behavior of religious tolerance. Observation is a way of collecting information which is carried out by systematically observing and recording the phenomena that are being targeted for observation (Nurjannah, 2019). This guideline is in the form of a checklist or rating scale along with a rubric (Kusaeri, 2018). Where each teacher has to carry out observations every day, then enter values into a predetermined assessment format, the teacher states that there are no special considerations in carrying out important assessments according to what must be assessed.

The problem faced is due to a digital-based assessment system, where data is processed using certain applications, and there are teachers who find it difficult to operate and process the value data that has been captured. The form of reporting on the results of the attitude and behavior assessment will later be in the form of a description that has been programmed digitally so that the teacher only enters the value, then the value appears alphabetically and its description. According to the teacher, the attitude assessment gave positive changes to students, but there were also those who stated that there was no significant change in students attitudes after knowing the results of their assessment.

Assessment of attitude competence in learning is a series of activities designed to measure the values or outlook on life acquired by students as a result of a learning program (Nurjannah 2019). The results of interviews with teachers at Kanisius Kurimosari Elementary School in carrying out attitude and behavior assessments there was no specific agreement between teachers or separate directions from the school, teachers conducted assessments based on their individual needs. The purpose of the attitude assessment is to find out and improve the attitudes of students who are considered inappropriate during the learning process. According to one of the attitudes assessment teachers in the 2013 curriculum, the assessment model is quite good and easy to fill in, but the teacher experiences difficulties in applying the assessment instrument, because according to the

teacher there are many aspects that must be assessed within a certain period of time. The teacher stated that he made an assessment instrument independently. The things that are considered in carrying out the assessment of attitudes and behavior of tolerance for various students are the characteristics of each student. While the aspects that are used as material for assessing attitudes, especially in the attitude and behavior of students' religious tolerance are not disturbing friends of different religions, accepting agreements even though they have different religions, being able to accept other people's religious differences, being able to cooperate with anyone who has a different background, And don't force your will on others. This form of reporting the results of the assessment of attitudes and behavior also uses certain applications and then a description will appear automatically. Attitude assessment has more or less effect on changes in students' attitudes. And the results of the assessment can also provide motivation for students to excel and be able to have a better attitude in the future (Nurjannah, 2019).

From here the researcher got concrete data that the attitude of students towards this concept was that those who were Muslims did not feel disturbed by the presence of non-Muslim students, whether they were classmates or playmates in the school environment. With students aware of diversity, they can make differences not as a tool to create a conflict or problem, or an attitude of bullying with friends who are different from them.

Attitude is readiness or a state of being ready for an action or behavior to arise. But this does not mean that all of a person's actions or actions are identical with the attitude that exists in him, someone may do actions that are contrary to his attitude. Because attitude arises from experience that becomes a person's personality. Attitude in the view of Islam is often identified with morals. Thus morality requires the birth of actions (behavior) which may be good or bad (Muhammad, 2004). W.J. S Purwadar stated that tolerance is an attitude or nature of tolerance in the form of respecting and allowing a position, opinion, view, belief or other that is different

from one's own position (Modanggu & Dkk, 2015).

While the formation of attitudes and behavior of religious tolerance can be done through educational institutions, Law number 20 of 2003 article 3 has explained that national education functions to shape attitudes and behavior in order to educate the nation's life, develop the potential of students, become human beings who believe, have noble character, healthy, knowledgeable, creative and become democratic and responsible citizens (Aeni, 2021).

As Law number 20 of 2003 article 3 stipulates that there are educational institutions which function to shape attitudes and behavior, especially in this study are attitudes and behavior in religious tolerance. Looking at the basic education institution of Kanisius Kurmosari Elementary School, from the data obtained by researchers, in the 2021/2022 school year, the number of students in Kansius Kurmosari Elementary school totaled 503 students, not all students are Muslim, but the majority are Catholics. Therefore Kanisius Kurmosari Elementary School turns out to have pluralism or differences in religion.

Even so, the differences in the Kanisius Kurmosari Elementary School environment are not a problem. This is because Kanisius Kurmosari Elementary School has a curriculum based on character education, which is based on Pancasila values. This can be seen from the data obtained by researchers in character education such as (1) class-based character education, (2) culture and religion-based character education and, (3) community-based (social) character education. From these three aspects Kanisius Kurmosari Elementary School has indirectly taught students how to relate to their friends in class, with different religions and cultures and being able to relate to the wider community. Meanwhile, character education itself is a system of cultivating character values which includes components of knowledge, awareness or will and actions to carry out these values, both towards God Almighty, fellow human beings, the environment and the state.

Character education in its implementation at Kanisius Kurmosari Elementary School, especially in the PPK movement, places character values as the deepest dimension of education that civilizes educational actors. So that there are five (5) character references that are interrelated in forming a value network that needs to have been developed as a priority for the PPK movement namely referring to (1) religious, (2) Nationalist, (3) Independent, (4) Mutual Cooperation, (5) Integrity.

Up to this point it can be understood that by cultivating attitudes and behavior of religious tolerance, so that it has an impact on the implications of student behavior at Kanisius Kurmosari Elementary School, namely in its application in the middle of Kanisius Kurmosari Elementary School, namely using several strategies such as exemplary, spontaneous activities, reprimands, environmental conditioning and routine activities. Therefore, the purpose of character education based on Pancasila values, in the research's view, has implications for students and is actual in student behavior in everyday life both in the school environment and outside of school.

Some of the implications of the attitude and behavior of religious tolerance of Kanisius Kurmosari Elementary School students as well as some of the indicators in it. To clarify the description that is being obtained by the author in this research, namely as follows: Tolerance for Others (Across Religions), Living in harmony and peace with fellow friends, Helping each other, and Tolerance for Non-Muslims

From the data obtained by the researcher, students have so far shown an attitude of helping each other to their friends, especially those with different beliefs. This is one form of implication of the attitude and behavior of religious tolerance in students. In the closeness of the researcher, one day the researcher found that one of the students was experiencing a disaster, and the student had not participated in the teaching and learning activities at school for several days. because the Kanisius Kurmosari Elementary School teacher found information that this student was currently in the hospital. So the

teacher provided assistance in the form of charity (money) in every class of Kanisius Kurmosari Elementary School. Thus, charity in the form of money can at least help relieve those affected by the disaster. From the description above, it shows that the attitude of mutual care and mutual help and sympathy is something that should be appreciated.

So that religious tolerance among students can be formed because the results of this study indicate that religious tolerance can be done by:

First, developing the local school culture, for example honesty, mutual respect, courtesy, etc., which is a combination of values, assumptions, understandings, beliefs, and expectations believed by school stakeholders and used as a guideline for behavior in solving problems both physically and mentally internal and external they face. Meanwhile, the development of religious culture in the school community means developing wasathiyah religious teachings (in the middle) in schools as a basis for values, attitudes, enthusiasm, and behavior for teachers, educational staff, parents of students, and the students themselves.

Second, to build mutual understanding from an early age between students who have different religious beliefs, the school must play an active role in holding religious dialogue or dialogue between religious communities which of course remains under the guidance of teachers in the school. This kind of inter-religious dialogue is an effective effort so that students can get used to having dialogue with adherents of different religions.

Third, another thing that is important in the application of religious moderation is the curriculum and textbooks used, preferably implemented in schools that contain the values of pluralism (Unity in Diversity) and religious tolerance. Religious books used in schools should also be books that can build students discourse and thoughts about an inclusive and moderate understanding of diversity.

4. CONCLUSION

a. Conclusion

Based on the results of research on the Formation of Attitudes and Behavior of Religious Tolerance of Kanisius Kurmosari

Elementary School Students. It can be concluded that the forming attitudes and behavior of religious tolerance indirectly has implications for students. The formation of attitudes and behavior of religious tolerance is carried out at Kanisius Kurmosari Elementary School. The formation of attitudes and behavior of religious tolerance fosters an attitude of tolerance towards others such as living in harmony and peace and helping each other, forming an attitude of tolerance towards non-Muslims and providing assistance to others. need regardless of their background and religion.

b. Suggestions/recommendations

The results of this study provide a new discourse that the formation of religious tolerance attitudes and behavior of students in elementary schools is still not running optimally. Elementary schools as early educational institutions for students must be able to provide students with an understanding of the importance of attitudes and behavior of religious tolerance.

Suggestions for parents that the development of a child's tolerance attitude is very important to be instilled from an early age because family environmental factors have a major influence on changing children's attitudes. for teachers the development of tolerance in schools is also very important to develop, so that there are no problems caused by the diversity that exists in schools.

5. REFERENCES

- Aeni, E. T. (2021). Pembentukan Sikap Toleransi Dan Bersahabat Dalam Pembelajaran Pendidikan Kewarganegaraan Di SD/MI. *Jurnal Pendidikan Dasar Islam* Vol. 8, No. 4.
- Alzyoud, M. S. (2016). The Impact of Teaching Tolerance on Students in Jordanian Schools. *Journal Of Humanities and Social Sciences*, Vol. 15, No.3.
- Creswell, J. W. (2009). *Research Design Qualitative, Quantitative, and Mixed Methods Approaches, Third Edition*. California: SAGE Publications.
- Creswell, J. W. (2014). *Research Design, Qualitative, Quantitative, and Mixed Methods Approaches*. Fourth Edi. United States of America: Sage.

- Huberman, M. B. M. & Saldana, A. M. J. (2014). *Qualitative Data Analysis a Methods Sourcebook*,. United States of America: SAGE Publications.
- Jatiningsih, Widhayat, W. & Oksiana. (2018). Sikap Toleransi Antar Umar Beragama Pada Siswa SMA Muhammadiyah 4 Porong. *Jurnal Kajian Moral Dan Kewaeganeeraan*. Vol. 06, No. 02. Universitas Negeri Surabaya
- Kemdikbud. (2016). *Panduan Pembelajaran Tematik Terpadu SD*. Jakarta, Direktorat Pembinaan Guru Pendidikan Dasar.
- Kusaeri. (2018). Penilaian Sikap Dalam Pembelajaran Matematika. *Jurnal Inovasi Pendidikan* Vol. 2, No. 1
- Lestari, S. & Muslihin, H. Y. Elan. (2020). Keterampilan Sikap Toleransi Anak Usia 5-6 Tahun. *Journal PAUD Agapedia* Vol.4, No. 4.
- Modanggu, T. Dkk,. (2015). *Model Rembug Dalam Membangun Toleransi Umat Beragama*. Jakarta: Puslitbang Kehidupan Keagamaan Badan Litbang dan Diklat Kementrian Agama RI.
- Moleong, L. J. (2006). *Metode Penelitian Kualitatif: Edisi Revisi*. Bandung: PT Remaja Rosdakarya.
- Muhammad, A. A. H. (2004). *Akhlak Mulia*. Jakarta: Gema Insani Press.
- Nugroho, P. (2018). "Internalization of Tolerance Values In Islamic Education." *Jurnal Pendidikan Islam* Vol. 12, No. 13.
- Nurbudiyani, I. (2013). Pelaksanaan Pengukuran Ranah Kognitif, Afektif, dan Psikomotor pada Mata Pelajaran IPS Kelas III SD Muhammadiyah Palangkaraya. *Jurnal Anterior*, Vol. 17, No.1
- Nurjannah, A. (2019). "Penilaian Sikap Berbasis Kurikulum 2013 Di Sekolah Menengah Pertama." *Jurnal Tarbiyah Islamiyah* Vol. 4, No. 1
- Pasundan, T. (2019). "Memahami Pembentukan Sikap (Attitude) Dalam Pendidikan Pelatihan." *Jurnal Diklat Keagamaan* Vol. XIII,.
- Sanaky, H. AH. (2017). The Role Of Religious Education In Forming Tolerant Individuals. *Jurnal Of Interdisciplinary Islamic Studies (Ijiis)* Vol. 1, No. 7.
- Ulfatinl, N. (2014). Metode Penelitian Kualitatif Di Bidang Pendidikan: Teori Dan Aplikasinya. *Bayumedia Publishing*, Volume 3.
- Yusuf, C. F. (2008). *Pendidikan Agama Berwawasan*. Jakarta: PT Pena Citasatria.