



The Impact of Islamic Education on Interfaith Tolerance at Madrasah Aliyah

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Abstract

This research examines the impact of Islamic education on interfaith tolerance at Madrasah Aliyah in Cipanas District, Lebak, Banten. Amid the increasing phenomenon of intolerance, the role of Islamic education in shaping tolerant attitudes becomes crucial. This study aims to analyze the implementation of Islamic education in instilling tolerance values, identify factors affecting its effectiveness, and examine its impact on student tolerance behavior. Using a qualitative approach with library research methods, this study analyzes various relevant literature sources and documents. The results show that the implementation of integrative and inclusive Islamic education has successfully built a comprehensive understanding of tolerance values from an Islamic perspective. Factors such as teacher competence, madrasah culture, and stakeholder support influence program effectiveness. Despite facing various challenges, the madrasah has successfully developed adaptive strategies to overcome these obstacles. This research provides significant contributions to the development of an inclusive Islamic education model relevant to contemporary challenges.

Introduction

Indonesia is a country known for its religious, ethnic and cultural diversity. This diversity is both a wealth and a challenge in building a harmonious national life. In the midst of the phenomenon of increasing intolerance and radicalism which is a global concern, the role of Islamic education as an instrument for forming character and human values is very crucial. According to research (Nafsiyah & Wardan, 2024), the trend of intolerance among Indonesia's young generation has increased significantly in the last five years, with 23% of respondents expressing discomfort interacting with followers of other religions. This condition poses a serious challenge for Islamic educational institutions, especially Madrasah Aliyah, in carrying out its strategic role as an educational institution that internalizes the Islamic values of rahmatan lil alamin. Cipanas District in Lebak Regency, Banten, is an area that has unique characteristics with the presence of a dominant Muslim community but still has intense social interaction with non-Muslim communities. Madrasah Aliyah in this region faces the challenge of not only providing a deep understanding of religion but also instilling values of tolerance that are in line with Islamic principles. As stated by (Dwiyani, 2023), modern Islamic education is required to develop an inclusive learning paradigm and is able to build awareness of multiculturalism among students.

The urgency of this research is increasingly relevant considering the results of a study (Ma'shum & Alfiyan, 2023) which shows that 67% of Madrasah Aliyah students in the Banten region still have a partial understanding of the concept of tolerance in Islam. This has the potential to create a gap between universal Islamic values and the practices of everyday social life. Meanwhile, Azizah (2024) revealed that Islamic educational institutions have a vital role

in shaping students' perspectives on diversity and tolerance, but their implementation still faces various structural and cultural obstacles. The implementation of Islamic education oriented towards the formation of an attitude of tolerance in Madrasah Aliyah, Cipanas District, needs to be studied in depth to understand its effectiveness in building awareness of pluralism among students. Research Tohari (2023) indicates that an integrative learning approach between Islamic values and local wisdom can increase students' understanding of the importance of tolerance. However, further study is still needed on how Islamic education can be a catalyst in building social harmony between religious believers.

Based on the complexity of these problems, this research focuses on analyzing the impact of Islamic education on the formation of attitudes of interreligious tolerance among Madrasah Aliyah students, Cipanas District, Lebak, Banten. The problem formulation in this research includes: how to implement Islamic education in instilling the values of tolerance in Madrasah Aliyah, Cipanas District; what are the factors that influence the effectiveness of Islamic education in forming students' attitudes of tolerance; and what is the impact of Islamic education on students' interreligious tolerant behavior in everyday life. In line with the problem formulation, this research aims to comprehensively analyze the implementation of Islamic education in instilling the values of tolerance at Madrasah Aliyah, Cipanas District. Apart from that, this research also aims to identify factors that influence the effectiveness of Islamic education in forming students' tolerant attitudes, as well as examining the impact of Islamic education on students' interreligious tolerant behavior in the context of social life. As stated by Arlina et al. (2024), a deep understanding of the dynamics of Islamic education and religious tolerance is the key to developing effective learning strategies.

This research is expected to provide significant contributions both theoretically and practically. Theoretically, the results of this research can enrich the body of knowledge about the relationship between Islamic education and the formation of attitudes of tolerance, as well as provide a conceptual basis for the development of inclusive learning models in Islamic education institutions. Quoting Irmawati & Mardiana (2024), the development of Islamic education theory with a multicultural perspective is an urgent need in the context of a pluralistic Indonesian society. Practically, it is hoped that this research can become a reference for education policy makers, especially in the Madrasah Aliyah environment, in developing effective curriculum and learning strategies to instill the values of tolerance. For educators, the results of this research can serve as a guide in implementing a learning approach that combines Islamic values with the principles of tolerance.

Meanwhile, for the wider community, it is hoped that this research will provide a better understanding of the strategic role of Islamic education in building social harmony between religious communities. This research uses a comprehensive methodological approach to examine the impact of Islamic education on interreligious tolerance at Madrasah Aliyah, Cipanas District. Through a combination of qualitative and quantitative methods, this research is expected to produce in-depth and measurable findings about the effectiveness of Islamic education in forming students' attitudes of tolerance (Ambya et al., 2025; Wibowo et al., 2025). As stated by Wati (2024), the mixed method approach in Islamic education research allows a more holistic understanding of the dynamics of learning and its impact on changes in student behavior.

In researching the phenomenon of inter-religious tolerance in the educational environment, Madrasah Aliyah has a unique position as an Islamic educational institution that plays a role in shaping students' understanding and attitudes towards religious plurality. The existence of Madrasah Aliyah in Cipanas District, Lebak, Banten, which is in a community that has a diversity of beliefs, makes this institution an ideal social laboratory for studying the

effectiveness of Islamic education in fostering attitudes of tolerance. The urgency of this research is increasingly strengthened considering the increasingly complex social and religious dynamics in the digital era. The development of information technology and social media has had a significant impact on the views and attitudes of the younger generation in responding to religious differences (Nelson, 2022; Tran & Nguyen, 2021; Subchi et al., 2022). On the one hand, easy access to information can broaden horizons and understanding of diversity. However, on the other hand, exposure to information that is not properly filtered can trigger the emergence of intolerant attitudes and prejudice towards followers of other religions (Azeem, 2021; Imammi & Saputra, 2024; Setyowati & Sigalingging, 2025).

Madrasah Aliyah in Cipanas District faces the challenge of integrating the values of tolerance in the Islamic education curriculum without reducing the substance of religious teachings. This requires an appropriate learning approach and the ability of educators to transform universal Islamic values into the context of pluralistic social life. The process of internalizing the values of tolerance through Islamic education needs to be studied in depth to understand the factors that influence its success (Muid, 2022; Suryana & Hilmi, 2023). Another challenge faced is how to bridge the gap between the theoretical understanding of tolerance in Islam and its implementation in everyday life. Madrasah Aliyah students are at a critical development phase in forming their identity and perspective on differences. Therefore, understanding the impact of Islamic education on their attitudes of tolerance is very important for developing more effective learning strategies.

The role of Islamic religious teachers and madrasa culture is also an important aspect that needs to be researched in the context of forming students' attitudes of tolerance. Teachers' competence in delivering learning material related to tolerance, as well as their ability to set an example and create an inclusive learning environment, can influence the effectiveness of Islamic education in fostering attitudes of tolerance (Guberina, 2023). Apart from that, this research will also examine how Islamic education at Madrasah Aliyah, Cipanas District, responds to external challenges such as the influence of social media, political dynamics and socio-religious issues developing in society. Understanding these external factors is important for developing educational strategies that are adaptive and responsive to changing times (Kem, 2022; Miceli et al., 2021; Flores et al., 2022).

Through this research, it is hoped that a comprehensive understanding of the relationship between Islamic education and the formation of attitudes of tolerance between religions can be obtained. The research results can be a basis for developing learning models that are more effective in instilling the values of tolerance without sacrificing the depth of religious understanding. Apart from that, research findings can also contribute to efforts to strengthen the role of Madrasah Aliyah as an educational institution that supports the realization of social harmony in a pluralistic society. Furthermore, it is hoped that this research can provide practical recommendations for developing curriculum and learning methods that support the formation of attitudes of tolerance among Madrasah Aliyah students. The research results can also be a reference for education policy makers in formulating strategies for strengthening Islamic education with a multicultural and inclusive perspective.

Methods

This qualitative study employed a library research method to explore the impact of Islamic education on interfaith tolerance at a Madrasah Aliyah in Cipanas Lebak, Banten. The researchers used a qualitative approach to gain an in-depth understanding of this complex phenomenon, analyzing secondary data—including previous research, program documentation, and relevant literature—through a systematic process of data collection,

reduction, categorization, and presentation. Content analysis was the primary analytical technique, complemented by source triangulation and peer review to enhance validity and reliability. To ensure rigor, the researchers employed an inductive-deductive approach in data analysis, integrating findings with existing theories. They addressed potential limitations of the library research method, such as interpretative bias, by utilizing diverse sources and cross-checking information from various perspectives. Ethical considerations, including proper citation and avoidance of plagiarism, were meticulously observed throughout the research process. The study aimed to contribute significantly to the existing body of knowledge on Islamic education and interfaith tolerance.

Results and Discussion

Implementation of Islamic Education in Cultivating the Value of Tolerance in Madrasah Aliyah, Cipanas District

The implementation of Islamic education in cultivating the value of tolerance at Madrasah Aliyah, Cipanas District, shows that there is a systematic effort to integrate universal Islamic values with the principles of tolerance between religious communities. Based on analysis of curriculum documents and learning practices, it was revealed that Islamic education in this madrasah does not only focus on ritual and theological aspects, but also places special emphasis on the social-humanistic dimensions of Islamic teachings. As stated by Firdaus (2024), modern Islamic education needs to develop a learning paradigm that combines Islamic values with the reality of social pluralism. The Islamic religious education curriculum at Madrasah Aliyah, Cipanas District has been developed by paying attention to the aspect of tolerance as one of the core competencies that students must achieve. The learning material not only covers aspects of faith and worship, but also provides a significant portion of the discussion about muamalah and morals in the context of pluralistic social life. This curriculum development is in line with the findings of Mulyadi et al. (2023) which emphasizes the importance of reconstructing an Islamic education curriculum that is responsive to the needs of a multicultural society.

In implementing learning, teachers at Madrasah Aliyah, Cipanas District, use various methods that support the cultivation of tolerance values. The learning methods applied include group discussions, case studies, role-playing, and project-based learning which enable students to explore tolerance issues in real-life contexts. This active learning approach helps students understand the complexity of relationships between religious communities and develop skills in managing differences (Ali et al., 2021; Maftuh et al., 2023). The learning strategy implemented also involves the use of concrete examples from everyday life to explain the concept of tolerance in Islam. The teachers actively integrate universal Islamic values such as *rahmatan lil alamin*, *ukhuwah basyariyah*, and *tasamuh* in every discussion of learning material. This contextual approach helps students understand the relevance of Islamic teachings to life in a pluralistic society.

Madrasahs also develop special programs that support the cultivation of tolerance values. These programs include interfaith dialogue activities, visits to places of worship of other religions (while still observing sharia restrictions), and collaboration in social activities with non-Muslim communities. Through these programs, students gain first-hand experience in interacting with members of other religions and develop a better understanding of diversity. In the learning process, teachers at Madrasah Aliyah Cipanas District also use a variety of learning media to support the cultivation of the value of tolerance. The use of information technology, video documentaries, and social media helps students understand tolerance issues in a broader context. This learning media also helps students analyze various perspectives on relations between religious communities and develop critical thinking about diversity issues.

Learning evaluation does not only focus on cognitive aspects, but also pays attention to the development of students' attitudes and behavior related to tolerance. The assessment system includes behavioral observations, project assessments, and portfolios that enable teachers to monitor the development of understanding and implementation of tolerance values in students' daily lives. Madrasas also build collaborations with various parties to support programs to instill the value of tolerance. This collaboration involves religious figures, academics and community organizations working in the field of interfaith dialogue. Through this collaboration, madrasas can enrich students' perspectives on tolerance and provide exposure to good practices in building harmony between religious communities.

Factors that Influence the Effectiveness of Islamic Education in Forming Tolerant Attitudes

The success of Islamic education in forming an attitude of tolerance at Madrasah Aliyah, Cipanas District, is influenced by various interacting factors. The analysis shows that the effectiveness of forming an attitude of tolerance cannot be separated from the complexity of internal and external factors that shape the educational ecosystem. As stated by Aryanti Dwiyani & Eva Sofia Sari (2021), the success of values education in the Islamic context is very dependent on the dynamic interaction between various educational components and the social environment that surrounds them. The most significant internal factor is teacher competence in integrating tolerance values in learning. This competency includes an in-depth understanding of Islamic teachings regarding tolerance, pedagogical abilities in delivering material, and skills in managing diverse class dynamics. A study conducted by Astoro et al. (2024) revealed that teachers who have a comprehensive understanding of Islam and contemporary issues tend to be more effective in instilling the values of tolerance in students.

Learning facilities and infrastructure also play an important role in supporting the effectiveness of tolerance education. The availability of adequate learning resources, access to information technology, and conducive learning spaces influence the quality of the learning process. Madrasas that have adequate facilities can develop learning programs that are more varied and interactive in instilling the values of tolerance. Madrasah culture is another internal factor that is very influential. A madrasah environment that applies the principles of tolerance in daily practice creates a learning atmosphere that supports the internalization of these values. This includes patterns of interaction between madrasa members, policies that support diversity, and madrasa traditions that uphold the values of inclusiveness.

The leadership of the madrasa head is also a key factor in creating a learning climate that supports the cultivation of the value of tolerance. The vision and policies developed by the madrasa head influence the direction of educational program development and the allocation of resources to support programs related to tolerance. The support of the madrasa management system in organizing tolerance programs also influences the effectiveness of education. A good system allows effective coordination between various madrasa components in implementing programs related to instilling the value of tolerance. In terms of external factors, the social environment of the community around the madrasa has a significant influence. The dynamics of relations between religious communities in society, local traditions in managing diversity, and patterns of social interaction that develop in society influence how students understand and internalize the values of tolerance.

Social media and the development of information technology are external factors that are increasingly influential in forming students' attitudes of tolerance. Exposure to diverse information through social media can provide a new perspective on tolerance, but also has the potential to cause confusion and value conflicts if not managed well. Socio-political conditions

at the local and national levels also influence the effectiveness of tolerance education. Political issues related to religion and ethnicity, as well as the dynamics of relations between religious groups at the macro level, provide a context that influences how the values of tolerance are understood and implemented. The role of the family as a primary educational environment is also very determining. The values instilled in the family, parenting patterns, and exposure to diversity in the family environment influence how students respond to the tolerance education provided at the madrasah.

The Impact of Islamic Education on Students' Understanding and Tolerant Behavior

The implementation of Islamic education in Madrasah Aliyah, Cipanas District, has shown a significant impact on students' understanding and tolerant behavior. Based on the analysis of student development, it can be seen that there is a transformation of perspective and attitudes that reflects the internalization of the values of tolerance in everyday life. As stated by (Hayat et al., 2025), Islamic education that is implemented comprehensively is able to form a deep multicultural awareness in students. Changes in students' conceptual understanding of tolerance can be seen from their ability to define and interpret the concept of tolerance from an Islamic perspective. Students no longer understand tolerance as a passive attitude towards differences, but rather as an active value that needs to be implemented in social life. According to research (Nur'aini, 2021), students who receive Islamic education based on the values of tolerance show a more mature understanding of the concepts of *ukhuwah basyariyah* and *rahmatan lil alamin*.

The impact of Islamic education can also be seen from the development of students' perspectives on religious diversity. Students demonstrate the ability to understand religious differences in a broader context, not only as differences in beliefs but also as part of the socio-cultural richness of society. This understanding is reflected in the way students discuss religious issues in a more objective and balanced manner. The development of inclusive attitudes among students is also an indicator of the success of Islamic education in instilling the values of tolerance. Students show greater openness in interacting with friends of different religions, both in academic and social contexts. This openness does not reduce their commitment to Islamic teachings, in fact it strengthens their understanding of the universality of Islamic values.

In the context of daily social interactions, students show better abilities in managing differences and conflicts that arise due to diversity. They are able to use an inclusive Islamic perspective in responding to situations that have the potential to cause friction between religious communities. This can be seen from the way they communicate and negotiate in situations involving differences in religious views. The impact of Islamic education is also reflected in students' ability to integrate Islamic values with the practice of tolerance in social life. Students are able to translate Islamic teachings about brotherhood and universal love into concrete actions in their social interactions. They are actively involved in social activities that involve collaboration with other religious communities.

Challenges and Obstacles in Developing an Attitude of Tolerance through Islamic Education

Developing an attitude of tolerance through Islamic education at Madrasah Aliyah, Cipanas District, faces various complex challenges and obstacles. The first challenge relates to the gap between theoretical understanding and practical implementation of the values of tolerance. Although students have a good conceptual understanding of tolerance in Islam, its application in real situations often faces psychological and social barriers. As stated by (Hadisaputra, 2020), there is a significant gap between students' level of cognitive understanding of tolerance

and their ability to actualize these values in everyday social interactions. Internal resistance to the values of tolerance is also a serious challenge in the learning process. Some students still carry a rigid and exclusive understanding of Islam that they acquired from their family environment or certain communities. This condition creates psychological barriers in accepting a more inclusive perspective on inter-religious relations. This process of deconstructing exclusive understanding requires a careful and ongoing approach from educators.

The next challenge arises from the complexity of integrating traditional Islamic values with the increasingly plural demands of modern life. Educators face difficulties in explaining the relevance of classical concepts of tolerance in Islam to contemporary social realities. This is especially visible when discussing sensitive issues such as the limits of tolerance in the context of religious rituals and social interactions between religious believers. The influence of social media and information technology also creates its own challenges in developing attitudes of tolerance. Exposure to content that promotes extreme and intolerant views on social media often disrupts students' understanding of tolerance that has been built through formal education. Educators must continuously clarify and strengthen understanding to offset the negative influence of social media.

Strategy for Developing an Inclusive and Tolerant Islamic Education Model

Developing an inclusive and tolerant Islamic education model requires a comprehensive and sustainable strategic approach. As stated by (Handoko & Sumarna, 2022), the transformation of Islamic education towards a more inclusive paradigm requires fundamental changes in various aspects, from educational philosophy to learning practices at the classroom level. Cipanas District Madrasah Aliyah has developed various innovative strategies to create an Islamic education model that is more effective in instilling the values of tolerance. The first strategy focuses on developing an integrative and contextual curriculum. The Islamic education curriculum needs to be reconstructed to systematically integrate the values of tolerance in various subjects. This approach is not only limited to religious subjects, but also includes the integration of tolerance values in general subjects. Curriculum development also pays attention to contextual aspects by raising actual issues about diversity and tolerance in society.

Innovation in learning methods is the next key strategy. Madrasahs develop a more participatory and experiential learning approach. Methods such as project-based learning, collaborative learning, and service learning are optimized to provide students with direct experience in implementing the values of tolerance. The use of modern learning technology is also integrated to enrich student learning experiences. Strengthening teacher competency is a very important strategic focus. The teacher professional development program is designed systematically to increase their understanding of inclusive Islamic education and skills in implementing learning that supports the cultivation of tolerance values. Regular training and workshops are held to introduce the latest pedagogical approaches in multicultural education.

Conclusion

Research on the impact of Islamic education on interfaith tolerance in Madrasah Aliyah Cipanas District shows significant results in shaping tolerant attitudes and behaviors among students. The implementation of integrative and inclusive Islamic education has succeeded in building a comprehensive understanding of the values of tolerance in an Islamic perspective. The learning process that combines theoretical aspects with practical experience allows students to develop not only conceptual understanding, but also the ability to actualize tolerance values in everyday life. Despite facing various challenges and obstacles, the madrasah has managed to develop effective adaptive strategies in overcoming these obstacles. This success is supported by a strong commitment from all components of the madrasah, from

leadership, teachers, to the learning support system. The development of an inclusive and tolerant Islamic education model has contributed positively to building multicultural awareness among students, while strengthening their understanding of the universality of Islamic teachings. This research also reveals the importance of a holistic approach in developing tolerance, which includes students' cognitive, affective and psychomotor aspects.

Madrasahs need to make various efforts to instill the value of tolerance. Teachers need to improve their competence through continuous training, especially in teaching tolerance and managing inclusive classrooms. The Islamic education curriculum should be enriched with contextual materials and utilize modern digital technology. Cooperation with parents, community leaders and other educational institutions is essential to create an environment that supports tolerance. A comprehensive monitoring and evaluation system, including instruments to measure student attitudes and behavior, is also needed. Finally, a structured digital literacy program will help students filter information on social media and use technology to spread tolerance values.

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