



Tolerance Education in Islam to Prevent Social Conflict

Devid Dwi Erwahyudin*¹, Happy Susanto², Anip Dwi Saputro³, Rido Kurnianto⁴

Email: *deviderwahyudin@umpo.ac.id

Universitas Muhammadiyah Ponorogo, Indonesia

ARTICLE INFO

ABSTRACT

Keywords

*Tolerance Islam,
Peace Education,
Social Conflict*

Tolerance education in Islam is an important instrument in preventing social conflicts in society such as problems related to politics, economics and socio-culture, conflicts between religious and or inter-religious communities. By exploring the concept of tolerance in Islamic religious teachings, this study explores concrete efforts in implementing tolerance values through the Islamic education system as a proactive solution toward off potential social conflicts. Through a qualitative research approach and literature analysis, this article explores the factors that can trigger social conflict and how tolerance education can overcome them. Focus is also given to the Islamic education curriculum, the role of teachers, and teaching methods that can develop a deep understanding of tolerance. This article is expected to contribute to designing more effective educational strategies to avoid social conflict and shape inclusive attitudes as well as increase understanding and appreciation of differences. The emphasis on aspects of social conflict prevention through tolerance education provides a direction for a more peaceful society and supports the ideas of shared responsibility in creating a social environment that supports tolerance and mutual respect in line with universal values in Islamic religious teachings

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Introduction

Complex social dynamics create space for humans to learn to manage disagreements, communicate effectively, and find adequate solutions to achieve balance in social life. Humans not only interact to build harmonious relationships, but also to resolve the complexity of conflicts that may arise as a result of differences in views, values, or aspirations. Humans are social creatures. It requires not only other humans but also the environment as a whole. Thus, interaction becomes a necessity. Interactions between

people, groups or between states are never sterile from interests, domination, hostility and even oppression (BM 2014).

The emergence of opposition and commonality to give birth to social change. A situation of conflict or incompatibility between parties who will and are entering into a relationship or cooperation, better known as conflict (Hanafi 2018). Social conflict refers to tensions, disagreements, or conflicts that occur among individuals, groups, or layers of society in a community. Social conflict can arise from various causes, and its impact can be felt in various aspects of life. Conflicts can originate from problems related to politics, economics and socio-culture, conflicts between religious and or interreligious, intertribal and interethnic, disputes over village, city district, and or provincial boundaries, disputes over natural resources between communities and or between communities and business actors, or unequal distribution of natural resources in the community (Kementerian Agama Sulawesi Selatan, 2018:118)

Research conducted by (Said and Tengah 2017) shows that the problem of Islamic education in the perspective of Islamic humanism shows that at least it can be examined from four aspects, namely the orientation or goal, material, method and evaluation. In terms of orientation, Islamic education in Indonesia still emphasizes sectoral-*fiqhiyah* aspects rather than the development of universal-*robbaniyyah* aspects. This resulted in Islamic education material tending to be dominated by fiqh material rather than moral development starting from a kind of religious tolerance values. Meanwhile, the implementation of tolerance education carried out by (Yunus 2017) In SMP Negeri 1 Ampirata, various obstacles have been found, including the absence of written rules from schools in prohibiting discrimination against followers of other religions.

The study of conflict has received high attention from multicultural societies globally (Rahman, 2016). Because the thesis about religious conflict is unavoidable, especially since Islam is one of the main topics involved (Rahman, 2015). In the critical paradigm of Islamic education, religions actually carry a mission of peace (Rahman, 2015; Riyadi et. al, 2022), so that the peace education model becomes a new direction for education, especially in Indonesia as it enters the late 20th century (Rahman, 2017; Kharisma et. al, 2021).

Tolerance education in Islam provides the tools to manage these differences wisely. Social conflict becomes a serious challenge in various societies, which can lead to tensions and divisions that can endanger stability and peace. Therefore, tolerance is very important

because it reflects the values of humanity, peace, and justice upheld by religious and state teachings. Through an attitude of tolerance, Muslims can create a harmonious society, value diversity, and build relationships of mutual understanding between individuals and groups, in accordance with the principles of justice and peace taught by Islam.

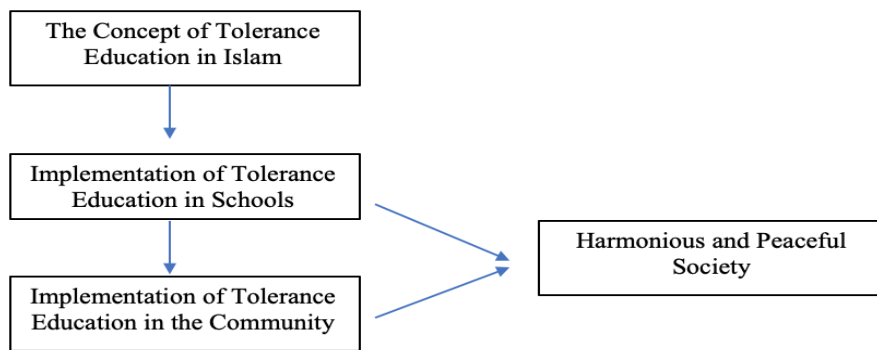


Figure 1. Theoretical study

The frame of theoretical in this study is an understanding of tolerance education in Islam which emerged as a key foundation to prevent and reduce social conflicts. This study explores the role of tolerance education in Islam as a proactive solution to build a harmonious and peaceful society through formal education activities in schools and communities. Social conflict becomes a serious challenge in various societies, which can lead to tensions and divisions that can endanger stability and peace. Therefore, tolerance is very important because it reflects the values of humanity, peace, and justice upheld by religious and state teachings.

Method

This research uses a qualitative approach with a type of literature review research that aims to explore tolerance education in Islam in an effort to prevent social conflicts in society, a qualitative approach is purchased because it can provide a deep and contextual understanding related to the concept of tolerance education in Islam to prevent social conflicts. This type of literature review research allows researchers to access written sources such as the Quran, Hadith and Islamic educational literature that discusses the concept of tolerance education.

This research uses a qualitative approach with a type of literature review research that aims to explore tolerance education in Islam. Data used in this study comes from literature studies relevant to the research topic. This data consists of texts that focus on the

concept of tolerance education in Islam as well as literature that discusses how this concept is relevantly implemented in education in schools to prevent social conflicts. In the process of collecting data, researchers search and select literature in accordance with the focus of research, both in the form of printed and electronic texts in an effort to prevent social conflicts in the community, a qualitative approach is purchased because it can provide a deep and contextual understanding related to the concept of tolerance education in Islam to prevent social conflicts. In the process of collecting data, researchers search and select literature in accordance with the focus of research, both in the form of printed and electronic texts.

The analysis technique used is descriptive, where the researcher describes and elaborates in detail the concept of tolerance education in Islam and how it is applied in an educational environment. This descriptive analysis involves the process of reading, identifying thematic patterns, deciphering meaning, and drawing conclusions based on information found in the literature (Sugiyono, 2017). Researchers also conduct comparisons between various literature sources to identify convergence or differences in views on tolerance education in Islam in an effort to prevent social conflicts

In the context of this study, descriptive analysis will help describe the concept of tolerance education in Islam comprehensively, explain various related dimensions, and illustrate how this concept can be applied in social conflict prevention (Anggito & Setiawan, 2018). Thus, this research method is expected to provide a clear and in-depth picture of tolerance education in Islam in an effort to prevent social conflicts, so as to contribute to the development of value-oriented education and spirituality.

Result and Discussion

1. The Concept of tolerance in Islam

The values contained in religion apply in the life of the nation, state, and society. But in line with the times, there is a negative influence of globalization. The level of people's understanding of religious values is still limited to the theoretical level, while in practice in the life of society, nation and state, these values cannot be fully practiced by the community (Hanafi 2018). Islam, as a religion of peace, bases itself on the values of tolerance. This concept is reflected in the teachings of the Qur'an and the Sunnah of

Prophet Muhammad SAW, which emphasizes the importance of respecting differences and dialoguing wisely.

Tolerance or *tasamuh* is an action, demand and acceptance within certain limits. Religious tolerance behavior has the meaning of not violating each other's boundaries, especially those related to the boundaries of their faith or creed (Adeng, 2016). The Prophet (peace be upon him) said in the hadith narrated by Muslims which means "*Do not hate each other, do not envy each other, do not turn away from each other, but rather be servants of Allah as brothers*" (HR. Muslim). Tolerance means recognizing a plurality of religions, beliefs and beliefs without having to force adherents of different religions to acknowledge our religion. However, the dissemination of religious teachings must continue, but must be framed by faith boundaries that open dialogical space by affirming justifications that can degrade the beliefs and beliefs of adherents of other religions (Muhammad Yaumi, 2014).

The education of tolerance in Islam is not just a lesson, but a call to live in harmony with fellow human beings. In Islam, tolerance is reflected in the teachings of tawhid which teaches respect for differences in beliefs and religions, tolerance rooted in the teachings of tawhid also leads Muslims to avoid discriminatory attitudes based on religious beliefs. Instead, they are invited to see diversity as a manifestation of the wisdom of God who created man in many forms and beliefs. It calls for an inclusive society, where every individual, regardless of religion, can live together in peace and harmony

Muslims are taught to be tolerant of their fellow human beings, regardless of their ethnicity, race, or religion. The concept of tolerance in Islam emphasizes the importance of peaceful coexistence with individuals who have different religious beliefs and practices. The Qur'an teaches the values of tolerance and urges Muslims to be fair towards everyone, including non-Muslims. Islam highly upholds inter-religious tolerance in the Qur'an, "*For you your religion and for me my religion*" (QS. Al Kafirun : 6) and "*There is no compulsion in religion*" (QS. Al Baqarah : 256). Thus, inter-religious tolerance is the best way that every Muslim should have. Interfaith dialogue is encouraged in Islam to build better understanding between adherents of different religions. Muslims are encouraged to maintain peace and harmony in society by accepting diversity and staying away from conflict. Islam teaches the importance of helping fellow human beings regardless of religious background, creating a foundation

of tolerance in the form of concrete actions. Tolerance in Islam is not only passive, but also actively contributes to creating an inclusive society that respects differences

2. Factors of social conflict

Conflict comes from the Latin verb "configure" which means to hit each other. Sociologically, conflict is defined as a social process between two or more people, and one party tries to get rid of the other by destroying it or making it powerless (Tharaba, 2016). Conflict is a form of disagreement or tension that arises between individuals, groups, or layers of society in a community, caused by differences in values, interests, norms, or resources. Social conflict can take many forms, both verbal and physical, and has the potential to result in disruptions in social harmony and affect the stability of society as a whole. In general, conflicts can arise from, for example, existing models of social interaction, values in the form of identity or religion, or structural dominance (BM 2014). Conflict is a social symptom that often appears in social life. In the history of Indonesia, it is often colored by various conflicts, both conflicts that occurred between the Indonesian people and the colonizers, as well as conflicts that occurred between this nation. During the independence and reform period, social conflicts occurred in Ambon, Nangroe Aceh Darussalam, Poso and in various other regions (Harahap 2018).

Factors for conflict include *first*, ineffective or unclear communication is often the cause of conflict in various contexts, both at the personal level, between individuals, and in the context of society as a whole. Misunderstandings, vagueness of the message, or even inability to express opinions properly can create situations in which conflicts can arise. According to (Amin 2017) Social conflict always occurs because communication is inconsistent with social norms and always causes an unbalanced situation. The state of imbalance generates tension and tension creates social conflict so the importance of the role of effective communication in preventing or resolving conflicts emphasizes the need for the development of interpersonal and intercultural communication skills. By improving understanding and communication skills, communities can create an environment where differences can be clearly explained, perceptions can be adjusted, and conflicts can be resolved through shared dialogue and understanding.

Second, Conflicts caused by religion often arise when differences in religious beliefs, interpretations, or practices create disagreement or tension between groups in society. Although religion is supposed to be a source of peace and morality, in some

cases, power struggles, inequality, or even intolerance between religions can trigger serious conflicts. Differences in religious beliefs and practices can lead to disagreement and tension. Conflicts in the name of religion often arise in social reality. This condition is preceded by excessive fanaticism, which then spreads to fundamentalism. The conflict shows that religious values have not been practiced and applied in people's lives, so there is a need for revitalization of religious values (Hanafi 2018). While research conducted by (Yunus 2014) One of the causes of conflict is caused by stereotypes of one group against another group of different religions. Several cases followed by attempts to attack each other, kill each other, burn houses of worship and places of value to each religious believer have occurred everywhere on earth.

Third, Conflicts between groups and organizations that can arise due to competing interests, differences in goals, or even misalignment in the values espoused by each of these entities. Not infrequently, competition for resources or influence can also be a trigger for conflict between groups and organizations. One of the conflicts between groups and organizations occurred in Karawang in 2019 involving community organizations and LSM due to fanaticism and power struggles (Susanto et al. 2020). Fanaticism towards a group is one of the causes of conflict, such as what occurs between groups of football supporters through vandalism which becomes a medium in conflict, seen and displayed there are writings that describe conflicts between supporters (Prastyawan 2018). Meanwhile, based on the results of research conducted by (Suryahartati et al. 2022) The causative factors of community and organizational conflicts are economic inequality, level of education, natural resources, policies or regulations that cause their own problems and poor regional autonomy practices

Fourth, Gender conflicts that arise due to inequality of rights and responsibilities between men and women, which can lead to resistance and social change. Conflicts rooted in gender often arise due to inequality, discrimination, or gender stereotypes in society. Differences in treatment between the sexes can create tensions between individuals or groups, both in terms of rights, opportunities, and in the perception of the roles of each gender. This is in line with the results of the study (Kurniawati et al. n.d.) which states that the cause of gender conflict is due to patriarchal treatment of women in the family room which causes women to experience marginal positions. Women resist in different ways.

Fifth, The existence of political differences in society can lead to conflict, especially if ideologies and political views compete with each other. Political conflicts often arise as a result of differences of opinion or interests between political parties, political groups, or even individuals involved in the political process. Competition for power, public policy, or the direction of a country's development can create political tensions involving a variety of elements, including differences in ideology, economic views, or demands for people's rights. According to Akmal Aryanto, political conflicts arise due to differences of opinion, competition and opposition among a number of individuals, groups or organizations in an effort to obtain and retain the sources of decisions made and implemented by the government (Arianto, Zetra, and Fadhilah 2021). The same thing was also found in research conducted by (Utami 2021) that political conflicts that occurred in Gunung Raya District, especially in Masgo Village, after the implementation of the Pilkades were colored by rivalries that were considered unhealthy, which ultimately caused conflicts between residents

Sixth, Intergenerational conflict often arises as a result of differences in values, views, or perspectives between members of the older and younger generations in a society. Changes in social, technological, or views on cultural norms can create disagreements and tensions between generations. According to Khalil in his research mentioned that the sandwich generation is prone to be affected by role conflicts carried out. The impact of these role conflicts can affect their social functioning, which is represented in their roles related to the work they have such as being uninspired, late to enter the office, decreased work motivation. In family relationships, it can allow family disharmony, prone to conflict, and cannot divide between carrying out responsibilities in family and work roles (Khalil and Santoso 2022). One of the causes of intergenerational conflict is the gap between the older generation and the younger generation due to conflicts in values and norms as well as socio-cultural factors, ways of communicating and information received (Yeti 2022). Intergenerational disagreements can arise in a variety of contexts, such as the family environment, workplace, or political arena, creating dynamics that require mutual understanding, open communication, and cooperation to achieve a healthy balance in society.

3. Implementation of Tolerance Education

Tolerance education can be implemented in various ways. Islamic education can explore the values of tolerance, teaching a deep understanding of plurality and diversity. In this case, the role of teachers becomes crucial and very important in efforts to educate students and convey the importance of mutual respect. Teachers are expected to be exemplary examples in tolerant behavior. (Prasetiawati 2017) mentioned that teachers are an important factor in implementing inclusive and moderate diversity values in schools. The teacher has an important position in multicultural education because he is one of the icons of this education. If the teacher has a paradigm of understanding inclusive and moderate diversity, then he is able to teach and implement these diversity values to school students. In addition, tolerance education not only forms an inclusive society, but also equips young people with the interpersonal skills necessary to live in a multicultural society. By incorporating the values of tolerance in the curriculum, schools as agents play a role in making positive changes to form individuals who are open-minded, able to appreciate diversity, and can contribute to building peace and harmony in the midst of differences. According to (Sodik F, 2020). Tolerance education is very influential in the social dynamics of Indonesian society, especially Indonesian society consisting of various ethnicities, races, cultures, religions, groups and others. The existing social dynamics of Indonesian society cause the need for mutual respect, respect and tolerance in realizing a plural society.

According to Hadisaputra, the methods and approaches used in the implementation of tolerance education can be categorized based on place, namely: schools, pesantren, youth communities, and families. In schools, tolerance education is implemented through four approaches, namely; (1) Integration of tolerance education with Pancasila and Civic Education; (2) Integration of tolerance education with Islamic religious education; and (3) integration of tolerance education with multicultural and character education (Hadisaputra 2020). Tolerance education emphasizes the importance of curriculum, teacher competence, inclusive learning approaches and methods, which are not closed to all differences but are accepted as wealth. Thus, learning materials and the entire process of tolerance education need to be evaluated and made into a better educational process in the future, so that all students as a generation that supports future glory have enormous potential, especially for individual students, namely having the ability to think, sympathize and empathize with others, in

maintaining harmony in social life, and mutual respect for differences that occur (Mumin 2018)

Affirmation of the meaning of tolerance in community life, especially in the school environment as a form of a social system is very important to note, do not let there be rejection of the values of tolerance just because individuals or groups feel anxious and worried that tolerance becomes a form of humility towards others.

4. Tolerance in Daily Life

Tolerance education does not just stop in the classroom, but must be reflected in everyday life. Communities are encouraged to practice tolerance in their daily interactions, creating an inclusive environment in the workplace, school, and community. Diversity in a pluralistic society is something that must be understood as nature. This can be analogous to the human finger consisting of five different fingers, but all of them have their own functions and purposes, so that if all of them are put together they will be able to do various things. To realize this, *Bhinneka Tunggal Ika* has a very important role. Tolerance is also an attitude that humans have as religious people and have beliefs, to respect and respect humans of other religions (Melasari et al. 2021)

Research conducted by (Kohdrata and Semarajaya 2021) in Kampung Kusamba Village, Bali shows that the community applies the value of harmonious religious tolerance so that religious differences do not create and cause conflicts in society. Other research was conducted by (Dewi, Dewi, and Furnamasari 2021) In the aspect of implementing tolerance between school residents who have different religions, namely giving the right to carry out worship to everyone of different religions, an attitude of taking care of each other and not disturbing each other in carrying out religious worship, an attitude of positive views towards a difference, mutual respect and mutual help between school residents of different religions. In addition, agreement in complying with the rules of tolerance contained in the rules of school order and inserted in imtaq activities at school, respecting differences, providing peace, by discussing and communicating well in resolving a difference of opinion.

The practice of tolerance in society as an effort to prevent social conflicts includes (1) accepting being open to different views and opinions, and being able to discuss constructively without judging between other members. (2) Respect and reward the religious beliefs of others without criticism or ridicule. (3) Respect Cultural Diversity by

respecting cultural diversity by understanding and respecting different traditions and customs. (4) Establish friendly relations with people from various backgrounds, including different ethnicities, races, and religions. (5) Open up to an environment that is inclusive and supports the participation of all individuals, regardless of differences. (6) Listen carefully when others speak, especially if they express different views or experiences. (7) Seek to understand the feelings and perspectives of others, especially if they face challenges or difficult experiences. (8) Opposing discrimination and injustice, and advocating for the rights of individuals who may be marginalized. (9) Participate in social activities or events involving various community groups. (10) Teach children the values of tolerance and guide them to respect differences from an early age.

5. The Positive Impact of Tolerance Education

The implementation of tolerance education in Islam has a significant positive impact. People educated in the values of tolerance are more likely to form harmonious relationships, reduce social tensions, and open the door to constructive dialogue. In formal education spaces Research conducted by (Yani and Darmayanti 2020) In the implementation of tolerance attitudes through Pancasila education by implementing it and pouring it in the form of actions carried out daily and continuously, it is very effective in efforts to form tolerance attitudes in students who are pluralism and plural compared to just delivering theories without any actual actions taken by students who are useful and in direct contact with society. The same thing was conveyed by (Saputra, Amelia, and Awaru 2023) In his research, he mentioned that the people of North Maradekayya Village, although there are various differences and low meeting intensity, have an attitude of always respecting each other and always upholding an attitude of tolerance, and it can be seen if there is one religion that is conducting worship.

At SMP Negeri 22 Mataram, tolerance education in schools has been implemented and by all school residents, both principals, teachers, staff, and students who have an impact on the situation of living in harmony and mutual respect and respect between religious communities, as the key to harmony in diverse lives (Khoiriah et al. 2023). Through understanding and appreciation of differences, individuals who have received tolerant education tend to have mutual respect, good communication skills, and constructive conflict resolution skills. This impact is not only felt at the personal level,

but also contributes to the creation of a safer, fairer, and more united society, where diversity is perceived as an enriching wealth, not as a source of conflict.

Conclusion

Tolerance education in Islam is not just about teaching values, but about creating an inclusive culture in society. The concept of tolerance in Islam emphasizes the importance of peaceful coexistence with individuals who have different religious beliefs and practices. The Qur'an teaches the values of tolerance and urges Muslims to be fair towards everyone, including non-Muslims. Communities are encouraged to practice tolerance in their daily interactions, creating an inclusive environment in the workplace, school, and community. Diversity in a pluralistic society is something that must be understood as nature. By understanding, respecting, and celebrating differences, we can achieve the prevention of social conflict and realize the vision of Islam as a religion of peace. Through joint efforts in education by involving teachers as those who have an important role in education and curriculum or tolerance education materials as well as a supportive school environment to implement the values of tolerance education, we can form a peaceful and tolerant society for future generations.

Acknowledgement

This paper is under scholarship of the Universitas Muhammadiyah Ponorogo, Indonesia.

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