



INSTILLING THE VALUE OF TOLERANCE FROM AN EARLY AGE: AN EDUCATIONAL REVIEW OF QS. AL-HUJURAT VERSE 13 IN THE ELEMENTARY SCHOOL

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ABSTRACT

This research is motivated by the importance of tolerance education in facing the multicultural life of Indonesian society and the increasing phenomenon of intolerance in the educational environment. The study aims to analyze the content of tolerance values in QS. Al-Hujurat verse 13 and explore strategies for integrating them into Islamic Religious Education learning in elementary schools. The study uses a qualitative approach with a literature study (library research). Primary data sources include the Qur'an, the interpretation of QS. Al-Hujurat verse 13, and the Islamic Religious Education and Character Building Book for Grade IV Elementary School, while secondary data comes from journals, books, and relevant research results. Data collection techniques are carried out through documentation studies and analyzed using content analysis. The results of the study indicate that QS. Al-Hujurat verse 13 contains values of faith, social, and character that are relevant in forming students' attitudes of tolerance. The implementation of tolerance values is carried out through a thematic learning approach, group discussions, role-playing, attitude reflection, and collaborative activities that support the formation of inclusive and humanistic characters. This study also found that Quranic values-based tolerance learning contributes to strengthening the Pancasila Student Profile, particularly the global diversity dimension. Thus, this study confirms that Surah Al-Hujurat, verse 13, can serve as a pedagogical foundation for developing character education based on Islamic values that is contextual and relevant to a multicultural society.

Keywords: Tolerance; Character Education; Islamic Education; Elementary School

INTRODUCTION

In modern society, characterized by cultural, religious, linguistic, and social identity diversity, tolerance is a fundamental value that determines the creation of a harmonious social life (Rahmat, 2025). In the context of Indonesia as a multicultural country with a high level of diversity, tolerance is not only a social value but also a national necessity in maintaining the unity and stability of national life (Rudiana, 2025). Social reality shows that Indonesian society consists of various ethnic, religious, and cultural groups living side by side within a unified nation (Sodik, 2020). This diversity is both a wealth and a challenge that requires collective awareness to respect and honor differences (Ramdhan, 2025). In such circumstances, education plays a strategic role as a means of character formation and instilling values of tolerance from an early age.

However, current social developments indicate that intolerance remains a serious problem in society, including in the educational environment (Azzahra, 2024). Various cases of discrimination, bullying based on religion or ethnicity, hate speech, and even social exclusivism are frequently found in schools (Firmanstah, 2024). This phenomenon demonstrates that education has not fully succeeded in shaping students' character to respect diversity. In fact, the emergence of intolerant attitudes at elementary school age demonstrates that the issue of tolerance cannot be viewed as a simple matter. Schools, which should be spaces for character formation, sometimes become places where stereotypes and social prejudices grow if not balanced with adequate values education. Therefore, strengthening tolerance-based

character education is an urgent need in the national education system (Djafar, 2018).

Character education in the context of national education aims not only to develop intellectually intelligent students but also to possess social, emotional, and spiritual intelligence (Rahayu, 2025). In this regard, religious education plays a crucial role because it contains moral values that can shape students' behavior. However, religious education is often understood merely as a normative and ritualistic process of transferring religious knowledge, thus under-emphasizing the social and humanitarian dimension (Putri, 2026). In fact, religious teachings, particularly Islam, contain universal values that are highly relevant in fostering tolerance and respect for diversity. Islam not only regulates the relationship between humans and God but also teaches social ethics that emphasize the principles of justice, brotherhood, and respect for fellow human beings (Aldi, 2025).

One of the primary sources of tolerance teachings in Islam is found in the Qur'an, specifically Surah Al-Hujurat verse 13. This verse emphasizes that humans were created in a diversity of tribes and nations so that they might get to know each other (*ta'aruf*), not hate or belittle each other. This principle demonstrates that differences are a natural law that must be accepted and respected. The primary value contained in this verse is human equality before Allah SWT, where the measure of a person's nobility is not determined by social identity, ethnicity, or economic status, but by their piety. Thus, Surah Al-Hujurat verse 13 has very strong relevance in building a paradigm of tolerance education in a pluralistic society. This verse not only has a theological dimension, but also social and

pedagogical dimensions that can be used as a foundation in developing character education based on Qur'anic values (Ansyori, 2024).

The integration of Quranic values into primary education is crucial because elementary school is the initial phase in which students develop their character (Zahro, 2025). At this stage of development, children begin to develop thought patterns, social attitudes, and ways of interacting with their surroundings. The values instilled during this period tend to shape long-term character. Therefore, tolerance education needs to be systematically introduced starting in primary education so that students develop an awareness of respect for diversity from an early age. Strengthening tolerance in elementary school-aged children also serves as a preventative measure against the development of radicalism, discrimination, and intolerance in the future (Kurniawan, 2025).

In practice, tolerance education in elementary schools still faces various challenges. Learning is often more oriented toward cognitive achievement than character development (Ridwan, 2025). Tolerance material is also often presented theoretically without being integrated into contextual learning experiences. As a result, students understand tolerance only as a concept, not as a value to be applied in everyday life (Ningsih, 2024). Furthermore, the elementary education curriculum has not yet fully accommodated the systematic integration of Quranic-based tolerance values into thematic learning. Yet, thematic learning has great potential to integrate character values through holistic and contextual learning experiences (Zamzami, 2025).

Thematic learning in the elementary school curriculum allows for the integration of various character values into a cohesive learning process. Through this approach, students not only learn academic concepts but also gain social and moral experiences relevant to real life (Safira, 2026). Integrating the value of tolerance, based on Surah Al-Hujurat verse 13, into thematic learning can be done through discussions, group work, social reflection, and project-based learning that encourage positive interactions between students. Thus, the value of tolerance is not only understood conceptually but also practiced in daily learning activities.

Over the past ten years, research on character education and the integration of Islamic values into primary education has continued to develop. Quranic-based character education has a significant influence on the development of students' social behavior in elementary schools (Rahmah, 2021). This research confirms that Quranic values can serve as a moral foundation in developing a religious and humanistic character in children. The integration of Islamic values into thematic learning can improve students' social attitudes, empathy, and concern for their surroundings (Zainuddin, 2022). The importance of developing a curriculum based on religious moderation in addressing the challenges of intolerance in educational settings (Qur'ana, 2022).

Another study conducted by Farhana (2023) discussed tolerance education from an Islamic perspective and demonstrated that Islamic teachings possess universal principles that support multiculturalism. However, this study focused more on conceptual aspects and did not address the practical implementation of tolerance values

in the elementary school curriculum. Meanwhile, Sianturi (2025) emphasized that elementary education holds a strategic position in building a culture of peace and respect for diversity through character education based on religious values. However, this study did not specifically link the integration of tolerance values from Surah Al-Hujurat verse 13 into thematic learning design in elementary schools.

Based on these studies, it is clear that numerous studies on character education based on Qur'anic values have been conducted, but there are still research gaps that have not been thoroughly explored. Most previous studies have been general in discussing Islamic character education and have not specifically explored the value of tolerance in Surah Al-Hujurat, verse 13, as a pedagogical foundation for developing elementary education curricula. Furthermore, previous studies have emphasized conceptual aspects rather than practical implementation in thematic learning in elementary schools. Therefore, research that integrates Qur'anic interpretation analysis with pedagogical and curricular approaches in a more applicable manner is still needed.

This research gap indicates that the integration of tolerance values based on Surah Al-Hujurat verse 13 into the elementary school curriculum has received minimal research, particularly in the context of thematic learning. Furthermore, there is an inconsistency between the objectives of character education, which emphasize the importance of tolerance, and the predominantly academic-oriented learning practices in schools. This situation indicates the need for a more systematic and contextual model of integrating tolerance values so that character

education does not stop at the theoretical level. Therefore, this research aims to fill this gap by presenting an interdisciplinary approach that connects Qur'anic studies, character education, and elementary school curriculum development.

The novelty, or state-of-the-art, of this research lies in its integration of the thematic interpretation of Surah Al-Hujurat verse 13 with its implementation strategy in thematic learning in elementary schools. This research not only examines the value of tolerance normatively from a Qur'anic perspective but also explores how this value can be applied in contextual and applicable learning designs. Thus, this research offers a more operational model for integrating Qur'anic values into elementary education as an effort to build tolerant character from an early age.

This study aims to analyze the content of tolerance values in QS. Al-Hujurat verse 13 and explore strategies for integrating them into the basic education curriculum, particularly in thematic learning in elementary schools. This study uses the context of elementary education with the unit of analysis being the Qur'anic values of tolerance and their implementation in learning development. Theoretically, this study is expected to contribute to the development of Qur'an-based Islamic education studies and character education. Practically, the results of this study are expected to serve as a reference for teachers, curriculum developers, and educational institutions in designing learning that instills tolerance values systematically and contextually.

METHOD

This research uses a qualitative approach with a literature study. This approach was chosen because the research focuses on an in-depth study of the concept of tolerance in Surah Al-Hujurat, verse 13, and its integration strategies into the elementary school curriculum. Literature study research allows researchers to conduct conceptual exploration and critical analysis of various relevant scientific sources to gain a comprehensive understanding of the study object (Assyakurrohim, 2022). The research design used is descriptive-analytical, namely describing data obtained from various literature and then analyzing it systematically to find meaning, patterns, and relevance to the context of elementary education (Assingily, 2021).

This research was conducted from January to April 2026 through a literature search in various digital and print academic sources. The research location was not focused on a specific region due to its library-based nature. Data collection was conducted through access to scientific repositories, digital libraries, national and international journal databases, and elementary education curriculum documents relevant to the research focus. The research context focused on the implementation of Quranic-based tolerance values in the elementary education system in Indonesia.

The subjects or data sources in this study are written documents related to the research theme. Primary data sources include the Qur'an, specifically Surah Al-Hujurat verse 13, classical and contemporary commentaries such as Tafsir al-Misbah by M. Quraish Shihab, and the Merdeka Curriculum document at the elementary school

level. Meanwhile, secondary data sources consist of national and international scientific journals, Islamic education books, character education books, scientific articles, and previous research results discussing tolerance, character education, and the integration of Qur'anic values in elementary education. Data source selection was carried out using a purposive sampling technique, namely selecting literature deemed relevant, credible, up-to-date, and directly related to the research focus.

Data collection techniques were conducted through documentation studies by searching various literature sources from academic databases such as Google Scholar, Garuda, DOAJ, and university repositories. Researchers identified, classified, and selected literature relevant to the research theme. The selected literature was then recorded, categorized, and organized based on the focus of discussion, such as the concept of tolerance from the perspective of the Qur'an, character education in elementary schools, and strategies for implementing tolerance values in thematic learning. Documentation techniques were used to obtain in-depth conceptual data and support the systematic analysis process.

The data analysis method in this study uses content analysis. Content analysis is conducted by identifying main themes, understanding the meaning of the text, and connecting the content of the literature with the research focus. The stages of data analysis refer to an interactive analysis model that includes data reduction, data presentation, and drawing conclusions. In the data

reduction stage, the researcher selects and focuses on information relevant to the value of tolerance in QS. Al-Hujurat verse 13 and its implementation in the elementary school curriculum. The data presentation stage is carried out by systematically compiling the findings in the form of narrative descriptions to facilitate the interpretation process. Next, the conclusion stage is carried out by examining the interrelationships between findings to produce a comprehensive understanding of the strategy for integrating the value of tolerance based on the Quran in elementary education.

To maintain data validity, this study employed source triangulation techniques by comparing various literatures with differing perspectives but related to the focus of the study. Triangulation was conducted between tafsir books, scientific journals, curriculum documents, and character education literature to obtain valid and objective data. Furthermore, the researcher employed critical interpretation and comparative analysis to strengthen the depth of the analysis of the concept of tolerance and its relevance in elementary education. An audit trail technique was employed by systematically compiling reference source documentation to allow for retraceability and transparency in the research process. Therefore, the research findings are expected to have academic validity and provide theoretical and practical contributions to the development of character education based on Qur'anic values in elementary schools.

FINDINGS AND DISCUSSION

Findings

The results of the study of the Islamic Religious Education and Character Education Book for Grade IV Elementary Schools using the 2013 Curriculum Revised in 2021 show that Chapter I raises the theme "The Beauty of Togetherness in Diversity" with a primary focus on learning QS. Al-Hujurat verse 13 and the hadith about diversity. This material is designed as a medium for character building for students to have a tolerant attitude, appreciate differences, and be able to live harmoniously in a pluralistic society. Substantially, QS. Al-Hujurat verse 13 contains a universal message regarding the equality of human beings and the importance of building social relations based on the principle of ta'aruf or mutual understanding.

Research findings indicate that the material presented in the book is carried out through an integrative and thematic approach. Learning not only emphasizes the ability to read the Quranic verses in tartil (literally), but also focuses on understanding the meaning, memorization, reflection on values, and implementation in daily life. Students are invited to discuss experiences of diversity in the school and community environment and connect them to the moral messages of the verses studied. Furthermore, the book also includes simple project-based learning activities, such as creating tolerance posters, role-playing, and reflective activities aimed at instilling an attitude of respect for differences.

Other findings indicate that the material is oriented not only toward strengthening cognitive aspects, but also affective and psychomotor aspects. In the learning process, teachers are directed to act as facilitators, creating spaces for dialogue and healthy social interactions

between students. This approach demonstrates the integration of religious education and character education within the 2013 Curriculum framework, which emphasizes strengthening religious values, nationalism, mutual cooperation, integrity, and independence.

Table 1. Value Content in the Material of QS. Al-Hujurat Verse 13

Value Aspects	Description of Findings	Implementation in Learning
Faith Values	Recognition that diversity is a decree of Allah SWT	Read, memorize and understand the content of the verse
Social Values	Human equality and the importance of mutual respect	Group discussions and collaboration between students
Character Values	Tolerance, empathy, and living in harmony	Attitude reflection, role play, and social projects

The table above shows that the material in Surah Al-Hujurat, verse 13, not only contains theological teachings but also systematically integrates social and character dimensions. This demonstrates that religious instruction in elementary schools is geared toward developing inclusive and humanistic social attitudes.

Based on the results of the content analysis, it was found that the material of QS. Al-Hujurat verse 13 contains three main dimensions of educational values, namely faith values, social values, and character values.

1. Faith Values

Research findings indicate that this verse instills the belief that human diversity is part of Allah SWT's will. All humans originate from one source of creation, so there is no reason for anyone to feel superior based on social or ethnic identity. The values of faith contained in this material are reflected in the strengthening of students' faith that human dignity in the sight of Allah is determined by their piety.

Learning the values of faith is carried out through reading the verse in tartil (recitation), understanding the translation, and connecting the verse's message to everyday life. Teachers are also directed to instill an awareness that Islam teaches respect for all people regardless of background.

2. Social Values

Further findings indicate that Surah Al-Hujurat, verse 13, contains the social principle of human equality. Students are taught that ethnic, cultural, and linguistic diversity is a reality that must be respected. This material encourages students to develop an open attitude toward differences and avoid discriminatory behavior.

Social values are realized through collaborative learning activities such as group discussions, cooperation, and sharing experiences about diversity in the surrounding environment. These activities help students develop social communication skills and empathy for others.

3. Character Values

Research results show that this material is highly effective in fostering character traits of tolerance, mutual respect, and harmonious living amidst diversity. These character values are integrated into reflective learning activities that encourage students to evaluate their behavior toward peers from diverse backgrounds.

These findings show that learning QS. Al-Hujurat verse 13 has a major contribution to strengthening character education in elementary schools, particularly in building inclusive and anti-discriminatory attitudes.

1. Strategy for Instilling the Value of Tolerance

The study results show that the learning strategies used in the material on Surah Al-Hujurat verse 13 are active, contextual, and enjoyable. These strategies are designed to help students not only understand the concept of tolerance theoretically but also internalize it in their daily lives.

a. Group Discussion and Role Playing

Findings indicate that group discussions help students learn to respect others' opinions and develop tolerant communication skills. Meanwhile, role-playing allows students to simulate social situations involving conflict or differences, allowing them to learn to find peaceful solutions.

b. Reading and Memorizing Activities Together

Reading and memorizing verses are done collaboratively, strengthening a sense of togetherness among students. Throughout the

process, teachers instill an understanding of the importance of universal brotherhood and respect for diversity.

c. Educational Games

Educational games such as songs, rhymes, and crossword puzzles are used to create a fun learning environment. Findings indicate that this approach makes it easier for students to understand the value of tolerance because it is presented creatively and contextually.

d. Reflection of Attitudes and Presentation of Learning Outcomes

Reflection activities help students recognize the importance of respecting differences. Presenting learning outcomes also encourages students to express positive ideas about tolerance and peace.

Table 2. Strategy for Instilling Tolerance Values

Strategy	Objective	Impact on Students
Group Discussion	Train social communication	Increase empathy and appreciation for opinions
Role Playing	Social conflict simulation	Develop problem solving abilities
Educational Games	Fun learning	Strengthening the internalization of values
Attitude Reflection	Self-evaluation	Cultivating social awareness

The table shows that the learning strategies used have covered cognitive, affective and psychomotor aspects in an integrated manner.

2. The Power of Tolerance Learning Based on QS. Al-Hujurat Verse 13

The research results show that tolerance learning based on Surah Al-Hujurat verse 13 has significant power in shaping students' social awareness. This verse is relevant to the context of Indonesia's multicultural society, making it easy to relate to students' real lives.

Learning is conducted using a contextual and enjoyable approach so that students can directly experience the practice of tolerance in everyday interactions. Furthermore, religious learning is directed not only at ritual aspects but also at developing social and humanitarian awareness. The research findings also indicate that this material supports strengthening the "global diversity" dimension within the Pancasila Student Profile.

3. Challenges of Implementation in Schools

Despite its great potential, the implementation of tolerance learning based on QS. Al-Hujurat verse 13 still faces several challenges.

a. Unequal Understanding of Teachers

Not all teachers have a sufficient understanding of religious tolerance and moderation education. As a result, teaching is often text-based and lacks a focus on character building.

b. Homogeneous Social Conditions

Schools in homogeneous environments struggle to provide firsthand experiences with diversity. This makes the value of tolerance more difficult for students to understand contextually.

c. Limited Learning Time

The limited time allocation for Islamic Religious Education learning is an obstacle in deepening the value of tolerance through reflective methods and social projects.

Discussion

Research findings indicate that QS. Al-Hujurat verse 13 holds a strategic position as the foundation for tolerance education in Islamic Religious Education learning in elementary schools. This verse contains not only theological dimensions, but also social and pedagogical dimensions that are relevant to the needs of character education in the multicultural era. From an interpretive perspective, M. Quraish Shihab explains that QS. Al-Hujurat verse 13 emphasizes the concept of ta'aruf or getting to know each other as the foundation of harmonious social life in a pluralistic society. The diversity of tribes, nations, and cultures is seen as the will of Allah SWT which must be accepted and appreciated, not used as a reason for discrimination or social conflict (Shihab, 2017). This shows that the verse has strong relevance to the needs of character education in the elementary school environment which is the initial phase of the formation of children's social attitudes.

The results of the study show that the material in the Islamic Religious Education and Character Education Book for Grade IV Elementary School has integrated the

values of tolerance through thematic and contextual learning approaches. This finding is in line with the theory of character education proposed by Thomas Lickona, who states that character education is not enough to only teach moral concepts (moral knowing), but must also touch on aspects of moral feelings (moral feeling) and moral actions (moral action) (Lickona, 2013). In the context of learning QS. Al-Hujurat verse 13, students not only understand the concept of tolerance theoretically, but are also directed to practice it through social activities such as group discussions, attitude reflection, and cooperation in learning.

The findings of this study also support the research of Rahmah (2021), which states that character education based on Qur'anic values can shape students' social behavior to be more inclusive and humanistic. Quran-based learning serves not only as a means of transferring religious knowledge but also as a medium for developing students' social character. In this regard, Surah Al-Hujurat verse 13 serves as a normative basis for building awareness that diversity is a natural law that must be respected. These findings reinforce Paulo Freire's view of humanistic education, which positions education as a process of humanization. Religious education is not only directed at mastering religious doctrine but also at developing students' social and humanitarian awareness (Freire, 2005).

Pedagogically, the integration of tolerance values into thematic learning demonstrates a transformation in the approach to religious education from a dogmatic one to a more contextual and humanistic one. This finding aligns with Lev Vygotsky's social constructivism theory, which

emphasizes that knowledge and values are constructed through social interactions and meaningful learning experiences (Vygotsky, 1978). In learning about Surah Al-Hujurat, verse 13, students are invited to discuss, role-play, and reflect on experiences of diversity in their environment. These activities enable students to develop an understanding of tolerance through direct social experiences, rather than simply passively receiving information from the teacher.

The use of role-playing and group discussions also demonstrates the application of an active learning approach. According to Albert Bandura's social learning theory, children's social behavior is formed through observation, imitation, and interaction with their social environment (Bandura, 1986). In the context of this study, teachers act as social models who provide examples of tolerant behavior, while group activities enable students to learn to respect others' opinions and develop social empathy. This finding aligns with international research on multicultural education, which states that experiential learning is more effective in fostering tolerant attitudes than conventional lecture methods (Banks, 2019).

The research findings also show that tolerance learning based on QS. Al-Hujurat verse 13 has a significant contribution to strengthening the Pancasila Student Profile, particularly the global diversity dimension. This demonstrates the harmonization of Islamic values and national values in the national education system. From a multicultural education perspective, James A. Banks emphasizes that education must be able to help students understand, accept, and appreciate cultural diversity in social life (Banks, 2019). Thus, learning QS. Al-Hujurat

verse 13 can be seen as a form of implementation of multicultural education based on Islamic values that is relevant to the context of pluralistic Indonesian society.

In addition to fostering individual piety, learning based on Surah Al-Hujurat verse 13 also fosters students' social piety. This finding aligns with the concept of integrative Islamic education proposed by Abdurrahman Mas'ud, who argues that Islamic education must balance the spiritual, intellectual, and social dimensions to shape both religious and humanistic individuals (Mas'ud, 2020). Therefore, learning tolerance is not only directed at improving religious understanding but also at fostering social attitudes that respect diversity and uphold humanitarian values.

However, this study also identified significant implementation challenges, particularly related to teacher preparedness and the homogenous nature of the school environment. These findings demonstrate that the success of tolerance education is determined not only by the teaching materials, but also by teacher competence and school culture. In character education theory, teachers are viewed as role models with a significant influence on shaping student behavior (Lickona, 2013). When teachers lack an adequate understanding of religious moderation and multicultural education, the process of internalizing tolerance values tends to be less than optimal.

Furthermore, homogeneous social conditions present a unique challenge in developing real-life experiences about diversity. According to Gordon Allport's social contact theory, direct interaction with diverse groups can reduce prejudice and increase tolerance (Allport, 1954).

Therefore, schools in homogeneous environments need to provide alternative learning experiences through social simulations, case studies, multicultural learning media, or cross-school collaboration to ensure students continue to gain a contextual understanding of diversity.

The limited time available for Islamic Religious Education also highlights the need to integrate tolerance values across subjects and across school cultures. In this context, a whole-school approach is relevant, as tolerance education cannot be confined to a single subject. All school activities, from learning and social interactions to organizational culture, must support the development of tolerant and inclusive character. This approach aligns with the character-building policies outlined in the 2013 Curriculum and the Independent Curriculum, which emphasize the importance of collaboration across the educational ecosystem in shaping the Pancasila Student Profile.

Theoretically, this study strengthens the concept of character education based on Qur'anic values by placing Surah Al-Hujurat verse 13 as the foundation of tolerance education in elementary schools. This study also offers an integrated model between the study of Qur'anic interpretation, character education, and thematic learning as a new approach in developing Islamic education in elementary schools. This model shows that religious learning can be an instrument of social transformation when integrated contextually with the realities of students' lives. Thus, Islamic religious education not only functions to shape students who are ritually obedient, but also capable of producing a generation that is religious,

humanistic, inclusive, and ready to live peacefully in a diverse global society.

CONCLUSION

This study shows that QS. Al-Hujurat verse 13 has very strong relevance as a foundation for tolerance education in Islamic Religious Education learning in elementary schools. Based on the results of the study of the Islamic Religious Education and Character Education Book for Grade IV Elementary Schools, the 2013 Curriculum Revised in 2021, it was found that the material "The Beauty of Togetherness in Diversity" has integrated the values of tolerance systematically through a thematic, contextual, and social experience-based learning approach. The material not only emphasizes cognitive aspects such as the ability to read, understand, and memorize verses of the Qur'an, but is also directed at forming social attitudes and character of students through reflection activities, group discussions, role-playing, and other collaborative activities.

This study also found that QS. Al-Hujurat verse 13 contains three dimensions of primary educational values: faith, social values, and character. Faith values are reflected in the strengthening of the belief that human diversity is the will of Allah SWT and that human dignity is determined by piety. Social values are seen in the instilling of the principle of human equality, respect for differences, and the importance of building harmonious social relations. Meanwhile, character values are realized through the formation of attitudes of tolerance, empathy, mutual respect, and living in harmony in diversity. These findings demonstrate that learning based on QS. Al-

Hujurat verse 13 not only shapes individual piety, but also social piety in students.

Furthermore, this study demonstrates that the strategy for instilling the value of tolerance used in learning encompasses cognitive, affective, and psychomotor aspects in an integrated manner. Active learning approaches such as group discussions, role-playing, educational games, and attitude reflection have been shown to help students understand and internalize the value of tolerance more deeply. These findings reinforce the view that Islamic religious education can be an instrument of social transformation if developed in a humanistic and contextual manner, in accordance with the realities of students' lives.

Theoretically, this research contributes to the development of Qur'anic value-based character education by positioning Surah Al-Hujurat verse 13 as the foundation for tolerance education in elementary schools. This research also strengthens the integration between Qur'anic interpretation studies, character education, multicultural education, and thematic learning within the context of Islamic education. Practically, the results of this study can serve as a reference for teachers, curriculum developers, and educational institutions in designing Islamic Religious Education learning that is more inclusive, humanistic, and relevant to the challenges of a multicultural society.

However, this study has limitations because it only used a literature study approach, thus not directly describing the implementation of learning in the field. Furthermore, this study is still limited to the analysis of

material in textbooks and does not empirically examine the effectiveness of tolerance learning strategies on changing student attitudes. Therefore, further research is recommended to use a field approach or mixed methods to examine the implementation of tolerance education based on QS. Al-Hujurat verse 13 in more depth, including its influence on student character formation in elementary schools.

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