

## The Role of Civic Education Teachers in Forming Tolerance Attitudes and Overcoming Student Conflicts at Senior High School 1 Restorasi Riung

Yuliana Mazing<sup>1✉</sup>, Martina Rita Yuklina<sup>2</sup>, Elviana Pona Rato<sup>3</sup>  
<sup>1,2,3</sup>Department of Social Science, Universitas Muhammadiyah Maumere, Indonesia

---

### ARTICLE INFO

#### Keywords:

Teacher's Role; Civic Education; Tolerance Attitude; Conflict

### ABSTRACT

*This study aims to determine the Role of Civic Education Teachers in Forming Tolerance Attitudes and Overcoming Student Conflicts at Senior High School 1 Restorasi Riung. The research method used is qualitative method. Data collection techniques in this study are using observation, interview, documentation techniques. In this study, the data source is the Civics Education teacher at Senior High School 1 Restorasi Riung. The results obtained by researchers show that Civic Education Teachers have a strategic role in shaping students' tolerance attitudes and overcoming student conflicts through learning Pancasila values, class discussions, habituation of mutual respect for differences, and personal approaches to students who experience or trigger conflicts. In addition, in overcoming conflicts between students, the Civic Education Teacher acts as a mediator and facilitator who encourages problem solving through deliberation, open dialogue, and project-based learning activities that instill cooperation and empathy. Thus, it can be concluded that Civic Education teachers have a very important role in shaping students' tolerance and conflict resolution attitudes. This role is not only reflected in classroom learning activities, but also in social interactions in the school environment as a whole.*

DOI: [10.30595/rissej.v3i1.295](https://doi.org/10.30595/rissej.v3i1.295)

### 1. Introduction

One part of education in Indonesia is formal education. Formal education takes place over a period of time. When a student has completed all applicable education, he/she has fully become an adult who is able to act alone and take responsibility for his/her welfare. Education is a process that starts from a young person to reach maturity. Education is something that cannot be separated from human life. Education is nothing but to acquire knowledge, attitudes, beliefs, and other aspects of behavior for each generation Tsaniyatus Sa'diyah, (2022). Law No. 20/2003 Article (3) on the National Education System explains that the purpose of national education is to improve the quality of education is to develop students' potential to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, creative, capable, independent, and become democratic and responsible citizens. Teachers have a major role in the teaching and learning process.

The teaching and learning process is a process that contains a series of actions of teachers and students or the basis of reciprocal relationships that take place in educational situations to achieve goals. A teacher has many duties, if grouped in the form of professional duties, humanitarian duties and duties in the social field. The duties of teachers in the learning process include pedagogical tasks and administrative tasks. Pedagogical tasks are the task of guiding and leading Sulfemi, (2019). Teachers are the main facilitators in schools that function to explore, develop, optimize their potential so that they become part of a civilized society. Education is not just a mere transfer of knowledge from teachers to students, but also a process of strengthening character education values as a fundamental thing in an education that coexists

---

<sup>1</sup> \*Yuliana Mazing, Department of Social Science, Universitas Muhammadiyah Maumere, Indonesia  
E-mail address: [yulianamazing@gmail.com](mailto:yulianamazing@gmail.com)

with aspects of knowledge and skills. Improving students' tolerance attitude is the responsibility of all parties, including a teacher Bagus Famuji, Surya Wibawa, (2023).

Each subject brought by the teacher has its own main value that can improve students' tolerance attitude, including in Civic Education lessons. In Civic Education lessons, there are main values, including the value of improving nationalist attitudes, obeying social rules, being democratic, honest, respecting diversity, being aware of the rights and obligations of self and others. Therefore, the Civic Education teacher must be able to carry out his role in increasing student tolerance, namely from a less good attitude of tolerance to a better one so that there is a visible change after participating in learning. Character education is education that develops character values in students so that education that is needed today is one that can integrate character with education that optimizes students' cognitive, physical, social-emotional, creative, and spiritual development. The quality of students becomes superior not only in cognitive aspects, but also in character Rosita, (2018).

One form of character education is tolerance. Tolerance is an attitude and action that respects differences in religion, tribe, ethnicity, opinions, attitudes, and actions of others who are different from themselves Dewi (2021). In simple terms, it can be said that tolerance is an attitude of respect and acceptance of differences owned by others. Conflict can occur when there is a difference in understanding between two or more people towards various disputes, difficulties between parties who do not agree. Conflicts that often occur at school such as lack of mutual respect between fellow students, littering, being disrespectful and unfriendly to teachers and friends, ignoring others in difficulty and not participating in community service activities in the school environment, fighting, skipping school. Every organization, including schools, requires its members to work together in harmony.

Civic Education teachers also have an important role in helping students to understand the conflicts that often occur and know how to overcome them. In managing conflicts in organizations, openness, patience, and awareness of all parties involved or concerned with conflicts that occur in the organization are needed Lubis, (2016). Based on research conducted by Erviana, (2019) entitled "The Role of PAI Teachers in Implementing Multicultural Education towards the development of tolerance attitudes at Cahaya Bangsa Metro Junior High School". With the educational process cannot be separated from the role of the teacher as the main figure in providing examples for students. The process of human character building dominated by education will also never be separated from the role of a teacher in captaining the course of learning. So in this case, education should also carry learning that can create new habits, in an effort to develop an attitude of tolerance to students.

So that religious education with multicultural insight can be used as one of the solutions in developing the character of students who are inclusive and tolerant of differences. This research question is: (1) What is the role of PAI teachers in implementing multicultural education towards the development of students' tolerance attitude in Cahaya Bangsa Metro Junior High School? (2) What are the inhibiting and supporting factors of teachers in implementing multicultural education? The objectives of this study are: (1) To find out the role of PAI teachers in implementing multicultural education towards the development of students' tolerance attitude at Cahaya Bangsa Junior High School Metro. (2) To find out the supporting and inhibiting factors of PAI teachers in implementing Multicultural Education towards the development of students' tolerance attitudes at Cahaya Bangsa Junior High School Metro

This research uses qualitative methods with data collection using interview, observation and documentation techniques. While the data validity assurance technique uses source triangulation. The results of this study indicate that the Role of PAI Teachers in Implementing Multicultural Education towards the development of tolerance attitudes at Cahaya Bangsa Metro Junior High School is good. can be seen from some of its roles as follows: (a) Fostering a Culture of Tolerance, (b) Instilling a No Racist Attitude, (c) Morning Meeting (Habituation), and (d) Giving Equal Treatment to Differences in Ability and Gender. In addition, the author identifies several factors that support PAI Teachers when carrying out their duties as educators, teachers, mentors and trainers in implementing multicultural education, namely: (a) Worship Room Facilities, (b) Teachers of Various Religions, (c) Supporting Books, (d) School Culture of Cahaya Bangsa Metro Junior High School.

While the factors that inhibit PAI Teachers in carrying out multicultural education are as follows: (a) Teacher's personality, (b) Children who are too comfortable with school culture, and (c) Parents who demand additional religious learning. Referring to the results of previous studies that have been stated above, and in relation to the results of research that has been carried out by researchers, it can be concluded that the focus or theme of research conducted by researchers has never been carried out by previous researchers. Therefore, the role of Civic Education teachers is very important in shaping attitudes of tolerance and overcoming conflict, because Civic Education teachers focus on developing the character of good citizens (especially students) according to Pancasila.

Civic Education teachers must have good personal competence in accordance with religious, legal, social norms, and Indonesian national culture, honest, noble, exemplary, steady, stable mature, wise and prudent, authoritative, has a work ethic. In addition, Civic Education teachers develop a process of habituation, moral maturity, and mastery of civic knowledge to strengthen character building, such as respect and responsibility as democratic and law-abiding citizens.

## 2. Method

This research was conducted at Senior High School 1 Restorasi Riung, Ngada Regency, East Nusa Tenggara Province. The method used in this research is descriptive qualitative. This study aims to determine the role of Civics Teachers in shaping attitudes of tolerance and overcoming student conflicts at Senior High School 1 Restorasi Riung. The data sources used are primary data and secondary data. Primary data includes Civics subject teachers, while secondary data sources are books, journals, articles related to what is directly related to the research topic with other reference sources.

Collection techniques and procedures used in this research through observation, interviews, and documentation. Observation by directly observing the object or phenomenon under study. Interviews are used as a data collection technique that has the aim of going deeper into an incident or research subject activity. Interviews used by researchers with the source of the researcher's interview, namely the Civics subject teacher. Documentation in the form of photos. Data analysis techniques by collecting data, reducing data, presenting data, and drawing conclusions.

## 3. Results and Discussions

### 3.1 Overview of the research location

Senior High School 1 Restoration Riung is one of the public schools located in Tanalain, South Wangka Village, Riung District, Ngada Regency, East Nusa Tenggara. Senior High School 1 Restoration Riung was established on May 10, 2021 with the Establishment Decree Number DPMPTSP.421.5/73/PTSP/V/2021 which is under the auspices of the Regional Government. Senior High School 1 Restoration Riung has 5 rooms (3 classrooms, 1 principal's room, 1 office room), has 2 majors namely Social Science (IPS) and Natural Science (IPA) majors. Each class is divided according to the student's choice of major. Each department consists of classes X, XI, and XII. In learning activities, this school is guided by teachers who are professionals in their fields. The principal of Senior High School 1 Restorasi Riung is Mr. Kristoforus Bolong S.Pd.Gr. The operator in charge is Mr. Stefanus Pangga.

### 3.2 The Role of Civic Education Teachers in Forming Tolerance Attitudes at Senior High School 1 Restorasi Riung

Civic Education teachers play a very important role in developing or shaping students' tolerance attitudes through various teaching methods based on democratic values, harmony and mutual respect. Instilling useful ethical values such as mutual respect, acting politely, and being honest.

#### a. The role of teachers as educators

Teachers have an important role in shaping students' tolerance attitudes. They not only transfer knowledge, but also shape students' character and personality. Teachers can instill tolerance values through various ways, including being a role model, and providing explanations about the importance of tolerance.

##### 1) Role Model Method

Based on the results of interviews with Civics subject teachers, said that:

*"As a Civics Education teacher I apply the role model method in shaping students' attitudes of tolerance, especially students at Senior High School 1 Restorasi Riung. The method I use is the role model method. In my opinion, by applying the role model method, students can develop their tolerance attitude, be able to instill useful ethical values such as mutual respect, acting politely, and being honest with others".* (Tuesday, February 18, 2025).

Teachers should familiarize tolerance in the school. Actions taken include: Make class rules based on the value of togetherness and respect for differences and encourage students to congratulate other friends' religious holidays, cooperate across groups, and not mock other people's uniqueness. The results of the interview above show that: teachers as educators who are at school have a big role in shaping student character. In today's world of education, the task of a teacher is not only to be a teacher, but in addition to being a teacher the teacher is also an educator of character, morals and culture for his students. To make a student behave with character, as an educator must be able to provide good examples of behavior for students. In civic education, the role of the teacher in shaping characteristics is by being a role model for students to emulate and teachers must educate students to have integrity and discipline in their daily lives.

##### 2) Building Awareness of the Importance of Tolerance

---

Building awareness of the importance of tolerance in schools is a conscious and planned effort to instill tolerance values in students so that they are accustomed to peaceful coexistence, mutual respect, and appreciation of differences that exist in the school environment. School as a miniature society should be a training ground for students to learn to live in diversity. Civic education teachers should build awareness of the importance of tolerance in students' lives. They should help students understand that tolerance is the key to creating a harmonious and diverse society. As educators who teach national values, Civic Education teachers have a key role in instilling awareness of the importance of tolerance. It is not enough only through theory, but also through habituation, exemplary, and concrete learning experiences.

b. The Role of Teachers as Facilitators

As facilitators, teachers have an important role in creating a learning process that not only focuses on aspects of thinking skills, but also develops attitudinal values, including tolerance. Teachers play a role in directing, guiding, and providing space for students to learn to respect the differences that exist in the school environment.

1) Creating a Diverse Learning Environment

Creating a diverse learning environment means building a classroom atmosphere that is inclusive, open and respectful of any differences that exist among students in terms of religion, ethnicity, culture, gender, learning interests, learning styles, as well as physical and mental conditions. The goal is for each student to feel accepted, valued and motivated to learn optimally. Civic education teachers must create a diverse learning environment that respects diversity.

This environment should allow students to feel comfortable and valued, so that they can understand and apply the concept of tolerance. A diverse learning environment helps to create a fair, inclusive and tolerant classroom. Teachers become facilitators to ensure that every student can grow without fear, be valued for who they are, and be able to learn together in a spirit of unity. (Wednesday, February 19, 2025).

2) Interactive learning methods

Interactive learning methods in the context of resolving student conflicts is a learning approach that involves active participation of students through discussions, group work, case studies, simulations and various other forms of collaboration. The goal is not only to improve academic understanding, but also to develop social skills, empathy, tolerance, and the ability to resolve conflicts peacefully. Civic Education teachers have a strategic role in bringing this curriculum to life through interactive learning methods, such as debates and field studies.

These methods are very effective in overcoming conflict because they they improve communication between students, foster empathy and tolerance, practice problem solving, build cooperation and trust. Based on the results of the interview above, it can be concluded that: By playing or applying the roles above, civic education teachers can help students understand and apply the concept of tolerance in everyday life.

c. Teacher's Role as a Teacher

1) Developing a Diverse Curriculum

Developing a diverse curriculum means developing an educational curriculum that is able to accommodate the different needs, interests, abilities and backgrounds of learners. The goal is that all students, without exception, get equal and meaningful learning opportunities according to their respective potential. Developing a diverse curriculum means also preparing learning materials that reflect the diversity of cultures, religions, tribes, and views of life in the school environment.

As a civic education teacher I have to develop a diverse curriculum and value diversity. This curriculum should cover topics relevant to students' lives and help them understand the importance of tolerance. With a diverse curriculum, students can learn to understand differences, because understanding differences can help or encourage students to think critically, empathize and be open to different views.

The objectives of diverse curriculum development are: respecting the diversity of learners, increasing active participation of students, developing individual potential. Citizenship Education teachers have a very important role in shaping the attitude of tolerance of students through various teaching methods based on the values of democracy, harmony and mutual respect.

Teaching based on democratic values is a learning approach that places students as active subjects, providing space for them to think critically, voice opinions, cooperate, and value differences in an equal and open atmosphere. The main objective is to inculcate democratic attitudes and behaviors from an early age through teaching and learning activities.

---

d. The Role Of The Teacher As A Guide

1) Develop effective learning strategies

Developing an effective learning strategy is the process of choosing, designing, and implementing learning approaches, methods, and techniques that are able to help students achieve optimal learning goals, actively engage in the learning process, and adjust to the needs, characteristics, and environment of students. Effective learning strategies not only deliver material, but also build understanding, critical thinking skills, collaborative, and creative, as well as foster a positive attitude towards learning.

Civic education teachers should develop effective learning strategies to help students understand the concept of tolerance. These strategies can include discussions, debates, and other activities that allow students to interact and share opinions. Developing an effective learning strategy is not just a matter of choosing a method, but also how the teacher adapts the approach to the student's needs, learning objectives, and classroom context.

2) Help Students Develop Critical Thinking Skills

Critical thinking is the ability to analyze information, evaluate arguments, conclude logically, and make decisions or solutions based on sound reason and valid evidence. This ability is important for students so that they are not easily affected by hoaxes, are able to assess problems from various angles, and are ready to face the challenges of the Times. Civic education teachers should help students develop critical and analytical thinking skills. This ability will help students to understand the concept of tolerance and apply it in everyday life.

### 3.3 The Role of Citizenship Education Teachers in Resolving Student Conflicts at Senior High School 1 Restorasi Riung

Student conflict is a situation where there is a difference of opinion, interests or values, between two or more individuals in a school or classroom. Student conflicts can occur in various forms, such as speech or speech conflicts, physical, and emotional.

a. The Role Of The Teacher As A Guide

The teacher is not only in charge of delivering the subject matter, but also plays an important role as a guide who helps students in facing and solving problems. Including conflicts that occur in the school environment. Conflicts between students can arise due to differences of opinion, misunderstandings, or even in personal matters. In this case the teacher has the responsibility to guide students emotionally, socially, and morally.

1) Conflict Management

The results of interviews with PKn subject teachers, said that:

*"conflicts often occur between students such as quarrels of dissent, disputes in study groups, fighting, often noisy in class when the lesson is in progress. As for the strategies I use to help students in managing conflicts. These strategies include: increasing students' self-awareness, developing communication skills, providing unifying directions, and conducting friendship activities. By implementing these strategies I believe I can overcome or reduce the impact of Student Conflict".* (Friday, February 21, 2025).

The role of Citizenship Education Teachers in guiding students in solving a problem can be done in various ways. Based on the results of interviews with PKn subject teachers, said that:

*"we must know the students more deeply, provide additional support, as well as provide good motivation. The impact of the guidance is that students become more confident and do not do things that violate tolerance or conflict".* (Saturday, February 22, 2025).

2) The role of teachers as motivators

The role of teachers as motivators in overcoming student conflict is very important, because teachers are not only teachers, but also educators who are able to build the spirit and positive attitude of students in dealing with various problems, including conflict. The role of teachers as motivators in overcoming student conflicts include: providing motivation, providing emotional support, raising awareness of the importance of tolerance and empathy, instilling positive values, encouraging independent and positive problem solving, being an example in managing emotions, providing positive reinforcement.

3) The Role Of The Teacher As A Teacher

Teachers not only act as conveyors of knowledge, but also as character builders and social mentors of students. In the context of conflict among students, the teacher's role as a teacher becomes very important because through the learning process, teachers can instill knowledge, values, and skills that help students prevent and resolve conflicts constructively.

Here are some ways in which teachers of civic education in teaching conflict resolution skills to students, among others, namely: teaching students to listen actively, teach kemampuan to understand the point of view of others, creating educational games. The role of teachers as teachers in overcoming

---

student conflict is carried out through a learning process that forms the character and social skills of students.

By equipping students with understanding, values, and conflict resolution strategies, teachers directly contribute to creating a peaceful, inclusive, and respectful school environment. Through these approaches, civic education teachers not only teach subject matter, but also equip students with social skills that are essential for everyday life. (Monday, February 24, 2025).

### **3.4 The Role of Citizenship Education Teachers in Shaping Tolerance Attitudes in Senior High School 1 Restorasi Riung**

A teacher is a person whose occupation (livelihood, profession) is teaching. The task and role of teachers from day to day increasingly heavy, along with the development of Science and technology. Teachers as the main component in education are required to be able to keep pace even beyond the development of Science and technology that develops in society. Through the touch of teachers at school, it is expected to be able to produce students who have high competence and are ready to face life challenges with full confidence and high confidence Saputri, (2023).

Education has a very big role to foster tolerance in students. At school, the role of the teacher will not be spared. Teachers must design learning as well as possible while maintaining the values of tolerance in it Latifah (2022). As well as being responsible for all events in the school related to its students, especially intolerant events that should be eliminated in students. Tolerance occurs and applies because there are differences in principles, and respects the differences or principles of others without sacrificing one's own principles.

Schools as one of the institutions that can generally develop the values of tolerance because the school environment has a very diverse background both from ethnic, economic background, parental education and Customs. The role of Citizenship Education Teachers in shaping student tolerance attitudes applied by Citizenship Education teachers at Senior High School 1 Restorasi Riung, among others:

#### **a. The Role of Teachers as Educators**

Citizenship Education teachers not only deliver subject matter, but also instill the values of diversity, unity, and tolerance through teaching and learning activities. In the learning process, teachers use a contextual approach that associates the value of tolerance with the realities of students' daily lives. Teachers also instill the value of mutual respect for differences in opinions, beliefs, and social backgrounds of students.

For example, in learning about "Pancasila values", Citizenship Education teachers invite students to discuss the importance of respecting cultural, religious, and ethnic diversity in Indonesia, especially in the context of multicultural schools. This encourages students to be more open and understand the importance of harmonious coexistence.

#### **b. As an Example**

Citizenship Education teachers at Senior High School 1 Restorasi Riung are examples of tolerant attitudes in daily interactions. Patient, fair, and respectful attitude of each student is shown in the treatment of students without discriminating background. This example has a great influence on student behavior, because students tend to imitate the teacher's attitude as a role model. For example, Citizenship Education teachers show tolerance when dealing with differences of opinion in class discussions and provide equal space for all students to express their opinions.

#### **c. As Facilitator**

Citizenship Education teachers facilitate activities that can strengthen students' tolerance attitudes, such as debates, group discussions, collaborative projects, and extracurricular activities themed on diversity. This activity provides space for students to interact across backgrounds, thus creating a sense of mutual understanding and respect for differences. In practice, Citizenship Education teachers at Senior High School 1 Restorasi Riung often involve students in group work with a diverse composition of members, encouraging them to work together and support each other, despite their different religions or tribes.

#### **d. As a Motivator**

Citizenship Education teachers also play a role in providing encouragement and encouragement to students to develop a tolerant attitude. With a personal approach, teachers provide motivation so that students are able to resolve conflicts peacefully, dare to apologize, and are not easily provoked by differences. This motivation is given both through advice in the classroom, and in informal situations such as when there is a dispute between students. Teachers become a place for students to express their opinions and provide guidance so that discriminatory actions do not occur.

#### e. The Role Of The Teacher As A Teacher

Teachers as teachers have the main responsibility in delivering lesson materials as well as instilling character values to students, one of which is tolerance. In the context of Citizenship Education (PKn), teachers not only focus on knowledge transfer, but also play an active role in shaping students' personalities through teaching the values of diversity, mutual respect, and living harmoniously in differences.

Some forms of the role of teachers as teachers in shaping the attitude of tolerance: integrating the value of tolerance in learning materials, using inclusive and participatory learning methods, instilling empathy and respect for differences, providing assessments that encourage tolerance. Tolerance is an attitude and respect for differences in religion, ethnicity, tribe, opinions, attitudes and actions of others who are different from themselves Djuniasih & Kosasih, (2019). Tolerance is the ability to accept and respect differences of opinion, belief and culture.

Tolerance also means the ability not to judge or insult others because of a difference. To instill the values of tolerance, teachers can use various methods such as providing examples, directions, and the use of Learning media. Teachers can also design a curriculum that can contain the values of tolerance. Therefore, the values of character education also need to be developed in students through various methods or programs implemented in schools. One form of character education is tolerance. Through the various approaches above, PKn teachers not only teach subject matter, but also equip students with social skills that are important for everyday life.

### 3.5 The role of Citizenship Education Teachers in Overcoming Student Conflict in Senior High School 1 Restorasi Riung

Conflict is opposition or opposition or opinion between people or groups or also organizations (Suncaka, 2023). Conflict is a situation that occurs when there are differences of opinion or different ways of seeing between several people, groups, or organizations. Conflict is an attitude of mutual self-defense at least between two groups, or have different goals and views, in achieving one goal so that they are in a position of opposition, not cooperation. Conflict often arises because of differences of opinion, need, or interest between groups or individuals (Khovivah et al., 2024).

Thus conflict is a frequent phenomenon in social relationships. Conflict is a situation that interferes with comfort in the learning and teaching process. Conflicts will make personnel uncomfortable when carrying out their duties at school. Conflict is a fight, struggle, struggle, disagreement, disagreement, or quarrel. Based on the above understanding, it can be concluded that conflict is opposition, disagreement, resistance, opposition to goals that are considered not representative of the interests of all members of the organization.

By (Jamali, 2018) that in conflict resolution teachers can take action in the form of: mutual communication, using third parties, and using informal supervisory services. Senior High School 1 Restorasi Riung, there are also some students who have a less good character, such as: littering, being disrespectful and unfriendly to teachers and friends, ignoring others who have difficulties and do not participate in community service activities in the school environment, skipping school. With this disrespectful attitude, it can cause conflicts that can damage the school structure.

Conflict is a situation in which there are differences or disagreements between two or more individuals, groups, or organizations that have different goals, values, or interests. Conflict can occur in a variety of contexts, such as in interpersonal, group, or organizational relationships. Citizenship Education teachers have a very important role in overcoming student conflicts. The role of Citizenship Education Teachers in overcoming student conflicts applied by Citizenship Education teachers at Senior High School 1 Restorasi Riung is as follows:

#### a. Teacher as Mediator

The teacher as a mediator should be a fair arbiter, actively listen, encourage two-way communication. As a mediator, the teacher facilitates communication between conflicting students. They can ask questions that encourage students to explain their point of view and find common ground on a problem.

#### b. Honest And Open Approach

Citizenship Education teachers have a very important role in conducting an honest and open approach in preventing conflicts between students. Honest and open approach can be done by: building trust, good example, effective communication, transparency in judgment, open discussion of the conflict. By applying an honest and open approach, Citizenship Education teachers can create a positive and harmonious classroom environment, where students feel safe, valued and supported. This not only helps prevent conflicts but also contributes to the formation of a responsible student character.

## c. The Role of the Teacher as a Guide.

Nonjudgmental mentoring is an approach used by teachers to assist students in dealing with problems or conflicts without giving judgment or judgment. This approach aims to assist students in developing problem-solving skills and making informed decisions.

## d. The Role Of The Teacher As A Teacher

## 1) Provide Education

Teachers can provide education related to overcoming student conflicts by using methods such as: discussions, games, and case studies. Using these methods can reduce student conflict. As a teacher, the teacher has the main responsibility to provide education or education, both in the form of knowledge, values, attitudes, and skills to students. In the context of the formation of tolerance attitudes, education provided by teachers includes: introduction to the values of tolerance, planting insight into diversity, providing an understanding of the impact of intolerance, teaching how to resolve conflicts peacefully.

#### 4. Conclusions

Citizenship education teachers have a very important role in shaping tolerance and overcoming student conflict in Senior High School 1 Restorasi Riung. By teaching the values of tolerance, creating diverse learning environments, using interactive or discussion-based learning methods, and teaching appropriate or effective communication skills, teachers can help students understand and appreciate differences. In addition, teachers can also help resolve student conflicts by using techniques such as mediation, negotiation, and conflict resolution or agreement.

#### References

- Bagus Famuji, Surya Wibawa, E. P. (2023). Peran Guru Pkn Dalam Membina Sikap Toleransi Bearagama Siswa Kelas XI SMA Negeri 1 Selesai. *Jurnal Serunai Pancasila dan Kewarganegaraan*, 12(1), 1–6. <https://medium.com/@arifwicaksanaa/pengertian-use-case-a7e576e1b6bf>
- Dewi, L., Dewi, D. A., & Furnamasari, Y. F. (2021). Penanaman Sikap Toleransi Antar Umat Beragama di Sekolah. *Jurnal Pendidikan Tambusai*, 5(3), 8060–8064.
- Djuniasih, E., & Kosasih, A. (2019). Penerapan Karakter Toleransi Beragama Pada Masyarakat Cigugur Yang Pluralisme. *Jurnal Pendidikan Karakter*, 1, 1–11. <https://doi.org/10.21831/jpk.v0i1.22987>
- Erviana. (2019). *PERAN GURU PAI DALAM MENERAPKAN PENDIDIKAN TOLERANSI SISWA DI SMP CAHAYA BANGSA METRO Oleh : RIRIN ERVIANA Jurusan : Pendidikan Agama Islam ( PAI ) Fakultas : Tarbiyah dan Ilmu Keguruan INSTITUT AGAMA ISLAM NEGERI METRO ( IAIN ) METRO.*
- Jamali, Y. (2018). Manajemen Pengelolaan Konflik Di Sekolah. *SUSTAINABLE: Jurnal Kajian Mutu Pendidikan*, 1(1), 113–131. <https://doi.org/10.32923/kjmp.v1i1.903>
- Khovivah, W. V., Sholehah, M., Saleh, M. A., & Jamilah, A. U. (2024). *Definisi Konflik dan Pentingnya Manajemen Konflik dalam Pendidikan Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember , Indonesia. 4.*
- Lubis, M. S. I. (2016). Kepemimpinan dan Komunikasi dalam Pengelolaan Konflik (Studi Deskriptif Kualitatif pada Unit Penagihan Kartu Kredit PT. Bank Danamon Indonesia, Tbk Medan). *Warta Dharmawangsa*, 48, 1–13. <https://www.neliti.com/id/publications/290597/kepemimpinan-dan-komunikasi-dalam-pengelolaan-konflik-studi-deskriptif-kualitati#cite>
- Latifah, A. N., Dewi, D. A., & Furnamasari, Y. F. (2022). Pentingnya menumbuhkan sikap toleransi pada anak usia sekolah di indonesia: negeri multikultural. *Edumaspul: Jurnal Pendidikan*, 6(1), 969–973.
- Rosita, L. (2018). Peran Pendidikan Berbasis Karakter Dalam Pencapaian Tujuan Pembelajaran Di Sekolah. *Jurnal Ilmu Politik dan Komunikasi*, 8(1). <https://doi.org/10.34010/jipsi.v8i1.879>
- Sulfemi, W. B. (2019). *Kemampuan pedagogik guru. 1(1)*, 75–86. <https://osf.io/preprints/inarxiv/wnc47/>
- Saputri, D. I. (2023). *Pentingnya Peran guru profesional dalam meningkatkan pendidikan.*
- Suncaka, E. (2023). Manajemen Konflik di Sekolah. *Journal on Education*, 5(4), 15143–15153.
- Tsaniyatus Sa'diyah. (2022). Penerapan Pembelajaran Pendidikan Agama Islam Dalam Membentuk Karakter Pribadi Yang Islami. *KASTA : Jurnal Ilmu Sosial, Agama, Budaya dan Terapan*, 2(3), 148–159. <https://doi.org/10.58218/kasta.v2i3.408>