

THE ROLE OF ISLAMIC RELIGIOUS EDUCATION TEACHERS IN E-LEARNING-BASED LEARNING TO DEVELOP SOCIAL TOLERANCE AND SOCIAL EMPATHY ATTITUDES IN HIGH SCHOOL STUDENTS

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Abstract

In Indonesia, which is rich in cultural, ethnic, and religious diversity, education plays an important role in building tolerance among the younger generation. In this context, Islamic religious education has a great responsibility not only to teach religious values, but also to instill an attitude of mutual respect and appreciation of differences among students. The purpose of this study is to find out the role of Islamic Religious Education teachers in developing social tolerance and social empathy attitudes in high school students at SMAN 1 Pontang and SMAN 1 Tirtayasa. This research uses a qualitative approach, which is a research approach that aims to understand social phenomena in depth and holistically through the process of descriptive data collection. This study fills the gap in previous studies by examining the role of Islamic Religious Education teachers in e-learning-based learning to develop students' social tolerance and social empathy attitudes simultaneously, as well as providing empirical evidence from two high schools. The results of this study show that the first implementation of PAI learning at SMAN 1 Pontang and SMAN 1 Tirtayasa has gone well, but it has not been optimal in instilling the value of tolerance and social empathy. PAI teachers have tried to instill these values through lectures, discussions, real examples, and examples, but learning still focuses on the knowledge aspect. Second, the social tolerance attitudes of students in both schools show a fairly good tendency, as can be seen from their ability to respect differences, work together in groups, and maintain harmonious relationships with peers. Third, students' overall social empathetic attitudes fall into the adequate category, which is reflected in their ability to understand the feelings of friends, provide help when someone is having difficulties, and show concern for the conditions of the classroom environment. Fourth, PAI teachers are considered quite successful in developing students' social tolerance attitudes through exemplary attitudes shown in daily interactions, habituation of mutual respectful behavior, and integrating tolerance values in learning materials and activities. Fifth, PAI teachers also show success in fostering students' social empathy through a warm attitude, open communication, and delivery of material that emphasizes the value of caring for others.

INTRODUCTION

Education can be interpreted as a conscious and planned effort to produce a learning atmosphere and learning process. Education according to Tafsir Ahmad is a direction conveyed to a person so that the person is able to develop optimally, both in terms of knowledge, attitudes, and skills, so that they are able to live independently and responsibly. (Tafsir Ahmad, 2019: 37). The word education was originally derived from the word "didik" by adding the prefix "pe" and the suffix "an" which means deed. Thus, education is not only understood as a simple activity in imparting knowledge, but also includes conscious, systematic, and continuous efforts in guiding, directing, and fostering students to develop both in terms of knowledge, skills, attitudes, and values. (Darywan Syah, 2014: 233). The goal is for students to actively develop their potential, so that they have the religious spiritual values, self-control skills, good personality, intelligence, noble morals, and skills needed for themselves, society, nation, and country. (Mokh Iman Firmansyah, 2019: 82)

Education is one of the main pillars in the formation of individual attitudes. In Indonesia, which is rich in cultural, ethnic, and religious diversity, education plays an important role in building tolerance among the younger generation. (Abd Rahman BP, 2022: 1). In this context, Islamic religious education has a great responsibility not only to teach religious values, but also to instill an attitude of mutual respect and appreciation of differences among students. At SMA Negeri 1 Pontang and SMA Negeri 1 Tirtayasa, the challenges in developing tolerance among students are increasingly real. With a student population coming from a variety of backgrounds, the social interactions that occur in schools are often influenced by stereotypes and prejudices. The role of PAI teachers in instilling the values of social tolerance in students has not been optimal, the learning strategies applied by PAI teachers have not fully integrated the values of social empathy, and the approach of PAI teachers in developing attitudes of tolerance and social empathy is still cognitive (knowledge) and has not touched on the affective aspects and real practices in students' daily lives. In addition, cases of intolerance, such as bullying, discrimination, and intergroup conflict, show that although Islamic religious education is part of the curriculum, its implementation in building tolerance has not been fully successful. In addition, students also show a lack of sensitivity to the feelings and circumstances of peers, the ability of students to understand and respond appropriately to the emotions of others, and students tend to be indifferent to friends who experience difficulties or problems in the school environment. (Initial observation, June 2025, Serang City, Banten Province).

Islamic religious education is expected to function as a tool to form individuals who have an awareness of the importance of tolerance. Through the teaching of values such as compassion, mutual respect, and cooperation, this education can help students to understand and accept differences. However, challenges in the implementation of education need to be analyzed more deeply to find effective strategies. Therefore, this study aims to examine the role of Islamic religious education teachers in developing tolerance attitudes in students at SMAN 1 Pontang and SMAN 1 Tirtayasa. This research is expected to provide deeper insight into how Islamic religious education teachers can contribute to creating a more harmonious and tolerant school environment. Thus, the results of this research are expected to be useful not only for the development of the Islamic religious education curriculum, but also for broader efforts in building a peaceful and mutually respectful society. On this occasion, allow me as a researcher to conduct qualitative research entitled, *The Role of Islamic Religious Education Teachers in E-Learning-Based Learning to Develop Social Tolerance and Social Empathy Attitudes of High School Students (Studies at SMAN 1 Pontang and SMAN 1 Tirtayasa)*. To explain the content of the research title that I took using the qualitative research method, I will discuss it in this study.

RESEARCH METHODOLOGY

A. Approaches and Types of Research

This research applies a qualitative approach, which is a research method that aims to obtain a deep and comprehensive understanding of social phenomena through the process of collecting descriptive data. In this approach, the data collected is not in the form of numbers, but in the form of words, narratives, opinions, and interpretations of the subjects involved in a particular context. Qualitative research is not oriented to statistical testing of hypotheses, but rather to the search for meaning, understanding of reality, and subjective experiences of the individual or group being studied. For this study, observations, interviews, and documentation were used as research instruments. (Sugiyono, 2022: 7).

B. Research Instruments

In quantitative research, the researcher uses quantitative research instruments used by researchers, namely:

1. Non-Participatory Observation

Non-artificial observations are the daily activities of people who are observed or who are used as a source of research data. Participatory observation is one of the data

collection techniques in qualitative research, where the researcher is directly involved in the life or daily activities of the subject being studied. In this method, the researcher not only acts as a passive observer, but also participates in the social interactions or activities that occur, thus allowing the researcher to understand social reality from an insider's perspective. Participatory observation allows researchers to obtain more natural, in-depth, and contextual data because they can directly witness behaviors, habits, norms, and social dynamics occurring in the field. These observation activities include the observation of actions, speech, non-verbal expressions, and environmental atmosphere, all of which are important sources of information in explaining the phenomenon being studied.

2. Semi-Structured Interviews

Semi-structured interviews are a type of interview that falls between structured and unstructured interviews. In a semi-structured interview, the researcher compiles a list of questions in advance as a guide, but still provides flexibility in the question and answer process. This means that the researcher can develop additional questions, change the order of the questions, or dig deeper into the answers from the respondents if deemed necessary. The advantage of semi-structured interviews is that they allow for a wider depth of information, as researchers can adjust the direction of the conversation based on the responses given. On the other hand, this format still provides direction and topic limits so that the data obtained remains in accordance with the research objectives. The goal of a semi-structured interview is to obtain information that is not only factual, but also contextual and reflective. With this method, researchers can explore respondents' subjective understanding of a particular phenomenon or event in a more humane and comprehensive way .

3. Documentation

Documentation is the search for data about things or variables in the form of notes, transcripts, books, newspapers, magazines, pictures, and so on. (Suharsimi Arikunto, 2019: 274).

C. Data Collection Techniques

In quantitative research, the researcher uses quantitative research instruments used by researchers, namely:

1. Participatory Observation

Participatory observation in this study is a data collection technique in which the researcher is directly involved in the learning situation that is the focus of the research, as

well as systematically observing various activities carried out by the research subject. This method is very relevant to be used in the context of education, especially in e-learning-based Islamic Religious Education (PAI) learning, because it allows researchers to deeply understand the role of teachers in managing the online learning process and how the interaction between teachers and students occurs in developing social tolerance and social empathy. Through participatory observation, the researcher can directly observe e-learning-based learning practices implemented by PAI teachers at SMAN 1 Pontang and SMAN 1 Tirtayasa, including teaching strategies, digital communication patterns, and student responses in the learning process. This method also allows researchers to capture aspects that are not always revealed through interviews or questionnaires, such as students' attitudes when discussing online, the forms of empathy that emerge in virtual interactions, and the values of tolerance reflected in learning activities. Thus, the data obtained through participatory observation becomes more contextual, in-depth, and authentic, so that it can strengthen the analysis of the role of Islamic Religious Education teachers in e-learning-based learning. In this study, the researcher acted as a participatory observer who participated in the online learning process in two schools, to get a complete picture of the learning dynamics and the development of students' social attitudes.

2. Documentation

Documentation is a data collection technique that is carried out by collecting various information related to research variables through written and visual sources, such as notes, transcripts, books, school archives, photos, videos, and other official documents. This method is used to complement data from observations and interviews so that a more complete, accurate, and accountable picture of the research is obtained. In the study entitled "The Role of Islamic Religious Education Teachers in E-Learning-Based Learning to Develop Social Tolerance and Social Empathy of High School Students (Studies at SMAN 1 Pontang and SMAN 1 Tirtayasa)", documentation was used to obtain data related to school profiles, organizational structure, Islamic Religious Education teacher data, number of students, and documents related to the implementation of E-Learning-based learning. In addition, the documentation also includes learning tools used by PAI teachers, such as lesson plans/teaching modules, digital teaching materials, recordings of online learning activities, and evidence of learning activities on e-learning platforms. This documentation data can also be in the form of photos or screenshots of learning activities that show the

interaction between teachers and students in the learning process. Thus, the documentation method in this study serves as a source of supporting data that strengthens the results of observations and interviews, so that it can provide a more comprehensive picture of the role of Islamic Religious Education teachers in e-learning-based learning to develop social tolerance attitudes and social empathy of students at SMAN 1 Pontang and SMAN 1 Tirtayasa.

D. Data Analysis Techniques

Data analysis techniques are methods used by researchers to explain the results of their research systematically, based on the data collection techniques used (such as observation and interviews). The steps of the data analysis technique proposed by Miles and Huberman are as follows:

1. Data Collection

At this stage, the researcher conducts the data collection process through various techniques, such as observation and interviews. The data collected must be relevant and support the research objectives.

2. Data Reduction

At this stage, researchers select, focus, simplify, and transform the raw data obtained in the field. The data reduction process aims to sharpen, classify, direct, discard the unnecessary, and organize the data in such a way that final conclusions can be drawn and verified.

3. Data Presentation

Data presentation can be done in the form of brief descriptions, graphs, relationships between categories, flowcharts, or other forms of data presentation that make it easier to understand and draw conclusions. An organized presentation of data will help researchers understand what happened and what to do next.

4. Conclusion of Depreciation

Based on the data that has been reduced and presented, the researcher can draw provisional conclusions. These conclusions are then verified by reviewing the data and testing the conclusions that have been drawn. This step results in a credible and accountable final conclusion. After the researcher filters the necessary data and presents the data, the next thing is for the researcher to make conclusions from all stages of data analysis, so that the researcher can provide a clear picture to the public about the research he is doing. (Salma, 2025: 03.51 WIB).

Research and Discussion Results

A. Analysis of the Implementation of E-Learning-Based Islamic Religious Education Learning at SMAN 1 Pontang and SMAN 1 Tirtayasa in Developing Social Tolerance and Social Empathy of Students

Islamic Religious Education (PAI) teachers have a very important and comprehensive role in the implementation of learning, especially in the formation of student character. In the context of *E-Learning-based* learning at SMAN 1 Pontang and SMAN 1 Tirtayasa, PAI teachers not only function as conveyors of religious materials, but also as educators who provide examples through attitudes, digital communication, and polite interactions in the online learning process. Learning itself is the main activity in the educational process that is carried out deliberately, directed, and planned. Learning involves interaction between teachers, students, materials, methods, and learning environments, including virtual environments in e-learning systems. Therefore, in an effort to improve the quality of education, the learning process is not only oriented to the cognitive aspect, but also to the formation of students' social attitudes. According to Robert Gagné, learning is a relatively permanent change in ability or knowledge acquired through experience and practice. In this context, E-Learning-based Islamic Religious Education learning provides a learning experience that is not only theoretical, but also interactive through online discussions, digital assignments, and reflection on Islamic values related to students' social lives.

PAI teachers at SMAN 1 Pontang and SMAN 1 Tirtayasa teach materials such as the Qur'an, hadith, morals, and fiqh by utilizing *E-Learning media* in a communicative and easy-to-understand manner. In addition, teachers also provide additional guidance when students experience difficulties, both in understanding the material and in dealing with problems of attitudes and social interactions in the digital environment. In the implementation of *E-Learning-based learning*, PAI teachers also play a role as moral and emotional guides for students. Teachers are a place of consultation for students in conveying problems related to associations, attitudes, and decision-making. This shows that the role of teachers is not limited to physical classrooms, but also extends to virtual spaces through intensive and directed digital communication. The role of PAI teachers in this study includes seven main aspects, namely educating, teaching, guiding, directing, training, assessing, and evaluating. In the context of *E-Learning*, these seven roles are implemented through online learning

management, assignment based on social case studies, online discussions, and assessment of students' attitudes in virtual interactions. This broad and sustainable role makes a significant contribution to instilling the values of social tolerance and social empathy. Students are directed to respect each other's differences of opinion in online discussions, avoid negative behaviors such as cyberbullying, and show concern for classmates through polite and empathetic digital communication. Thus, the implementation of E-Learning-based Islamic Religious Education learning at SMAN 1 Pontang and SMAN 1 Tirtayasa shows that the role of PAI teachers is very decisive in developing students' social tolerance and social empathy. Learning not only improves religious understanding, but also shapes students' character to be able to live in harmony, respect differences, and have social sensitivity in the midst of a diverse society, especially in today's digital era. (Ferdiant Salomo, 2023: 4).

The researcher conducted an interview with the Vice Principal of SMAN 1 Pontang, Mr. Akhmad Taufik Halaili, S.Ag, M.Pd as a resource person, namely:

"What is the role of PAI teachers in Islamic Religious Education?"

Mr. Akhmad Taufik Halaili, S.Ag, M.Pd explained:

When it comes to the role of PAI teachers, they actually have quite a heavy and important task. The PAI teacher not only teaches religious material in the classroom, but also educates children so that they have good morals. So every day they set an example through attitudes and behaviors, so that children can imitate positive things. In addition, they also teach and give material, explain verses, hadiths, morals, fiqh, and so on. But it doesn't stop there, they also have to guide children if there are people who don't understand, or if there are problems related to attitudes and character. Sometimes PAI teachers are also a place for students to vent, so they help direct so that children can make good decisions. PAI teachers also have a role to train students, for example in worship practices, reading prayers, or other religious activities. Then they must also assess and evaluate student development, not only from test scores, but also from how the children's attitude at school is. So it can be said that the role of PAI teachers is complete to educate, teach, guide, direct, train, assess, and evaluate students so that they are not only religious smart, but also have a good attitude in daily life. (Interview with Mr. Akhmad Taufik Halaili, S.Ag, M.Pd, November 2025, Serang City, Banten Province)

Based on the results of interviews at SMAN 1 Pontang, Islamic Religious Education teachers have an important role in learning and character formation of students. Teachers not only deliver religious materials, but also become role models, guides, and moral coaches through teaching, guidance, and evaluation that include academic and attitude aspects. The findings show that the role of PAI teachers includes educating, teaching, guiding, directing, training, assessing, and evaluating, thereby contributing to developing social tolerance, social empathy, and noble morals of students.

Furthermore, the researcher conducted an interview with the Deputy Principal of SMAN 1 Tirtayasa Mrs. Suhriyah, S.Pd as a resource person, namely:

"What is the role of PAI teachers in Islamic Religious Education?"

Mrs. Suhriyah, S.Pd explained:

PAI teachers actually have considerable responsibilities and their role is very important. They not only deliver religious materials in class, but also are tasked with fostering students to have good morals. Every day PAI teachers set an example through their attitudes and behaviors, so that students can imitate the positive things from the examples given. In addition to teaching and explaining materials such as Qur'anic verses, hadith, morals, and fiqh, PAI teachers are also obliged to guide students when there are those who do not understand the lesson or face problems related to behavior and character. It is not uncommon for PAI teachers to be a place where students share stories, so they help direct students to make the right decisions. PAI teachers also play a role in training students in religious practices, such as the implementation of worship, reading prayers, and other religious activities. In addition, PAI teachers assess and evaluate students' development, not only based on test scores, but also through observation of their attitudes and behaviors in the school environment. Thus, the role of PAI teachers is very comprehensive, namely educating, teaching, guiding, directing, training, assessing, and evaluating so that students not only understand religious teachings, but also have good character in daily life. (Interview with Mrs. Suhriyah, S.Pd, November 2025, Serang City, Banten Province).

Based on the results of interviews at SMAN 1 Tirtayasa, Islamic Religious Education teachers have an important role in learning and character formation of students. Teachers not only deliver religious material, but also become role models, guides, and moral coaches through teaching, guidance, and evaluation of academic aspects and attitudes. The findings show that the role of PAI teachers includes educating, teaching, guiding, directing, training, assessing, and evaluating, thereby contributing to developing social tolerance, social empathy, and noble morals of students.

B. Analysis of Social Tolerance Attitudes in Students at SMAN 1 Pontang and SMAN 1 Tirtayasa

Islamic Religious Education teachers have a very strategic role in fostering social tolerance among students, considering that tolerance is a necessity in life, both in private and public spaces. (Ridho Siregar, Ella Wardani, Nova Fadilla, et al, 2022: 1346). This role is not only limited to the delivery of religious materials, but is also reflected through examples, guidance, and habituation carried out by teachers in daily learning activities and interactions in the school environment. PAI teachers consistently show an attitude that accepts differences, is non-discriminatory, and respects diversity as part of God's creation. Students are guided to understand and respect the rights of others, be fair, respect the existence of each individual, and respect the diversity of cultures, customs, and traditions in society. Teachers' examples are the main factors that encourage students to imitate the values of tolerance, build social

empathy, and get used to living in harmony and harmony in a diverse environment. Overall, the role of a PAI teacher includes acceptance of differences, respect for diversity, understanding of the rights of others, and support for social values and God's creation. With this contribution, PAI teachers have a great influence in shaping the character of students to become more open, inclusive, and able to live harmoniously in a pluralistic society.

The researcher conducted an interview with the Vice Principal of SMAN 1 Pontang, Mr. Akhmad Taufik Halaili, S.Ag, M.Pd as a resource person, namely:

"What is the role of PAI teachers in developing tolerance attitudes, acceptance of differences, respect for diversity, recognition of the rights of others, respect for the existence of others, and support for cultural diversity and God's creation?"

Mr. Akhmad Taufik Halaili, S.Ag, M.Pd explained:

The role of PAI teachers in developing tolerance is very large. PAI teachers usually give examples directly to students to accept differences and not discriminate against friends. They also teach that diversity is a part of God's creation that must be appreciated. Children are directed to understand the rights of others, such as respecting opinions, not belittling, and treating all friends fairly. PAI teachers also reminded the importance of respecting the existence of everyone, including those who are different or from other backgrounds. In addition, PAI teachers encourage students to be proud and respect the diversity of cultures, customs, and customs, because all of them show the greatness of God. So through daily attitudes and examples, PAI teachers guide students so that they get used to living in harmony and tolerance.

(Interview with Mr. Akhmad Taufik Halaili, S.Ag, M.Pd, November 2025, Serang City, Banten Province)

Based on the results of interviews at SMAN 1 Pontang, Islamic Religious Education teachers play an important role in developing students' social tolerance through example, guidance, and habituation. Teachers instill the values of respecting differences, respecting the rights of others, accepting diversity, and maintaining harmony in daily life. The findings show that the role of PAI teachers includes acceptance of differences, respect for diversity, respect for the rights and existence of each individual, and support for diversity as part of God's creation. Thus, PAI teachers contribute to shaping the character of students who are open, inclusive, and able to live harmoniously in the midst of a diverse society.

Furthermore, the researcher conducted an interview with the Deputy Principal of SMAN 1 Tirtayasa Mrs. Suhriyah, S.Pd as a resource person, namely:

"What is the role of PAI teachers in developing tolerance attitudes, acceptance of differences, respect for diversity, recognition of the rights of others, respect for the existence of others, and support for cultural diversity and God's creation?"

Mrs. Suhriyah, S.Pd explained:

The role of PAI teachers is very important in fostering an attitude of tolerance in students. They set a real example of how to accept differences and not discriminate against friends. PAI teachers also instill the understanding that diversity is part of God's creation that must be respected. Students are directed to understand the rights of others, such as respecting opinions, not demeaning anyone, and being fair to all friends. PAI teachers also emphasized the importance of respecting each individual, even if they have different traits or backgrounds. In addition, they encourage students to respect and feel proud of the diversity of cultures, customs, and customs as a manifestation of God's greatness. Through example and daily habits, PAI teachers succeed in guiding students to get used to living in harmony and being tolerant.

(Interview with Mrs. Suhriyah, S.Pd, November 2025, Serang City, Banten Province).

Based on the results of interviews at SMAN 1 Tirtayasa, Islamic Religious Education teachers play an important role in developing students' social tolerance through example, guidance, and habituation. Teachers instill the values of respecting differences, respecting the rights of others, accepting diversity, and maintaining harmony in daily life. The findings show that the role of PAI teachers includes acceptance of differences, respect for diversity, respect for the rights and existence of each individual, and support for diversity as part of God's creation. Thus, PAI teachers contribute to shaping the character of students who are open, inclusive, and able to live harmoniously in the midst of a pluralistic society.

C. Analysis of Social Empathy Attitudes in Students at SMAN 1 Pontang and SMAN 1 Tirtayasa

Islamic Religious Education teachers have a very strategic role in fostering social empathy attitudes in students. Social empathy is one of the important aspects in the formation of student character, especially in schools that have a diversity of backgrounds, characters, and social conditions. Social empathy must be taught and habituated to students. (Ulfa Ainul Mardhiyah, Avita Febri Hidayana, 2024: 53). PAI teachers play the role not only as a conveyor of learning materials, but also as listeners, emotional guides, and role models for students. They consistently demonstrate the ability to place themselves, understand students' emotional states, and respond wisely and without judgment. Teachers' sensitivity to changes in students' attitudes, expressions, and body language allows them to give proper attention according to students' needs. Through gentle communication, proper guidance, and exemplary daily attitudes, PAI teachers instill the values of empathy, care, and appreciation for differences. Students are directed to be able to understand the feelings of others, respect diversity, be fair, and live harmoniously in social interactions. The development of social empathy also has an impact on the formation of solidarity, noble morals, and students' ability to adapt to social dynamics in schools. Overall, PAI teachers have a significant influence in shaping students who

are sensitive, caring, inclusive, and able to interact harmoniously with their social environment, making social empathy the main foundation in the formation of better character and social life.

The researcher conducted an interview with the Vice Principal of SMAN 1 Pontang, Mr. Akhmad Taufik Halaili, S.Ag, M.Pd as a resource person, namely:

"What is the role of PAI teachers in developing an empathetic attitude, the dimension of self-placement expertise, the ability to accept the conditions and decisions of others, the ability to communicate, empathy, attention, and the ability to understand the position and condition of others?"

Mr. Akhmad Taufik Halaili, S.Ag, M.Pd explained:

If we talk about empathy, PAI teachers have a very big role. At school, PAI teachers are usually a place for students to tell stories and vent, so automatically they must be able to place themselves. They don't judge right away, but try to understand the situation first. PAI teachers are also used to accepting the condition of students as they are, not all students have the same background, so they must be wise in responding to their decisions or circumstances. In communication, PAI teachers also often invite students to chat in a gentle, warm way, so that children feel safe. If there is a student who has a problem, the PAI teacher is usually quick to sensitive, understanding that the child needs attention, either from his body language or his attitude. And when faced with differences, PAI teachers try to understand the position of each child. They try to see the problem through the student's lens, so that they can give the right direction without imposing their will.

(Interview with Mr. Akhmad Taufik Halaili, S.Ag, M.Pd, November 2025, Serang City, Banten Province)

Based on the results of interviews at SMAN 1 Pontang, Islamic Religious Education teachers play an important role in developing students' social empathy through example, empathetic communication, and character building. Teachers strive to understand students' conditions, provide non-judgmental guidance, and create a safe and comfortable atmosphere for sharing. The findings show that PAI teachers contribute to fostering students' ability to understand the feelings of others, show care, appreciate differences, and build harmonious relationships. Thus, PAI teachers play a major role in shaping the character of students who are sensitive, caring, and able to coexist in diversity.

Furthermore, the researcher conducted an interview with the Deputy Principal of SMAN 1 Tirtayasa Mrs. Suhriyah, S.Pd as a resource person, namely:

"What is the role of PAI teachers in developing an empathetic attitude, the dimension of self-placement expertise, the ability to accept the conditions and decisions of others, the ability to communicate, empathy, attention, and the ability to understand the position and condition of others?"

Mrs. Suhriyah, S.Pd explained:

PAI teachers have a very big role in fostering empathy among students. In schools, PAI teachers are often a place for students to express their feelings or share stories, so they need to be able to position themselves appropriately. The teacher does not directly give an assessment, but first tries to understand the real situation experienced by the student. They also accept each student as they are, because each child has a different background so they require teachers to be wise in responding to decisions and situations faced by students. In communicating, PAI teachers usually use soft and warm language so that students feel comfortable when speaking. When there are students who are facing problems, PAI teachers are generally quick to notice the change in their attitude. This sensitivity makes teachers able to pick up on signs from body language or student expressions that need attention. In addition, when there is a difference of opinion or situation, PAI teachers try to understand the position of each student. They try to see the problem from the student's point of view so that the guidance given is more targeted and does not seem to impose their will.

(Interview with Mrs. Suhriyah, S.Pd, November 2025, Serang City, Banten Province).

Based on the results of interviews at SMAN 1 Tirtayasa, Islamic Religious Education teachers play an important role in developing students' social empathy through empathetic communication, exemplary, and character building. Teachers try to understand students' emotional states, provide non-judgmental guidance, and create a comfortable and caring atmosphere. The findings show that PAI teachers contribute to fostering care, the ability to understand the feelings of others, and building harmonious social relationships. Thus, PAI teachers not only play the role of educators, but also as emotional mentors who shape the character of students to be more sensitive, caring, and empathetic.

D. Analysis of the Success of PAI Teachers in Developing Students' Social Tolerance Attitudes

Islamic Religious Education teachers play a central role in fostering an attitude of social tolerance in students. Teacher success can be seen through various dimensions, including: acceptance of differences, respect for diversity, recognition of the rights of others, respect for the existence of individuals, and support for cultural diversity and God's creation. Islamic Religious Education teachers not only teach the value of tolerance in theory, but also instill practical understanding through guidance, daily interactions, and examples. Through this approach, students are guided to respect differences, care for others, work together, and be able to apply tolerance in a diverse and inclusive school life. Thus, Islamic Religious Education teachers make a significant contribution in forming the character of students who are harmonious, open, and respectful of diversity, in accordance with the goals of character education in Islamic Religious Education learning.

The researcher conducted an interview with the Vice Principal of SMAN 1 Pontang, Mr. Akhmad Taufik Halaili, S.Ag, M.Pd as a resource person, namely:

"How successful are PAI teachers in developing tolerance?"

Mr. Akhmad Taufik Halaili, S.Ag, M.Pd explained:

The success of PAI teachers in fostering student tolerance can be seen from several dimensions. First, acceptance of differences, students are taught to respect friends with different backgrounds and characters. Second, respect for diversity, teachers accustom students to work together and respect differences as a common asset. Third, recognition of the rights of others, students learn to respect the opinions and decisions of their peers without imposing their will. Fourth, respect for the existence of others, students are encouraged to care and not discriminate. Fifth, support for cultural diversity and God's creation, teachers instill the value of respecting culture and diversity as part of God's creation.

(Interview with Mr. Akhmad Taufik Halaili, S.Ag, M.Pd, November 2025, Serang City, Banten Province)

Based on the results of interviews at SMAN 1 Pontang, Islamic Religious Education teachers have succeeded in developing students' social tolerance attitudes through example, learning, and daily interaction. Teachers instill the value of acceptance of differences, respect for diversity, respect for the rights and existence of others, and support for diversity as part of God's creation. Thus, students not only understand the concept of tolerance, but are also able to apply it in a harmonious and inclusive school life.

Furthermore, the researcher conducted an interview with the Deputy Principal of SMAN 1 Tirtayasa Mrs. Suhriyah, S.Pd as a resource person, namely:

"How successful are PAI teachers in developing tolerance?"

Mrs. Suhriyah, S.Pd explained:

The success of PAI teachers in instilling an attitude of tolerance in students can be seen from several dimensions. First, the acceptance of differences, that is, students are taught to appreciate friends who have different backgrounds and characters. Second, the appreciation of diversity, where teachers accustom students to work together and respect differences as a common wealth. Third, recognizing the rights of others, students learn to respect the opinions and decisions of their friends without imposing their will. Fourth, respect for the existence of others, where students are encouraged to care and avoid discriminatory attitudes. Fifth, support for cultural diversity and God's creation, the teacher emphasized the importance of respecting culture and differences as part of God's creation.

(Interview with Mrs. Suhriyah, S.Pd, November 2025, Serang City, Banten Province).

Based on the results of interviews at SMAN 1 Tirtayasa, it can be concluded that PAI teachers have a central role in fostering social tolerance attitudes in students. This success can be seen from several important dimensions. First, the acceptance of differences, where students are taught to appreciate friends who have different backgrounds, characters, and conditions. Second, the appreciation of diversity, teachers accustom students to work together and see differences as riches that enrich social experiences. Third, recognition of the rights of others,

so that students learn to respect the opinions and decisions of their friends without imposing their will. Fourth, respect for the existence of others, where students are encouraged to care about their friends and avoid discriminatory attitudes. Fifth, support for cultural diversity and God's creation, teachers emphasized the importance of respecting cultures, customs, and differences as part of God's creation. Overall, PAI teachers succeed in not only teaching the value of tolerance in theory, but also instilling practical understanding through guidance, daily interactions, and examples. This makes students able to apply tolerance attitudes in diverse school life, creating a harmonious, inclusive, and respectful environment. The role of PAI teachers in this context is an important indicator of the success of character education which is the main goal in learning Islamic Religious Education.

E. Analysis of the Success of PAI Teachers in Developing Students' Social Tolerance Attitudes

Based on the results of interviews at SMAN 1 Pontang and SMAN 1 Tirtayasa, it can be concluded that Islamic Religious Education (PAI) teachers have a central role in fostering empathy for students. This success is reflected in various important dimensions, including the ability to place oneself according to the student's situation and condition, the ability to accept students' differences of opinion and background without judgment, the ability to communicate with empathy using soft and soothing language, sensitivity to gestures and changes in student behavior, and the ability to understand the position and condition of others so that the guidance provided is relevant and does not impose one's will. Overall, the application of these dimensions shows that PAI teachers not only teach empathy in theory, but also instill the values of care, care, and appreciation for others through daily interactions and examples. With this approach, students are able to internalize empathetic attitudes in social life in the school environment, so that an attitude of caring, sensitivity, and being able to build harmonious relationships with others is formed.

The researcher conducted an interview with the Vice Principal of SMAN 1 Pontang, Mr. Akhmad Taufik Halaili, S.Ag, M.Pd as a resource person, namely:

"How successful are PAI teachers in developing an empathetic attitude?"

Mr. Akhmad Taufik Halaili, S.Ag, M.Pd explained:

The success of PAI teachers in developing an empathetic attitude in students can be seen from several dimensions. First, self-placement skills, where teachers are able to adjust to the situation and conditions of students so that they feel cared for. Second, the ability to accept the conditions and decisions of others, teachers respect differences of opinions, backgrounds, and decisions of students without judgment. Third, the ability to communicate empathy,

teachers use soft and soothing language so that students are comfortable telling stories. Fourth, attention, namely teachers are sensitive to gestures, expressions, or changes in student behavior to be able to give the right attention. Fifth, the expertise of understanding the position and condition of others, the teacher tries to see the problem from the student's point of view so that the directions given are relevant and do not impose the will.

(Interview with Mr. Akhmad Taufik Halaili, S.Ag, M.Pd, November 2025, Serang City, Banten Province)

Based on the results of interviews at SMAN 1 Pontang, Islamic Religious Education teachers play an important role in fostering students' social empathy through the ability to understand students' conditions, appreciate differences, communicate empathically, show concern, and understand students' perspectives. Through learning, example, and daily interaction, PAI teachers succeed in forming the character of students who are more sensitive, caring, and able to understand the feelings of others.

Furthermore, the researcher conducted an interview with the Deputy Principal of SMAN 1 Tirtayasa Mrs. Suhriyah, S.Pd as a resource person, namely:

"How successful are PAI teachers in developing an empathetic attitude?"

Mrs. Suhriyah, S.Pd explained:

The success of PAI teachers in fostering an empathetic attitude in students can be seen from several aspects. First, self-placement skills, where teachers are able to adjust their attitudes and behaviors to the conditions and situations of students so that they feel cared for. Second, the ability to accept the conditions and decisions of others, teachers respect the differences of opinions, backgrounds, and decisions of students without giving negative judgments. Third, the ability to communicate empathically, the teacher conveys messages in soft and soothing language so that students are comfortable in expressing their feelings and opinions. Fourth, attention, teachers are sensitive to changes in students' expressions, movements, or behavior so that they can provide appropriate responses and attention. Fifth, the ability to understand the position and condition of others, teachers try to see problems from the perspective of students so that the guidance provided is more appropriate and does not seem to impose their will. Overall, PAI teachers through this approach have succeeded in building students' empathy consistently, making them more sensitive, caring, and able to understand the condition of their classmates.

(Interview with Mrs. Suhriyah, S.Pd, November 2025, Serang City, Banten Province).

Based on the results of interviews at SMAN 1 Tirtayasa, Islamic Religious Education teachers succeeded in developing students' social empathy through the ability to understand students' conditions, appreciate differences, communicate empathic, show concern, and understand students' perspectives. Through example, learning, and daily interaction, PAI teachers not only teach empathy theoretically, but also instill the value of caring and appreciating others so that students are able to apply it in social life at school.

CONCLUSION

Based on the results of the research on "The Role of Islamic Religious Education Teachers in E-Learning-Based Learning to Develop Social Tolerance and Social Empathy Attitudes of High School Students (Studies at SMAN 1 Pontang and SMAN 1 Tirtayasa)", it can be concluded that Islamic Religious Education teachers have a very important and strategic role in shaping students' social character, especially in developing social tolerance and social empathy in the digital learning era, namely:

First, the implementation of e-learning-based Islamic Religious Education learning in both schools shows that teachers not only play the role of delivering material, but also as facilitators, guides, and role models who direct students to internalize Islamic values in social life. Through the use of e-learning platforms, learning interactions become more flexible but still contain the value of character education, especially in terms of tolerance and social empathy. Second, students' social tolerance develops through learning that encourages them to respect each other's disagreements, avoid discriminatory behavior, and build polite communication in the digital space. The role of PAI teachers in shaping this attitude is the main factor, both through habituation, guidance, and daily interaction at school and in the virtual environment. Third, students' social empathy attitudes also experienced positive development. This can be seen from students' increased sensitivity to the condition of friends, the ability to understand the feelings of others, and caring attitudes in social interactions. PAI teachers act as emotional mentors who are able to provide direction with soft, attentive, and non-judgmental communication, so that students are able to imitate these attitudes. Fourth, the success of PAI teachers in developing tolerance and social empathy is shown through the application of the seven main roles of teachers, namely educating, teaching, guiding, directing, training, assessing, and evaluating. All of these roles are implemented in integrated e-learning-based learning so that it has a positive impact on the formation of students' character. Thus, it can be concluded that the E-Learning-based Islamic Religious Education learning carried out at SMAN 1 Pontang and SMAN 1 Tirtayasa is effective in supporting the role of PAI teachers to develop social tolerance and social empathy of students. This shows that Islamic religious education is not only oriented to the cognitive aspect, but also makes a great contribution to the formation of a harmonious, inclusive, and noble social character in the digital age.

This research shows that Islamic Religious Education teachers have a strategic role in developing social tolerance and social empathy of students through e-learning-based learning. The main contribution of this research lies in presenting empirical evidence on how the role of PAI teachers

as educators, supervisors, and role models can integrate character education in a digital learning environment. These findings enrich the study of Islamic religious education by emphasizing that e-learning not only functions as a medium for delivering material, but also as a means of forming the social character of students. Practically, the results of this research can be a reference for teachers and schools in designing e-learning-based PAI learning that is more oriented towards strengthening the values of tolerance and empathy. This research is still limited to two schools with a qualitative approach, so the results cannot be generalized widely. Therefore, further research is recommended to involve more schools, using mixed methods or quantitative approaches, and exploring the effectiveness of various e-learning platforms in supporting the formation of students' character.

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