

The Role of The Teacher in Installing The Values of Tolerance and Non-Violence

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| ARTICLE INFO | ABSTRACT |
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| Volume: 3 | This research examines the crucial role of teachers in instilling the values of tolerance and non-violence in students in an increasingly diverse and complex era. Through a comprehensive literature review and case study analysis, this research identifies effective strategies that teachers can implement to build an inclusive and peaceful learning environment. The findings show that teacher example, developing a curriculum that is sensitive to diversity, and implementing collaborative and dialogic learning methods play a significant role in forming students' tolerant and non-violent attitudes. This article also discusses the challenges teachers face in the process of instilling these values, as well as offering practical recommendations for teacher professional development and education policy. In conclusion, teachers have a strategic position as agents of change in building a generation that respects differences and upholds peace. |
| KEYWORD | |
| Teacher's Role, Non-Violence, Values Education, Diversity | |

1. Introduction

In the era of globalization which is marked by increasing social, cultural and religious diversity, the phenomena of intolerance and violence have become serious challenges for modern society. Conflicts based on differences in identity, bullying at school, and radicalism among youth are manifestations of a lack of understanding and appreciation of the values of tolerance and non-violence. In this context, educational institutions, especially schools, have a vital role as a forum for forming character and socio-political values in the younger generation.

Teachers, as the front guard in the education process, have a strategic position in instilling the values of tolerance and non-violence in students. However, previous research shows that many teachers still face difficulties in integrating these values into their daily learning processes. A study conducted by Rahman (2019) revealed that only 45% of teachers felt competent in handling sensitive issues related to diversity in the classroom. Meanwhile, a report from the Ministry of Education (2002) shows an increase in cases of bullying and conflict between students by 15% in the last three years, indicating the urgency of strengthening the role of teachers in instilling the values of tolerance and non-violence.

Although there have been efforts to include education in the national curriculum, its implementation at classroom level remains variable and often ineffective. Wijaya's research (2021) found that a doctrinaire and non-contextual approach was actually counterproductive in forming students' tolerant attitudes. This shows the need for more in-depth study of effective strategies and approaches for teachers in instilling the values of tolerance and non-violence. Apart from that, developments in information technology and social media have created new challenges in efforts to instill positive values. Students are

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increasingly exposed to various information and narratives that have the potential to trigger intolerance and aggressive attitudes. In this situation, the teacher's role becomes increasingly complex, not only as a teacher of subject matter, but also as a guide who helps students develop digital literacy and critical thinking.

Based on the urgency and complexity of these problems, this research aims to comprehensively examine the role of teachers in instilling the values of tolerance and non-violence. This study will examine best practices, identify challenges faced by teachers, and formulate innovative strategies that can be implemented in the diverse context of Indonesian education. It is hoped that the results of this research can make a significant contribution to the development of education policies and increase teacher competence in building a tolerant and peace-loving generation.

2. Methodology

This research adopts a mixed methods approach, combining quantitative and qualitative methods. This approach was chosen to gain a comprehensive understanding of the role of teachers in instilling the values of tolerance and non-violence, as well as to explore the complexity of this phenomenon from various perspectives. An explanatory sequential mixed method design was used in this research. The quantitative phase will be conducted first, followed by the qualitative phase to explain and deepen the quantitative results.

The research population is secondary school teachers in Indonesia. The sample will be drawn using stratified random sampling techniques to ensure adequate representation of various demographics, school types, and geographic areas. The sample size was determined using the Slovin formula with a confidence level of 90%. Research instruments: a. questionnaire: uses a 5-point Likert scale to measure teachers' perceptions, attitudes and practices in instilling the values of tolerance and non-violence. b. Semi-structured interview guide to explore teachers' experiences and challenges in more depth. c. observation sheet: to assess the implementation of the values of tolerance and non-violence in classroom teaching practices.

3. Results and Discussion

The role of teachers in instilling the values of tolerance and non-violence. The results of the quantitative analysis show that the majority of teachers (85%) consider instilling the values of tolerance and non-violence to be very important, with teacher example and inclusive learning strategies being the most influential factors. The sample for this study consisted of 150 middle school teachers in the city of Palu, reflecting diversity in terms of gender, teaching experience and subjects taught.

The high percentage of teachers, namely 85%, who consider instilling the value of tolerance important shows good awareness among educators. However, the gap between awareness (85%) and feelings of competence in teaching (70%) indicates a need for further professional development. Factor analysis revealed four main dimensions in the teacher's role. 1) the importance of creating a "safe space" in the classroom for open discussion. 2) facing challenges in overcoming large-scale prejudice 3) meeting the need for continuous professional development related to diversity issues 4) Having an important role in the curriculum in instilling the values of tolerance and non-violence

The results of the regression analysis show that teacher example ($\beta = 0.45, p < 0.001$) and inclusive learning strategies ($\beta + 0.38, p < 0.001$) are the strongest predictors of the effectiveness of instilling values. These findings highlight the importance of not only what is taught, but also how teachers behave and the teaching methods used. The findings regarding the importance of teacher example are in line with Bandura's (1997) social learning theory, which emphasizes the role of behavioral models in learning social values. The positive correlation between teaching experience and the effectiveness of instilling values ($r = 0.3, p < 0.05$) shows that gylru who are more experienced tend to be more effective in instilling the values of tolerance and non-violence.

Although the quantitative analysis provides a strong overview, it is important to remember that these data are based on teacher self-reports, which may be influenced by social desirability bias. Findings about the importance of inclusive learning strategies provide direction for further exploration and classroom interviews and observations, especially regarding the specific practices teachers use in implementing these strategies.

Overall, the quantitative phase reveals the central role of teachers in instilling the values of tolerance and non-violence, with an emphasis on exemplifying the values of tolerance and non-violence, with an emphasis on modeling and teaching strategies. The subsequent qualitative phase will deepen our understanding of how these factors are manifested in everyday practice in the classroom.

The qualitative phase of this research aims to deepen understanding of teachers' experiences and practices in instilling the values of tolerance and non-violence, as well as exploring nuances that may not be revealed in quantitative analysis. Qualitative data was collected through semi-structured interviews with 20 selected teachers and classroom observations of 10 teachers. The selection of participants was based on quantitative survey results to ensure representation of various levels of effectiveness in instilling values. Interview transcripts and observation notes were analyzed using a thematic analysis approach. This process involved coding data, identifying patterns, and developing major themes.

The themes that emerged in this research were a) creating a safe space in the classroom: The role of the teacher emphasizes the importance of building a classroom environment that supports open discussion. As stated by teacher A: I always try to create an atmosphere where every student feels safe to express their opinions without fear of being judged. b) overcoming deep-rooted prejudices: many teachers recognize the challenges in overcoming ingrained prejudices in students. Teacher B stated that it is sometimes difficult to change long-held views of students, especially if they come from the family environment. c). professional development needs: "a consistent theme that emerged was the need for ongoing training. Teacher C stated: we need more workshops on how to handle sensitive issues related to diversity. d) the role of the hidden curriculum: classroom observations reveal the importance of the hidden curriculum. Teacher D, for example, consistently uses examples that reflect diversity in his explanation of the material.

Observations show that 70% of teachers demonstrate inclusive practices in teaching. This can be seen from the use of inclusive language, managing discussions that involve various perspectives, and the use of diverse learning materials. One teacher described her innovative approach: I use role plays where students have to "become someone else" to understand different perspectives." Although quantitative data indicated high teacher self-confidence, interviews revealed deep concerns about handling inter-student conflict situations. During classroom observations, researchers noted that teachers who appeared to be most effective in instilling the values of tolerance were those who consistently demonstrated these values in daily interactions with students. It should be noted that these qualitative findings are based on a relatively small sample and may not fully represent the experiences of all teachers in the city of Palu. Overall, the qualitative phase enriches our understanding of the complex role of teachers in instilling the values of tolerance and non-violence, revealing the nuances of the challenges faced in daily practice.

5. Conclusion

The research results show that teachers in the city of Palu play a crucial role in instilling the values of tolerance and non-violence. The effectiveness of this role depends greatly on the teacher's example, use of inclusive learning strategies, and ability to manage diversity in the classroom. Although most teachers recognize the importance of their role, there remains a significant need for professional development and systemic support to meet the challenges of instilling these values.

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