

School Principals as Leaders in Fostering Attitudes of Religious Tolerance in Schools

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Received: 02-08-2022

Revised: 20-10-2023

Accepted: 26-11-2023

Article Information

Abstract

Keywords:

The Role of School Principals, Leaders, Fostering Tolerance.

The aim of this research is to find out the role of the principal of Santo Yusuf Middle School in building an attitude of religious tolerance using a qualitative research approach. The current era of globalization and increasing cases of religious intolerance in educational institutions make this research even more important to be discussed as a solution and recommendation for school principals to optimize their leadership roles in the educational institutions they lead. This research method uses in-depth interview techniques with key informants, namely the school principal and supporting informants, namely Muslim and non-Muslim teachers. The findings of this research found that the role of the principal has a significant influence on the success of building an attitude of tolerance in schools by mobilizing the school community with the initiative to create internal guidelines, directing by equalizing mutually agreed perceptions, guiding in an accommodating manner and being a good role model, protecting rights. school community through assimilation and development programs through internal routine programs and interfaith cultural programs. This finding is also an additional option for school principals in increasing the values of tolerance in schools as well as strengthening that the important role of school principals has a significant impact on the conduciveness of the work environment and improving the quality of education at large. Conduciveness through an appropriate humanitarian approach will influence the development of holistic potential students both intellectually, socially, emotionally, and spiritually, with that the potential risk of intolerance at school can be prevented and overcome.

Kata kunci:

Peran Kepala Sekolah, Leader, Pembinaan Sikap Toleransi

Abstrak.

Tujuan artikel ini untuk mengetahui bagaimana peran kepala sekolah SMP Santo Yusuf dalam membangun sikap toleransi beragama dengan menggunakan pendekatan penelitian kualitatif. Era globalisasi saat ini dan semakin meningkatnya kasus intoleransi agama di lembaga pendidikan membuat penelitian ini semakin penting untuk di bahas sebagai solusi dan rekomendasi setiao kepala sekolah untuk mengoptimalkan peran leadernya di lembaga pendidikan yang di pimpin. Metode penelitian ini menggunakan teknik wawancara mendalam terhadap informan utama yakni kepala sekolah dan informan pendukung yaitu guru muslim dan non muslim.

Temuan penelitian ini menemukan bahwa peran kepala sekolah memiliki pengaruh signifikan terhadap keberhasilan membangun sikap toleransi di sekolah dengan cara menggerakkan warga sekolah dengan inisiatif membuat pedoman internal, mengarahkan dengan menyamakan persepsi yang disepakati bersama, membimbing secara akomodatif dan menjadi sari tauladan baik, melindungi hak-hak warga sekolah melalui program asimilasi dan membina melalui prigram rutin internal dan program budaya lintas iman. Temuan ini sekaligus menjadi tambahan opsi bagi kepala sekolah dalam meningkatkan nilai-nilai toleransi di sekolah sekaligus menjadi penguatan bahwa peran penting kepala sekolah berpengaruh signifikan terhadap kondusifitas lingkungan

kerja dan peningkatan mutu pendidikan secara luas. kondusifitas melalui pendekatan kemanusiaan yang tepat akan berpengaruh terhadap pengembangan potensi holistik siswa baik secara intelektual, sosial, emosional dan spiritual, dengan itu potensi resiko terhadap intoleransi di sekolah dapat di cegah dan di atasi.

INTRODUCTION

As a pluralistic country and the progress of globalization is increasingly advanced, Indonesia has the challenge of maintaining diversity for the sake of the integrity of the nation and state, educational institutions are one alternative to prevent this, especially the issue of religious differences which is a very important thing to pay attention to in educational institutions (Rohmah et al., 2023; Sechandini et al., 2023). as a basis for preparing human resources who love the country, but education is also obliged to facilitate students to be able to recognize and appreciate all the differences that exist within them, both through school policies, resources, curriculum, and social culture (Arifin et al., 2023). One of the figures who has a crucial role in building an attitude of religious tolerance in educational institutions is the head who plays an important role in realizing an inclusive culture in the school he leads (Azhar, 2016).

The reality of schools in Indonesia is that there is still a lot of religious intolerance in the form of discrimination and harassment, bullying, ignoring religious traditions, banning religious clothing and symbols, limiting social interactions and even spreading hate speech in the form of radicalism and extremism. SETARA (Institute for Democracy and Peace) in a press release on July 9 2023 stated that there had been an increase in active intolerant groups of middle school/senior high school students from 2.4% in 2016 to 5% in 2023, other data stated that there were 61% students accept all types of different religious symbols while 25.6% of students reject religious beliefs and differences. (Setara-institute, 2023)

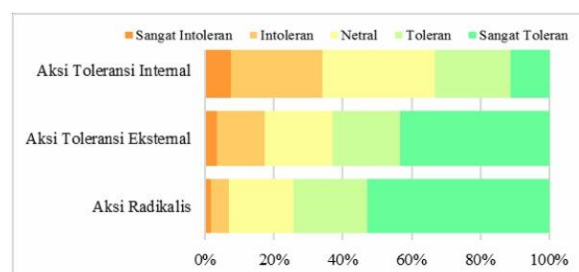


Figure 1. Proportion of Intolerant Students in Indonesia (Sumber : Setara-Institute)

The data above further strengthens that the government needs many options in dealing with this sensitive issue, various research has been carried out to reduce this. Siti Marhamah in her research explains that school principals must be able to be good role models for the school community, make policies by involving the community and monitor the policies that have been made (Halimah & Marahma, 2022.). Ningsih added that what is no less important in realizing tolerance in schools is the personality of the school principal who must prioritize the principles of justice and wisdom as a strategy to build tolerance (Ningsih et al., 2023). Apart from focusing on the principal's duties, Karolina added the need for awareness of the entire school community, including teachers, students, student guardians and the community, to play an active role in campaigning for the importance of tolerance in schools (Karolina & Rustiyarso, 2019). Furthermore, the results of other research confirm that the form of fostering tolerance in schools is 1) Tolerance is one of the most important visions and missions of the institution 2)

Getting into the habit of smiling, greeting, saluting, being polite and polite 3) Getting moral and material support from educational institutions both in the form of programs and budget allocations (Istiyahah, 2020).

The aim of this research is to complete the gap in previous, more detailed research on the psychology-personality, strategies and policies of school principals in Islamic educational institutions. Therefore, this research focuses more on looking at school principals as leaders to create appropriate coaching concepts for students using Wahjosumidjo and Mangunhardjana's (WAHJOSUMIDJO, 2010) theoretical perspective approach, while the object studied is a Christian educational institution whose students, teachers and educational staff have a diverse religious background, and multicultural. This research will examine in depth how successful school principals are in leading educational institutions so that they are able to manage students, teachers and interfaith education staff through. What is the role of the school principal in building an attitude of religious tolerance in schools, so it is hoped that the results of this research will have the benefit of contributing to the effectiveness of the leader role of the school principal and what forms of fostering student religious tolerance have been carried out in the Christian school.

RESEARCH METHOD

This research is qualitative research with a case study type. The research location is at Santo Yusuf Middle School, Pacet District, Mojokerto City. The approach used in this research uses a deep active participation approach. Data sources were taken from school principals as primary sources, teachers and students. Research supporting data is in the form of writings, books or other documents that are related and related to the object being studied. Data collection was carried out by means of observation, unstructured interviews and documentation. The analysis process is carried out by reducing data, presenting data, and drawing conclusions. Testing the validity of the data was carried out by expanding observations, increasing perseverance and commitment, triangulating data, holding discussions with colleagues or people who are experts in the field of educational leadership, and conducting member checks with an intensive research period of 3 months

RESULT

The Role of the School Principal in Fostering Students' Attitudes of Tolerance

Based on research that has been carried out through observation activities, interviews with several important informants and in-depth documentation studies, researchers found 5 crucial roles that have been carried out by school principals as coaching material to create a tolerant attitude among students at Santo Yusuf Middle School, namely as follows:

Move It

The role of the principal succeeded in creating ideological guidelines for educational institutions called "*Servite et Amate*" which means "Serve and love". Which contains guidelines for the values of tolerance that must be achieved with mechanisms and programs that have been established, Mrs. Kristen Windhi as a Social Sciences subject teacher at Santo Yusuf Middle School revealed

Here we have a concept for understanding and building an attitude of religious tolerance, namely the principle of "Servite et Amate" which is always applied by the Principal to promote an attitude of tolerance in this school.

There are five important elements in our guidelines, namely Integrity, instilling a sense of justice, compassion, Achievement spirit, Team Spirit, a concept of interaction that means enthusiasm with togetherness. With this concept we can foster solidarity and tolerance. (Principal Ignatius Agus Budiono)

From the explanation above, the Santo Yusuf Pacet educational institution has an ideological guideline called *Servite et Amate*. This guideline was created by the school principal as a work basis and thinking principles which contains the institution's vision and mission, all of the material in which supports tolerance.

Direct Work Units

The role of the school principal in directing is realized by uniting common perceptions in the school environment so as to create a conducive work environment and harmonious social life, the principal's interview explained;

Goodness comes from God, and all humans are given goodness by God Himself, so it should be an obligation for all religions of any kind to fight for this goodness so that the value of goodness should also be developed at Santo Yusup Middle School. This was also not based on orders from me personally as the school principal, but rather a mutual agreement was made, in order to build an attitude of tolerance between religious communities that is peaceful and harmonious in educational institutions. (Principal Ignatius Agus Budiono)

The awareness created by the school principal is with a personal approach by continuing to communicate both personally, structurally and openly. The above is in line with what one Muslim and Catholic teacher said :

Basically, humans were created by God to live side by side, not to be enemies with each other. We live in various religions here to respect each other's differences even though we have different beliefs. I always instill several concepts of interaction in the students at Santo Yusup Middle School that they are here to seek knowledge, look for friends, look for brothers and sisters towards a common goal. (Katolik Teacher)

The concept of coaching in building an attitude of religious tolerance that was instructed by the principal that I instilled in the students of Santo Yusup Middle School is only one, namely that wherever we are, we must be kind to each other, regardless of differences in religion, ethnicity and so on. (Moeslem Teacher)

The explanations from the two teachers' councils confirmed that one of the roles of fostering an attitude of religious tolerance is through the similarity of the concept of goodness carried out by the school principal so that the teachers' councils and students can easily implement it, that goodness is everyone's right without distinction between ethnicity, religion, language, culture and etc.

Guiding Work Units

The results of the researcher's observations found that there were healthy social interaction relationships individually and in groups. The concept of communicative interactive accommodation was carried out by the principal by providing a good example in interacting with teachers and students openly and continuously so that this visualization was part of the principal's way of guiding teachers and students to be tolerant. Mr. Ignatius Agus Budiono (Principal) explained:

The best way to guide is to give an example of practice so that others are also obliged to be an example for anyone they meet because I think all religions must teach a good example of life. Social interaction, especially in learning, will greatly determine the success of this tolerance, because the process of interaction in learning certainly involves interactions with each other, between religions, races, cultures and other interests.

Interaction is important, especially as we walk towards one goal, by communicating with each other. You have to have an open discussion, ask questions so you don't misunderstand so that the results are maximum. (Social science teacher)

Based on the explanation from the two informants above, the role of guiding the school principal is carried out by accommodating and socializing directly both personally and openly, not only to teachers but also to the treatment of students. According to the principal, the quality of social interaction is the key to the success of creating a positive environment. conducive and tolerant.

Protector Work Units

Researcher observations in the field found good harmonization and cooperation between students, teachers and staff/employees at Santo Middle School both in relation to internal and external activities. This success occurred because of the principal's role in carrying out the assimilation process. This assimilation is the principal's effort to reduce conflict, differences and misunderstandings. This assimilation can also be interpreted as a balanced opportunity in religion. Like joining together to commemorate the holidays of Christmas, Nyepi and Eid al-Fitr. Mr. Ignatius Agus Budiono said:

Here, all students without exception must take part in activities during Christmas celebrations, Friday sermons, prayers or other inter-religious spiritual activities, yes, even without coercion, yes, we still encourage and socialize.

Yes, there is also an opportunity for Catholic students and Christian students to be involved in activities commemorating Islamic holidays or Islamic religious activities at Santo Yusup Middle School. such as, the opportunity to take part in events commemorating the birthday of the Prophet Muhammad SAW, and also Pondok Ramadhan when entering the month of Ramadhan. All students took part in the event without any differences. Because for him we both worship the Almighty God. (Erna, Islamic religious education teacher)

Furthermore, Mr. Igantius Agus Budiono said that it is impossible to imagine every individual appearing in nothingness, therefore the purpose of this social experience requires reflection in the form of interfaith social activities at Santo Yusup Middle School. Because I believe that later by reflecting and returning individuals' experiences in the social process, they will produce wise personalities, mental and thinking principles.

The results above provide an illustration that the principal protects the school community so that there are no differences between individuals and groups at Santo Yusup Pacet Middle School, namely utilizing interfaith activities between school members, so that they all work together in these activities so as to produce good social interaction between school residents. However, in this case the religious activities used by the school principal are only a form of fostering an attitude of religious tolerance, and do not have specific tendencies and goals because the purpose of these activities is educational services for the psychological needs and development of students' personal potential.

Build Well

Researchers found that the role of school principals in building an attitude of tolerance is by creating internal routine programs and school culture programs. The internal routine program is morning reflection before entering school and afternoon reflection before leaving school. This activity is routinely carried out every Monday to Friday and is coordinated by a religious team specially designed by the school principal. An interview with the school principal said :

Learning activities at Santo Yusup Middle School start from Monday to Friday, on holiday Saturdays are filled with group learning activities and sports and arts activities. Every time you enter a subject at Santo Yusup Middle School, it starts at 06.40 WIB, doing morning reflection in the form of a greeting with the teacher council. Before going home, all students were gathered in the field to participate in afternoon reflection and pray together

Basically, internal activities such as learning are the same as in general, students at other educational institutions who are safe together carry out mandatory learning activities at school by complying with and being disciplined with the regulations that exist in educational institutions. However, the principal also uses this to foster attitudes of religious tolerance among students at Santo Yusup Pacet Middle School. Mr. Amin, as the PAI teacher there, said that once a week, every day, every day in each class they study religious subjects. For Islamic students, every time they start the lesson, all the students read short suras and then the lesson begins. I require them to read before starting the lesson. short letters to Muslim students, even though they don't go into the basics at least they can recite the Koran correctly.

In addition to the routine reflection program, the role of the principal in creating religious tolerance is by creating a school culture program which is packaged in the form of an interfaith program between students who are also guided by teachers who are responsible for these activities in order to foster interfaith interaction and mutual cooperation. each other. As stated by Mr. Ignatius Agus Budiono as the school principal, this school culture develops a school with the motto "*Joy in harmonious learning and diversity*". So from this motto, the culture that has been carried out by students, teachers and employees/staff is to develop the culture of the Santo Yusup Middle School school together through inter-faith interactions, namely by carrying out religious activities but there is still someone who guides them according to their respective religious faith activities. -each

Some teachers said that the form of interfaith interaction that must be developed for the first students at Santo Yusup Middle School is through mutual cooperation, because cooperation is the main and first process of interaction itself, so it should be carried out. As one of the students of Islam said: We study as one, we study in groups together, sometimes with Ayu the next day, sometimes in a group with Cristin

In the end, from the results obtained by the researcher from the three informants above, the researcher can conclude that the Santo Yusup Middle School educational institution is an educational institution that is in solidarity with its peers. Because by carrying out this form of interfaith interaction between individuals and groups, it can build tolerant interactions within them and will add stronger ties to human values.

Findings regarding the role of the principal in fostering an attitude of tolerance at Santo Yusuf Middle School can be seen in table 1.

Table 1. Research Findings

Focus	Findings
Mobilizing Role	Internal Guidelines (Service et Amate) 5 Principles: Integrity, Justice, Compassion, Achievement, Team Spirit
Directing Role	Perception Equation Mutual agreement Respect, Communicative, Proactive
Guiding Role	Accommodating Responsive Sari Tauladan Openness
Protective Role	Assimilation

Coaching Role	Balance
	Equality
	Internal Routine Program
	Interfaith Cultural Program

Source: Santo Yusuf Middle School, 2023

DISCUSSION

Peran Kepala Sekolah sebagai Leader dalam Pembinaan Sikap Toleransi

Wahjosumidjo's theory explains that the school principal is structurally the highest leader at the education unit level who is required to have capable and strong leadership competencies. Functionally, the principal as a leader in the school has an obligation to provide work motivation to increase the productivity of all school members who he leads. In simple terms, principal leadership is the effort carried out by the principal in influencing teachers, students, employees, student guardians to cooperate with each other and carry out their duties and responsibilities optimally, so that by optimizing the role of the principal, the institution's goals can be achieved, especially in strengthening religious tolerance by various programs that have been planned by the school principal (Alwi & Mumtahana, 2023; Huda & Rokhman, 2021).

The first role carried out by the principal is to mobilize awareness and knowledge of human resources within the school by creating an internal guidebook, namely "*Service et Amate*", this guideline was created as a basis for thinking and behaving that the best service according to the principal is love. with each other, it is impossible to achieve peace and unity in an educational institution without a foundation of love that exists in the hearts of every member of the school. The explanation of love in these guidelines is then used as the goal of the institution and the attitude of all school members to always uphold the values of integrity, justice, compassion, enthusiasm for achievement and team spirit (Aisyah et al., 2022; Eva et al., 2019). In reality, these five principles are a measure of the success of school principals which are implemented through school policies, curriculum components, social interaction, learning approaches and strategies, evaluation, marketing and promotion (Idrus et al., 2023; Imaduddin, 2023).

The implementation of the above principles is illustrated in the learning process using the group method, from this method social interaction does not limit students even though they are of different religions, ethnicities and races to work together with each other both in teaching and learning activities, extracurricular and intercurricular activities, other realizations are carried out in an active way Once a week, we carry out flag ceremony activities together so that in this case the process of fostering an attitude of religious tolerance will continue to be reminded and implemented directly within the educational institution environment regarding the importance of living tolerantly between people over differences, especially within the same educational institution.

The results of the research above confirm (Wahjosumidjo, 1999) opinion, this theory provides an alternative for how to move a leader that can be done in the form of motivation. The form of motivation for school principals is the vision, mission and goals to be achieved and their actions will lead to the results they want. This means that if someone really wants something, and the way seems open to get it, then the person concerned will try to get it. This research also perfects Halimah and Marahma's research that the mobilization carried out by a leader towards the members of his organization is not enough just through the personal head of the school, but also requires an institutional role to produce guidelines and the vision and mission of the institution written in the guidelines so that they can easily be implemented by all school members (Halimah & Marahma, 2021).

The role of the two school principals as leaders is by directing them through a coaching process in the form of a similar concept of goodness, where this will later lead to the same goal, namely that as an educated person or someone who is educated, their job is only to focus on learning and seeking knowledge without worrying about social status, religion or other personal interests (A. Amirudin, 2022; Sutrisno et al., 2023). In its implementation, the process of equalizing the concept of goodness is carried out by the principal in an open, democratic and deliberative manner, any agreement is always carried out by means of discussion during meetings and planning policies, this makes teachers feel more respected so that teachers are not considered employees but have the same involvement and responsibility. so that it is easy for teachers to have a good respectful, communicative and pro-active spirit. This strength also helps students to receive good services so that teaching and learning activities are in accordance with what is instructed by the school principal (Karim et al., 2022; Pratiwi & Warlizasusi, 2023).

The information above emphasizes that in carrying out coaching, a leader has the right to direct his members, and this is also the key so that other people follow his wishes by using personal power or position power effectively in accordance with the needs of proportional accuracy, because in this case the directing process is a function The most important thing is in providing services to human resources so that they continue to develop and be productive. This productivity will later become the driving force for the progress of institutions and the quality of education itself.

These results confirm the opinion (Sadikin et al., 2020) which explains the term commanding in this theory is a management function related to efforts to provide guidance, suggestions, orders or instructions to subordinates in carrying out their respective duties, so that later these tasks can be carried out well and in accordance with mutually agreed goals. Therefore, in carrying out the development of an attitude of religious tolerance at Santo Yusup Pacet Middle School, the principal as a leader provides guidance through a process of equalizing the concept of goodness in the form of instructions to the school community so that they can equally maintain an attitude of tolerance between different beliefs in the educational environment. The findings of this research also strengthen the research of Hasan et al that the implementation of the values of tolerance between religious communities in educational institutions at Pangudi Luhur Middle School, Salatiga, through the process of directing an educator by guiding and instructing students to be tolerant of each other, is still very relevant to do to eliminate differences in beliefs. in educational institutions (Hasan et al., 2023).

The role of the three principals of Santo Yusup Pacet Middle School is to always accommodate all school members without looking at the differences within them. This is proven by the existence of examples of good practice or role models shown directly by the school principal to each student and teacher when interacting across faiths (Attsaury et al., 2024; Haq & Roesminingsih, 2024). Even though what the principal does is an obligation as a leader to each member, in this case the principal also always carries out continuous and responsive outreach to interfaith issues, and provides open space for communication and discussion with all school members at SMP Santo Yusup Pacet to establish good cooperation over differences in beliefs.

The information above confirms that the implementation of fostering an attitude of religious tolerance in the form of accommodating guidance will very often involve students, teachers and all school employees to accommodate their social rights. According to Ferdian, a good leader's interaction attitude will also have a good impact on the response of educators, pupils or students, on the other hand, if the leader's interaction is low, it is very likely that there

will be bad attitudes shown by students towards each other so that the quality of social interaction will also greatly influence the quality of the environment. surroundings (Ferdian & Alpizar, 2021).

Meanwhile, matters regarding accommodation, communication and interactiveness strengthen (Sirojuddin, 2016) opinion that one of the concepts of multicultural success is mutual respect between the interests of individuals, groups and educational institutions, this also serves as a guidance service for someone in making choices, adjustments and solving problems. The guidance provided by the principal of Santo Yusup Pacet Middle School aims to help individuals or groups to develop their potential, abilities and be responsible for their choices. The findings in this research also refine Anita Ida Karolina's research which focuses more on the role of schools or educational institutions in building attitudes of religious tolerance through the process of accommodation and socialization of school programs which are still relevant to carry out, especially in collaboration with the role of school principals who are more accommodating, responsive and interactive (Karolina & Rustiyarso, 2019).

The fourth role in implementing the development of attitudes of religious tolerance carried out by the principal at Santo Yusup Pacet Middle School is carried out by assimilation. Assimilation is meant by the principal protecting the human rights of all school members without distinguishing between social or religious strata. All school people get the same opportunities in educational institutions at Santo Yusup Pacet Middle School. Technically, assimilation is built on language equality using the Indonesian national language, which is built by merging all the school members at Santo Yusup Middle School, which will then create communication between each other and become a harmonious whole and become the distinctive characteristic of this educational institution.

As the theory used by researchers emphasizes that assimilation is carried out for each individual or group, it is the initial capital in building openness, cooperation and other behaviors that exist in every human being in order to establish harmonious relationships. So that in the future, from a harmonious relationship, each individual or group will feel that they have no restrictions in expressing socialist humanity among themselves.

The explanation above strengthens (Soekanto, 1990) research in the book *Sociology of Education* which explains that leaders' attitudes in determining organizational goals can be done through social approaches such as fulfilling human rights, culture or habits. Santo Yusup Pacet Middle School tries to reduce the differences that exist within it both through similar services, policies and various programs that involve all students and teachers even though they have different beliefs, this process is a portrait that equality of rights in every school activity is an interest and goal. together so as to create good cooperation for the goals of the educational institution itself and the school principal's policy concept in particular. The findings in this research also strengthen the results of Luthvi Arini's research that attitudes of tolerance through school culture between Muslim and non-Muslim students at SMA N 3 Yogyakarta through the assimilation program are still relevant, and Sapto Yusuf Middle School is building policy-based assimilation through the ideas of the school principal

The fifth role carried out by the principal at Santo Yusup Pacet Middle School as a leader in fostering attitudes of religious tolerance utilizes routine activities, which are internal activities such as one of the learning activities and before learning begins all students are required to take part in morning reflection activities and afternoon in the school field, in this reflection the principal always gives advice, motivation, regarding the importance of tolerance, diversity,

tolerance over differences, this consistency which also becomes a positive doctrine for the school community to realize, accept and implement the principal's message and becomes confirmation that the reflection This is a form of institutional development in creating religious tolerance (J. Amirudin et al., 2022; Maarif et al., 2023).

Explanation (Samani, 2011) stated that the form of implementation of fostering attitudes of tolerance in schools must be carried out continuously and sustainably and accompanied by actions and deeds as a measure of success. And choosing reflection as a routine at Santo Yusup Pacet Middle School is considered appropriate and effective to continue because it has been carried out for years, and this consistency also indicates that this method is still relevant to continue to be maintained.

Apart from the school's internal routine as a tolerance development program, Santo Yusuf Middle School also creates an interfaith school culture. This program was created to facilitate students to mingle with differences through recognizing and following the culture of other religions such as celebrating Nyepi together, Eid al-Fitr, Christmas and etc., this principle becomes an introduction and reinforcement in reducing the risk of subjective misunderstanding of interests between individuals and groups, and becomes training for differences because students are accustomed to recognizing and following these various differences. This explanation strengthens Megawangi's research that Holistic Education is important to create as a School Culture. To provide guidance through the school culture process, of course a leader must know the organizational culture, its characteristics, resources and targets to be achieved. The achievement of this tolerance is clearly part of the analysis. which is inseparable from the principal, so that the routine of reflection and equality in participating in every activity, especially interfaith, becomes the principal to develop the physical, intellectual, social, emotional and spiritual potential at Santo Yusuf Middle School. (Megawangi et al., 2005)

Program evaluation is part of the school principal's role to determine the level of success and obstacles that have been implemented by the school community. This evaluation takes the form of regular monthly, quarterly and semester meetings. In this evaluation, the principal as a facilitator listens to each division's report on progress and obstacles (B et al., 2023; Nurkhasanah et al., 2023). At the end of the discussion, the principal provides the opportunity to find various solution options that can be offered and mutually agreed upon to improve future progress. Munthe AP. emphasizes the importance of evaluating school principals in junior high schools, this is important not only to find out the level of success of the program but also to find out the level of success of the school principal's policies themselves, according to Cepi the results of this evaluation can be a parameter for the school principal as to whether the policies or programs being implemented are still effective to continue or needs improvement or changes so that targets can be easily met. (Munthe, 2015)

Of the three sub-indicators explained by the researcher above, fostering an attitude of religious tolerance at SMP Santo Yusup Pacet has similarities with Sri Mahriyani's research findings which explain that fostering an attitude of religious tolerance to create harmony among students at SD N Kauman 1, Malang City is also carried out by creating an agreed internal school program. by the parents through the school committee, another finding is that learning approaches and strategies greatly determine success in promoting religious tolerance, what the principal of Santo Yusuf Middle School has done can be a new approach that interfaith culture also has a very significant influence on the success of fostering religious tolerance, and this

becomes easier to run consistently because there is an evaluation program to measure the success of the program and the obstacles faced by the program.

CONCLUSION

The head's role as a leader in fostering an attitude of tolerance at Santo Yusuf Middle School is carried out in various ways, namely creating internal institutional guidelines which contain standards of human service, integrity, compassion, team spirit, and a spirit of achievement. Furthermore, the school principal plays an important role as a conceptualizer of every school member who must have a common perception of goodness through agreements that are accommodated by the head in every program that is strong to promote equality and openness in every service.

It is not enough that the school principal provides guarantees and protects human rights in the form of assimilation, which means that all services in the eyes of the school are the same regardless of cultural and religious background. The final role played by the school principal in forming an attitude of tolerance is by carrying out morning reflection before entering and leaving school as a motivation and reminder for school residents to continue to uphold human values, other supporting programs by introducing interfaith culture to introduce and participate in interfaith activities. religion. As a preventive measure, routine evaluations are carried out by the school principal to determine the level of success and obstacles of each program being implemented.

This research has a theoretical contribution as a reference for further research regarding optimizing the strategic role of school principals which needs to be developed to improve the quality of educational institutions. Practically, the findings of this research are recommendations for every educational institution, especially institutions that focus on increasing the value of religious tolerance through optimizing the role of a head. schools in leading homogeneous and plural educational institutions so as to create a positive and productive school culture. The limitations of this research are the limited objects that need to be developed as comparisons between institutions and across ministries such as Islamic boarding school-based institutions and certain religions, so as to produce more diverse and relevant recommendations to be made in each educational institution even with different backgrounds, affiliations, cultures and characteristics. different.

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