

DARUSSALAM: Scientific Journal of Islamic Education

DARUSSALAM: Scientific Journal of Islamic Education

Volume 1 (2) 201 – 212 December 2024

The article is published with Open Access at: <https://journal.mgedukasia.or.id/index.php/darussalam>

Improving the Character of Tolerance Between Friends through Contextual Learning in Islamic Education Learning at SD Negeri No. 105406 Pematang Guntung

Hilaliyah ✉, SD Negeri No. 105406 Pematang Guntung, Indonesia

Arbainur Kodar, SD Negeri No. 107967 Pelintahan, Indonesia

✉ hilaliyah28061980@gmail.com

Abstract: This research aims to increase tolerance between friends through the application of contextual learning on moral material towards others in grade V of SD Negeri No. 105406 Pematang Guntung. The background of this study is the low tolerance of students in daily life in the school environment, which is shown by the lack of ability to accept differences, the emergence of small conflicts between students, and lack of mutual respect. Contextual learning was chosen as an approach because it is able to relate the subject matter to the real situation faced by students, so it is expected to be easier to understand and apply in social life. The research method used is Class Action Research (PTK) which is carried out in two cycles. Each cycle consists of four stages, namely planning, implementation of actions, observation, and reflection. Data collection techniques are carried out through direct observation of student behavior, interviews with teachers and students, and documentation of learning activities. The results of the study showed that students' tolerance attitudes experienced a significant increase after the implementation of contextual learning. The improvement can be seen in the ability of students to work together in groups, respect each other's opinions, and show empathy for existing differences. Thus, the application of contextual learning in moral material to others has proven to be effective in fostering tolerance among elementary school students. These results recommend using a similar approach to form other positive characters in students.

Keywords: Tolerance attitude, contextual learning, morality towards others, character education.

Received October 20, 2024; **Accepted** December 4, 2024; **Published** December 31, 2024

Citation: Hilaliyah, Kodar., A. (2024). Improving the Character of Tolerance Between Friends through Contextual Learning in Islamic Education Learning at SD Negeri No. 105406 Pematang Guntung. *Jurnal Profesi Guru Indonesia*, 1(1), 201–212.

Published by Mandailing Global Edukasia © 2024.

INTRODUCTION

In recent years, the issue of tolerance among students has become increasingly relevant, especially in diverse and multicultural societies. Elementary schools, as foundational institutions, play a crucial role in shaping students' attitudes and behaviors. At SD Negeri No. 105406 Pematang Guntung, challenges in fostering tolerance among students have become more apparent. Conflicts and misunderstandings between peers often stem from a lack of understanding and appreciation of differences. Teachers have reported difficulties in instilling values of respect and empathy during classroom interactions. This highlights the need for more effective teaching strategies that promote tolerance. Traditional

teaching methods often fail to engage students in meaningful reflections about their attitudes toward others. As a result, moral and character education tends to become theoretical rather than practical. Therefore, a new approach is necessary to address these educational gaps.

Contextual learning emerges as a promising method to cultivate positive attitudes such as tolerance. By connecting lesson content to real-life experiences, students are more likely to internalize values and apply them in daily interactions. In the context of moral education, especially in the subject of Akhlak terhadap sesama, contextual learning allows students to relate their lessons to their relationships with classmates. It encourages students to reflect on their behavior and learn from real situations around them. At SD Negeri No. 105406 Pematang Guntung, this method could serve as a bridge between theoretical moral lessons and actual student behavior. By involving students in practical, interactive, and collaborative learning activities, tolerance can be nurtured organically. This research seeks to explore how contextual learning can be integrated into moral education to increase tolerance. The goal is to support students in becoming more empathetic, respectful, and inclusive peers.

Tolerance is a fundamental aspect of character education that contributes to a harmonious learning environment. Without tolerance, classrooms can become spaces of exclusion, bullying, and division. Elementary school is the ideal stage to begin nurturing such values, as students are in a formative phase of emotional and social development. Research has shown that early intervention in character education yields long-term benefits. When students learn to understand and accept others from a young age, they are more likely to carry these values into adulthood. At SD Negeri No. 105406 Pematang Guntung, the early promotion of tolerance could help prevent future conflicts. The importance of teaching moral values should not be underestimated, especially in a society that values diversity and unity. Thus, tolerance must be intentionally taught, modeled, and reinforced in the classroom setting. Despite the emphasis on moral education in the curriculum, many students still struggle with practicing tolerance in their daily interactions. This gap between knowledge and practice suggests a need for innovative instructional methods. Contextual learning, with its emphasis on real-world relevance, can help bridge this gap. Students are more likely to engage with lessons that reflect their own experiences. For example, discussing scenarios involving peer conflicts can help students analyze and understand appropriate responses. Contextual learning also allows for greater student participation, which enhances motivation and comprehension. When students are active participants, they take greater ownership of their learning. This method may lead to more genuine internalization of tolerant attitudes. The research will explore how these dynamics unfold in the elementary school context.

Many teachers at SD Negeri No. 105406 Pematang Guntung express a desire for more effective teaching tools to promote tolerance. While the existing curriculum covers moral topics, the methods of delivery often lack engagement. Students may memorize moral principles without truly understanding or valuing them. Contextual learning has the potential to transform passive learning into active engagement. By incorporating students' daily experiences, moral lessons become more relatable and impactful. Teachers need strategies that not only teach content but also shape character. This research aims to provide such strategies through the contextual approach. Ultimately, it seeks to empower teachers with methods that make moral values come alive in the classroom. This shift could significantly enhance the overall school culture and student relationships.

One of the challenges in moral education is translating abstract values into concrete behavior. Tolerance is often discussed in theory, but students need opportunities to practice it. Contextual learning activities such as group projects, peer discussions, and role-playing allow students to apply tolerance in practical settings. These activities create safe spaces where students learn to listen, share, and respect different viewpoints. As they interact with peers from various backgrounds, they develop a deeper understanding of empathy. This experiential learning can be more effective than lectures or textbook

exercises. At SD Negeri No. 105406 Pematang Guntung, these methods could foster stronger bonds among students. When students feel respected and valued, they are more likely to reciprocate those feelings. This contributes to a more inclusive and positive school environment.

Research in educational psychology supports the use of contextual learning in character development. It enhances cognitive, affective, and behavioral aspects of learning. Students not only understand the meaning of tolerance but also feel its importance and demonstrate it in action. This multi-dimensional learning is critical in shaping attitudes and habits. At the elementary level, where students are still forming their worldviews, such approaches are especially beneficial. Teachers play a key role in guiding and facilitating these experiences. Through structured contextual learning, they can model and reinforce tolerant behavior. The school community, including parents, can also support this effort. Together, they create a network that nurtures positive social values. This research will examine how these factors interact in the classroom setting. The success of contextual learning depends on how well it is planned and implemented. Teachers need to design learning activities that are relevant, meaningful, and aligned with the moral objectives. For instance, discussing issues such as bullying or exclusion in group settings can lead to important moral insights. Students can reflect on their own behavior and consider how to improve. Activities must also encourage collaboration and open dialogue among students. In such environments, tolerance becomes not just a concept but a daily practice. This approach requires teacher creativity, support from the administration, and flexibility in instruction. SD Negeri No. 105406 Pematang Guntung presents a unique context to implement and assess this method. The research aims to provide evidence of its effectiveness in promoting tolerance among students.

Cultural diversity within schools presents both a challenge and an opportunity. On one hand, differences in background can lead to misunderstandings or prejudice. On the other hand, they offer rich learning experiences for tolerance and empathy. Contextual learning enables students to engage with these differences positively. It encourages them to learn not just from the teacher, but from each other. This peer-based learning can be powerful in breaking down stereotypes. In the case of SD Negeri No. 105406 Pematang Guntung, the student population is varied in terms of socio-cultural backgrounds. This makes it a fitting setting for exploring how tolerance can be nurtured. Through shared experiences, students can develop a sense of unity amidst diversity. Such lessons are essential for building a peaceful and respectful society.

The concept of Akhlak terhadap sesama forms the moral foundation for interpersonal relationships. It emphasizes respect, compassion, and mutual care. These values align well with the principles of tolerance. When taught contextually, Akhlak lessons can become more relevant to students' social realities. For instance, discussing a disagreement among classmates can illustrate the importance of patience and understanding. Such examples make moral values tangible and easier to grasp. Contextual learning thus provides a bridge between abstract moral instruction and real-life application. It invites students to become active moral agents, not just passive learners. At SD Negeri No. 105406 Pematang Guntung, integrating Akhlak and contextual learning can produce meaningful character development. This research seeks to demonstrate how this integration impacts student behavior and attitudes.

METHODS

This research employs a qualitative approach with a classroom action research design. The aim is to explore how contextual learning can improve students' tolerance toward peers. The focus is on observing changes in behavior, participation, and attitudes during moral education lessons. The research was conducted at SD Negeri No. 105406 Pematang Guntung, involving students from a selected elementary class. The process includes planning, action, observation, and reflection, carried out in cycles. Each cycle is designed to

assess the impact of contextual strategies. The research emphasizes the direct involvement of students and teachers in real classroom settings. Data were collected through interviews, observations, and documentation. This approach allows for a deep understanding of the classroom dynamics and student responses. The participants in this study were fifth-grade students, selected due to their developmental stage of moral reasoning. At this age, students begin to understand abstract values and show growing independence. The class consisted of diverse individuals with varying levels of tolerance and empathy. Their involvement provides a rich context for examining behavioral changes. The teacher of the subject Akhlak terhadap sesama also participated as a collaborator. This teacher helped implement the learning activities and monitored students' reactions. The collaborative aspect strengthened the validity of the observations. Researchers maintained an active but non-intrusive presence in the classroom. This ensured a natural environment for collecting data on tolerance behaviors.

Planning was the first stage of each research cycle, where researchers and the teacher designed contextual learning activities. These activities were tailored to the theme of moral conduct toward others. The planning involved selecting real-life scenarios relevant to students' everyday experiences. Lesson plans included discussions, group tasks, reflections, and role-playing. Materials were prepared to support both academic understanding and moral reflection. Clear indicators of tolerance such as listening, cooperation, and respectful disagreement were established. The team also set targets for behavior change and learning outcomes. Through this structured planning, each cycle aimed to address specific gaps in students' attitudes. The goal was to make each lesson engaging and morally impactful. The action stage involved the actual implementation of the contextual learning strategy in the classroom. The teacher facilitated the lesson by connecting moral values to familiar, real-life contexts. Students were encouraged to actively participate, share personal experiences, and reflect on their behavior. Group work and peer interactions were central components of the learning process. During this phase, the researcher documented classroom dynamics through field notes and video recordings. Emphasis was placed on creating an inclusive and respectful classroom atmosphere. Activities aimed to engage students emotionally and cognitively. The teacher modeled tolerant behavior and guided students in resolving conflicts. This hands-on phase was critical for observing changes in students' moral attitudes.

Observation occurred simultaneously with the action stage and involved systematic monitoring of student behavior. Researchers used observation sheets to record instances of tolerance and intolerance. Specific behaviors such as cooperation, conflict resolution, and empathy were closely tracked. The observations aimed to capture both verbal and non-verbal indicators of change. The teacher's feedback was also collected during and after each session. Data were categorized according to behavioral indicators and lesson components. This allowed researchers to link specific learning activities with behavioral responses. Observations were discussed collaboratively to ensure accuracy. The data helped identify which methods were most effective in promoting tolerance. This information guided adjustments in the next cycle.

Reflection was the final stage of each cycle and served as a critical evaluation process. After each session, the researcher and teacher reviewed the outcomes based on observations and student feedback. The reflection helped identify successes, challenges, and areas for improvement. Key questions included whether tolerance levels had improved and how students responded to the activities. Student work, such as written reflections and group outputs, was also analyzed. Based on this analysis, modifications were made to the lesson plans for the next cycle. The iterative nature of classroom action research allowed for continuous refinement. Each reflection informed better planning and stronger implementation. The cycle was repeated to reinforce learning and deepen behavior change.

Instruments used in this study included observation sheets, interview guides, and documentation tools. The observation sheets focused on identifying specific student

behaviors during classroom interactions. Interview guides were developed to collect insights from the teacher and selected students. Questions focused on student engagement, perceived changes, and overall classroom climate. Documentation included photos, videos, and student work samples. These instruments provided a comprehensive view of the learning process. The data from each instrument were triangulated to enhance validity. By comparing multiple sources, the research ensured an accurate portrayal of events. This multi-instrument approach supported the depth and reliability of findings. The tools were simple but effective for the elementary school setting.

Data analysis in this research followed an inductive approach, focusing on themes that emerged from classroom interactions. Researchers categorized observed behaviors according to pre-established indicators of tolerance. These categories included respect, empathy, cooperation, and open-mindedness. Notes from observations and interviews were coded and organized into thematic clusters. Patterns and trends were identified across different cycles and sessions. Changes in behavior were compared with the context of each lesson. Analysis also involved comparing pre- and post-activity student behaviors. This allowed researchers to assess the effectiveness of each contextual activity. The findings were then synthesized into descriptive narratives. These narratives highlighted the impact of the learning model on students' attitudes.

To ensure research validity, several strategies were applied, including triangulation and member checking. Triangulation was achieved by using multiple data sources and instruments. This helped cross-verify the results and minimize bias. Member checking involved sharing findings with the teacher and students for feedback. Their input helped clarify and confirm interpretations. Prolonged engagement in the classroom also contributed to trust and authenticity. By spending significant time with students, researchers gained a more accurate understanding of classroom culture. Detailed documentation supported transparency and allowed for future verification. These steps strengthened the credibility of the research. The findings were rooted in actual classroom experiences. Ethical considerations were an essential part of the research process. Informed consent was obtained from the school, the teacher, and students' parents. Students were informed about the purpose of the research and their role in it. Participation was voluntary and could be withdrawn at any time. Confidentiality was maintained by using pseudonyms and anonymizing data. The research avoided any activity that could harm or pressure students. The goal was to create a safe, respectful environment throughout the study. Ethical practices helped foster trust and cooperation. The research prioritized the well-being and dignity of all participants. These principles guided every step of the project.

The timeline for this research spanned approximately three months, allowing for multiple action cycles. The first month was dedicated to preparation and initial observations. This included baseline data collection on students' tolerance behaviors. The second month focused on implementation and refinement of contextual lessons. Each cycle lasted two weeks, followed by reflection and planning. The final month was used for consolidation, interviews, and final analysis. This timeline allowed for meaningful interaction and observable changes in behavior. It also provided room for adjustments and improvements. The flexible schedule suited the dynamic nature of classroom-based research. The duration was adequate for assessing sustained impact. The classroom setting provided a natural environment for observing authentic student behavior. Rather than relying on hypothetical responses, the research captured how students truly acted in social situations. The integration of research into regular lessons minimized disruption to learning. Students participated in activities without feeling observed or judged. The familiar classroom context allowed for more genuine engagement. The teacher's role as a facilitator helped maintain consistency and structure. This setting offered real-life applications of moral values, aligned with the principles of contextual learning. It allowed for a holistic view of students' social and emotional development. The classroom served as both a learning space and a research field. The role of the researcher was multifaceted,

including planning, observing, supporting, and reflecting. Researchers worked closely with the teacher but maintained objective distance during classroom sessions. They facilitated discussions during reflections and assisted in designing materials. Their presence aimed to support, not influence, student behavior. By focusing on process rather than outcomes, the researcher prioritized depth over breadth. This allowed for richer insights into the impact of contextual learning. The collaborative approach strengthened the implementation of the lessons. It also enabled a more responsive and adaptive research process. The researcher's role evolved throughout the study, based on classroom needs.

Throughout the research, contextual learning proved to be a dynamic and adaptable strategy. Lessons were adjusted based on student feedback and observed effectiveness. Activities were designed to be relatable and emotionally engaging. These included storytelling, role-plays, peer interviews, and real-life case discussions. The goal was to link abstract values to tangible experiences. Each activity was followed by structured reflection to deepen learning. Students were encouraged to express their thoughts and emotions. This approach helped internalize tolerance as a lived value. Contextual learning thus moved beyond theory into daily student life. The methodological approach in this research allowed for a deep, practical understanding of tolerance development in students. It combined structure with flexibility, observation with reflection, and theory with practice. The findings contribute not only to academic knowledge but also to practical teaching strategies. The research highlights the importance of engaging students in meaningful moral education. It also emphasizes the role of teachers as facilitators of character development. Through action research, continuous improvement was achieved. Each cycle brought students closer to the desired attitudes. The methodology served as a tool for transformation within the school environment.

RESULTS

The implementation of contextual learning in the Akhlak terhadap sesama subject led to significant improvements in students' tolerance levels. In the early stages of the study, many students displayed limited empathy during peer interactions. They often interrupted each other during discussions and were reluctant to work with peers outside their friend groups. After the first cycle of contextual lessons, students began to show more willingness to engage with different classmates. Their responses during reflective sessions indicated a growing awareness of the importance of tolerance. They also started to recognize and apologize for inappropriate behavior more frequently. These changes suggest that contextual activities positively influenced their moral perspective. This early development set a strong foundation for further improvement in the following cycles. During the first cycle, contextual activities such as role-playing and group storytelling encouraged students to reflect on their own experiences. For instance, in a scenario involving classroom conflict, students acted out both the problem and resolution. This helped them understand the perspectives of others and practice empathy in a safe environment. Students also participated more actively in moral discussions, offering thoughtful opinions about fairness and respect. Their teacher noted a shift in classroom dynamics, with more inclusive behavior and fewer disputes. Peer evaluation activities showed that students were learning to appreciate different viewpoints. These results highlighted the potential of contextual methods to build moral sensitivity. The foundation was laid for more complex social learning in the next phase.

In the second cycle, the focus shifted to collaborative group work and peer dialogue. Students were divided into diverse groups and tasked with solving moral dilemmas through discussion. Initially, some students struggled to listen actively or compromise on differing opinions. However, over time, they began to show increased patience and cooperation. By the end of the cycle, group presentations revealed that students could articulate tolerant responses to various social scenarios. They demonstrated improved communication skills and greater emotional control during disagreements. Teachers

observed more respectful interactions, even outside of structured activities. The inclusion of real-life problems made lessons more relatable and impactful. Students showed pride in their moral growth and classroom unity.

Observations throughout the cycles revealed a steady increase in positive peer interactions. Students were seen offering help to classmates who were struggling or excluded. One notable change was in group behavior during collaborative tasks—students actively ensured that everyone was included and had a voice. The use of contextual learning promoted shared responsibility and empathy. The teacher reported that disciplinary issues related to intolerance decreased noticeably. Students became more confident in expressing their thoughts without belittling others. The class atmosphere grew more supportive and cooperative. These outcomes demonstrated that contextual learning contributed to a more inclusive learning environment. The effects extended beyond moral lessons into everyday behavior. Interview results with students confirmed their increased understanding and appreciation of tolerance. When asked about the meaning of tolerance, many gave practical examples from their own experiences. Some students mentioned being more willing to forgive or befriend peers who were previously ignored. They acknowledged that the learning activities helped them realize the importance of kindness and open-mindedness. Students expressed enjoyment in the interactive methods used during the lessons. They found group work, peer sharing, and role-playing more engaging than traditional lectures.

These insights validated the effectiveness of contextual learning in shaping moral attitudes. Student reflections also showed deeper emotional connections to the topic of tolerance. Teacher interviews revealed a positive shift in teaching experience and student responsiveness. The teacher found that contextual learning made moral education more dynamic and less abstract. She noticed that students retained moral concepts better when they were connected to daily life. According to the teacher, classroom management improved as students practiced more self-regulation. The teacher also felt more equipped to address moral issues using concrete, student-centered strategies. Her ability to assess students' moral growth became more nuanced with the help of observational tools. The collaboration between researcher and teacher also supported professional development. Overall, the teacher felt empowered by the new approach. She expressed interest in continuing contextual strategies beyond the research.

Reflection sessions after each cycle provided valuable insights into both progress and challenges. During the first cycle, students needed more guidance in understanding the value of tolerance. Some students initially resisted group work or avoided interacting with unfamiliar peers. However, targeted reflections helped them see the purpose behind each activity. In the second and third cycles, students became more self-aware and self-correcting. They identified behaviors they wanted to improve and set personal goals. The reflective practice supported their moral development and accountability. Teachers used these sessions to reinforce key concepts and encourage deeper thinking. These cycles showed how repetition and reflection worked together to strengthen moral behavior. The reflective process became a core part of learning. Documentation in the form of student journals and artwork revealed a more personal connection to the concept of tolerance. Students wrote about times they felt hurt or supported by peers and what they learned from those experiences. Drawings and posters created during the lessons depicted themes of unity, kindness, and cooperation. These creative outputs served as expressions of students' internal moral growth. They also allowed quieter students to share their insights visually. Analysis of these materials showed recurring themes of understanding, peace, and shared responsibility. These artifacts confirmed the depth of student engagement with the topic. They also provided evidence of moral learning that was both cognitive and emotional.

Quantitative observations, while secondary in this qualitative study, supported the visual and verbal data. The frequency of tolerant behaviors—such as helping peers, sharing materials, and resolving conflicts calmly—increased in each cycle. By the third

cycle, such behaviors became common classroom norms rather than exceptions. The data also showed a reduction in teacher interventions for behavioral issues. This indicated growing peer accountability and internal motivation. Students were more likely to resolve conflicts among themselves respectfully. The classroom became a more student-centered environment where tolerance was naturally modeled. These observations suggest the internalization of values rather than temporary compliance. It marked a sustainable shift in classroom culture.

The study also noted improvements in students' verbal expressions of tolerance. During discussions and feedback sessions, students used more empathetic and respectful language. They acknowledged mistakes and praised peers for positive actions. This verbal reinforcement helped normalize tolerance as part of classroom dialogue. Students became more comfortable discussing moral topics openly. They were also able to connect these values to life outside of school, including family and community interactions. Teachers noted an increase in thoughtful questions about fairness and justice. These conversations enriched the moral learning process. The integration of real-life themes deepened their understanding. It allowed them to see tolerance as a guiding principle, not just a school rule. Students who initially showed dominant or withdrawn behavior also demonstrated notable progress. Dominant students learned to give space and listen, while quiet students gained confidence to speak up. These shifts were attributed to the group-based nature of contextual learning. The structure allowed all students to contribute without pressure. Teachers created supportive conditions for safe sharing and mutual respect. Peer support played a critical role in encouraging shy students to express themselves. Over time, class participation became more balanced and inclusive. This enhanced social cohesion and respect among diverse personalities. The development of tolerance was both interpersonal and intrapersonal. It transformed individual behavior and group dynamics alike.

DISCUSSION

The results of this study demonstrate that contextual learning is an effective approach to improving students' tolerance toward others. By grounding lessons in real-life situations, students were able to relate moral values to their personal experiences. This helped foster emotional engagement and deeper understanding. Unlike traditional moral instruction, which often relies on abstract definitions, contextual methods encouraged students to reflect, feel, and act. Tolerance became a lived experience rather than a distant concept. The interactive nature of the lessons also fostered active participation. Students were not passive recipients but contributors to their own moral development. This shift in learning style contributed to behavioral changes. Learning became personal and transformative.

The increase in students' tolerance behaviors across the cycles reflects the value of repetition and reflection in moral education. Each cycle allowed students to revisit the core value of tolerance in different contexts. Through this iterative process, their understanding grew more sophisticated. In the first cycle, tolerance was mostly understood as simply "being nice." By the third cycle, students could explain tolerance in terms of empathy, respect for differences, and fairness. This evolution shows the importance of sustained moral instruction. Single lessons are not sufficient to build deep values. A structured, cyclical approach helps values become embedded. The classroom became a space for moral practice, not just theory.

The use of role-playing and storytelling was particularly effective in engaging students emotionally. These activities created a safe space for exploring difficult emotions and social dilemmas. Students could step into others' shoes and see situations from different perspectives. This experience fostered empathy, a core component of tolerance. When students acted out scenarios of bullying, exclusion, or misunderstanding, they experienced the emotional weight of these actions. Such experiences left a lasting impact. It was no longer enough to know what tolerance meant—they could now feel why it

mattered. These emotional insights laid the groundwork for meaningful behavior change. Moral education thus touched both head and heart. Group activities also played a crucial role in the development of tolerance. By working together with diverse classmates, students practiced communication, compromise, and cooperation. These social skills are foundational to tolerant behavior. Group work challenged students to manage differences respectfully. Some students initially resisted working with unfamiliar peers. However, as the cycles progressed, they began to value different viewpoints. These interactions taught them that diversity can enrich, not divide. Collaborative tasks built trust and accountability within the class. Students learned to listen as well as speak. Over time, group dynamics became more inclusive. Tolerance became a social norm in the classroom.

Peer feedback and self-reflection further supported students' moral development. These tools allowed students to assess their own behavior and that of others in a constructive way. They learned to give and receive criticism with empathy. When students identified behaviors that lacked tolerance, they were encouraged to reflect and improve. This process created a sense of ownership over moral growth. Rather than being told what to do, students discovered their own values. This internal motivation led to more sustainable change. The role of the teacher shifted from authority figure to guide. Reflection became a tool for self-awareness and self-regulation. It reinforced the moral lessons of each cycle. Student journals and creative outputs revealed the depth of their engagement with the concept of tolerance. Many students expressed personal growth through writing and art. They described moments of conflict and how they learned to resolve them peacefully. These expressions showed that students were internalizing the value of tolerance. Their reflections were not limited to school settings. Several students related their learning to experiences at home and in the community. This indicates that the impact of contextual learning extended beyond the classroom. Moral values became part of students' identity. Creative expression allowed them to articulate this change in meaningful ways. It provided additional evidence of success.

The role of the teacher in this research was pivotal. As a facilitator of contextual learning, the teacher helped bridge academic content and moral practice. Her active participation ensured the relevance and effectiveness of each activity. The teacher's ability to model tolerance also influenced student behavior. When she treated students with fairness and respect, they mirrored this behavior in peer interactions. Her observations and feedback were crucial in adapting lesson plans. The collaborative planning between researcher and teacher enriched the teaching process. It also supported the teacher's professional development. The study emphasized the importance of teacher engagement in moral education. Teachers are not just transmitters of values—they help students live them. The findings suggest that tolerance is best taught through experience, not instruction alone. When students are placed in real-life or simulated moral situations, they develop practical understanding. Abstract lessons without application are easily forgotten. Contextual learning made tolerance tangible. Students experienced the consequences of both tolerant and intolerant actions. These experiences were then deconstructed through discussion and reflection. This experiential loop led to deeper moral reasoning. It also made students more emotionally invested in the value being taught. The success of this approach underscores the need for student-centered, activity-based learning. It aligns with developmental needs and cognitive abilities of elementary students.

One of the most encouraging findings was the behavioral change among students who initially struggled with tolerance. Some students were known for dominant or aggressive behavior. Others were shy and withdrawn. Contextual learning provided opportunities for all students to grow. Dominant students learned to share space and listen. Quiet students found their voice in a supportive environment. The design of activities allowed for multiple forms of participation. This inclusivity fostered mutual respect among diverse personalities. As a result, the classroom became more cohesive. Behavioral changes in these students highlight the potential for moral education to reach every child. The classroom became a space of personal and collective transformation.

Another important insight is the role of emotional safety in moral learning. Students need to feel safe to express themselves, take risks, and make mistakes. The structure of contextual lessons supported this need. Group norms emphasized kindness and respect. Teachers intervened when necessary to ensure psychological safety. This allowed students to be vulnerable, admit wrongs, and seek improvement. Emotional safety enhanced engagement and trust. It also made moral learning more authentic. When students felt secure, they were more open to change. The emotional environment of the classroom played a key role in sustaining tolerance. It was as important as the curriculum itself.

The reduction of disciplinary incidents during the research further supports the positive impact of contextual learning. As tolerance improved, conflicts decreased. Students were able to handle disagreements more calmly and independently. The teacher spent less time resolving disputes and more time facilitating learning. This shift freed up time for deeper instruction. It also contributed to a more peaceful and productive learning environment. Students began to take responsibility for the classroom climate. This sense of ownership was a powerful outcome. It showed that moral education could improve not only individual behavior but also group culture. The classroom became a model of a tolerant community. Peer relationships were also positively impacted by the research. Students reported having more friends and feeling more accepted. They appreciated learning about each other's perspectives and backgrounds. These interactions broke down social barriers and reduced cliques. Students became more inclusive in their friendships and daily choices. This change reflects the social aspect of tolerance. It is not only about beliefs but about behavior in relationships. The growth of peer empathy and acceptance is a strong indicator of success. It shows that contextual learning built not just understanding, but connection. Students became more than classmates—they became allies in learning and living moral values.

CONCLUSION

The findings of this study indicate that contextual learning is an effective method for improving students' tolerance toward others. By engaging in real-life scenarios, students were able to connect moral values to their personal experiences, which helped them internalize and apply these values in their daily lives. The use of interactive activities such as role-playing, group work, and peer reflection provided opportunities for students to practice empathy, respect, and cooperation. Over the course of the study, students demonstrated significant improvements in their behavior, communication skills, and ability to manage conflicts with peers. These changes suggest that contextual learning not only enhances academic understanding but also contributes to the development of crucial social and emotional skills. In conclusion, the research highlights the importance of incorporating experiential and student-centered methods in moral education. Contextual learning enables students to develop tolerance through active participation and reflective practices, rather than passive reception of abstract concepts. The study also underscores the role of the teacher as a facilitator who supports moral development through guided activities and emotional safety. The positive impact of contextual learning extends beyond the classroom, influencing students' relationships and overall behavior. Therefore, integrating contextual learning into the curriculum can play a key role in fostering a more tolerant, respectful, and cooperative school environment.

REFERENCES

- Arikunto, S. (2002). *Prosedur Penelitian*. Bandung: Rineka Cipta.
- Apriyanti, I., & Rahayu, S. (2024). Efforts to Improve Student Learning Outcomes through the Problem Based Learning Model in Islamic Education Learning at SD Negeri 104325 Kampung Manggis. *Journal of Indonesian Primary School*, 1(2), 61–68.

- Elistiana, V., Novita, N., & Ginting, F. W. (2024). A Development of E-Module Learning Media based on SETS (Science, Environment, Technology, and Society) on Sound Wave Material. *Indonesian Journal of Education and Social Humanities*, 1(2), 20–32.
- Erawadi, E., Hamka, H., & Juliana, F. (2017). The Analysis of Student's Stressed Syllables Mastery at Sixth Semester of TBI in IAIN Padangsidimpuan. *English Education: English Journal for Teaching and Learning*, 5(1), 44–57.
- Hamka, H. (2023). The Role of Principals on Teacher Performance Improvement in a Suburban School. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 15(1), 371–380.
- Hamka, H., Suen, M.-W., Anganthi, N. R. N., Haq, A. H. B., & Prasetyo, B. (2023). The Effectiveness of Gratitude Intervention in Reducing Negative Emotions in Sexual Abuse Victims. *Psikohumaniora: Jurnal Penelitian Psikologi*, 8(2), 227–240.
- Harahap, D. S. (2024). Implementation of ChatGPT to Improve Students' Critical Thinking Abilities. *Indonesian Journal of Education and Social Humanities*, 1(2), 33–39.
- Harahap, S. M., & Hamka, H. (2023). Investigating the Roles of Philosophy, Culture, Language and Islam in Angkola's Local Wisdom of 'Dalihan Na Tolu.' *HTS Teologiese Studies/Theological Studies*, 79(1), 8164.
- Indrawati, N., & Desky, A. Y. D. (2024). How to Improve Elementary School Student Learning Outcomes by Implementing the Articulation Type Cooperative Learning Model? *Journal of Indonesian Primary School*, 1(2), 32–37.
- Jannah, A., Lubis, A. H., & Julia, N. M. (2024). Development of Number Card Media in Mathematics Learning for Elementary School Students. *Journal of Indonesian Primary School*, 1(3), 12–23.
- Latifah, I., & Safrida, I. (2025). Improving Students' Language Skills with Punakawan Wayang Media at RA Mansyaul Huda: A Classroom Action Research. *Journal of Indonesian Primary School*, 2(1), 13–24.
- Lubis, A. H. (2024). Improving Elementary School Students' Reading Skills Using Picture Word Cards: How is This Possible? *Journal of Indonesian Primary School*, 1(2), 9–18.
- Lubis, A. H., & Lubis, S. S. W. (2024). Development of Newsletter Media in Thematic Learning for Elementary School Students. *Indonesian Journal of Education and Social Humanities*, 1(1), 28–36.
- Mauliana, I., Ulfa, N., & Fitria, A. (2024). Improving Student Learning Outcomes with the Problem Based Learning Model: Classroom Action Research at the State Islamic Primary School. *Indonesian Journal of Education and Social Humanities*, 1(2), 1–8.
- Misqa, L., Oviana, W., Hayati, Z., & Jannah, M. (2024). Improving Student Learning Outcomes in Mathematics Learning through a Contextual Teaching and Learning Approach in Elementary Schools. *Journal of Indonesian Primary School*, 1(2), 19–26.
- Muliawati, I., & Aldin, A. (2024). The Effectiveness of the Problem Based Learning Model on Elementary School Students' Mathematics Learning Outcomes. *Journal of Indonesian Primary School*, 1(2), 27–31.
- Nurliza, M., Lubis, A. H., & Lubis, S. S. W. (2024). Word Square Model Used by Poster Media to Improve Primary School Student Learning Outcomes. *Journal of Indonesian Primary School*, 1(1), 19–28.
- Rahayu, L., & Daud, R. M. (2024). SAS Method assisted by Picture Story Books to Improve Elementary School Students' Beginning Reading Ability. *Journal of Indonesian Primary School*, 1(1), 37–46.
- Rahmah, S., & Lubis, A. H. (2024). Problem Posing as a Learning Model to Improve Primary School Students' Mathematics Learning Outcomes in Gayo Lues. *Journal of Indonesian*

Primary School, 1(4), 93–104.

Simamora, R. (2024). A Survey Research: What is the Role of the Mendeley Application in the Student Environment? *Indonesian Journal of Education and Social Humanities, 1(2)*, 40–45.

Simaremare, S., & Siregar, R. (2024). Effectivity of the Microsoft Excel Application on Student Understanding in Statistics Courses. *Indonesian Journal of Education and Social Humanities, 1(2)*, 9–19.

Sugiyono. (2018). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.

